



Si Se Puede:  
An Interdisciplinary Study  
of Chicano Activism



Denver Public Schools, Denver, Colorado

In partnership with Metropolitan State College of Denver, and  
the Colorado Department of Education, Denver, Colorado, and  
the Cesar Chavez Academy, Pueblo, Colorado

THE ALMA PROJECT  
*A Cultural Curriculum Infusion Model*



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By Velia Venegas

Grades: 6–8

Implementation Time: 3 weeks

Published 2004

A partnership with Denver Public Schools, Denver, Colorado, and the Colorado Department of Education, Denver, Colorado, and the Cesar Chavez Academy, Pueblo, Colorado.

The Alma Curriculum and Teacher Training Project

Loyola A. Martinez, Project Director



*Denver Public Schools, Denver, Colorado*

## **ABOUT THE ALMA PROJECT**

### **The Alma Curriculum and Teacher Training Project**

The Alma Curriculum and Teacher Training Project was made possible with funding from a Goals 2000 Partnerships for Educating Colorado Students grant awarded to the Denver Public Schools in July 1996. The Project is currently being funded by the Denver Public Schools.

The intent of the Project is to have teachers in the Denver Public Schools develop instructional units of study (ECE-12) on the history, contributions, and issues pertinent to Latinos and Hispanics in the southwest United States. Other experts, volunteers, and community organizations have also been directly involved in the development of content in history, literature, science, art, and music, as well as in teacher training. As instructional units are developed and field-tested, feedback from teachers is extremely valuable for making any necessary modifications in the topic development of future units of study.

Each instructional unit is based on the best scholarly information available and is tied directly to the state and district Academic Content Standards. The scope of the materials includes the history of indigenous peoples in the Americas, contacts of Spanish explorers in the New World, exploration of Mexico and areas of the present-day United States, colonization of New Mexico and southern Colorado, and contemporary history, developments, events, and issues concerning Latinos in the southwest United States. The instructional units also address areas that need to be strengthened in our curriculum with regard to the cultural and historical contributions of Latinos and other predominant ethnicities represented in the Denver Public Schools' student population.

The Project has reaped numerous benefits from partnerships with various colleges and universities. We hope to continue to secure agreements with curriculum experts from various institutions and teachers to work directly with the Project. As the Project continues, these partnerships will allow us to broaden the range of topics to be developed.

### **Basic Premise of the Project**

This curriculum innovation will serve several major purposes.

- ◆ It will provide the opportunity for every teacher in the Denver Public Schools to integrate fully developed instructional units (ECE-12) tied to state and district standards into the curriculum at every grade level in language arts, social studies, history, art, and music.
- ◆ It will broaden a teacher's ability to teach a more inclusive and accurate curriculum.
- ◆ The instructional units will facilitate the infusion of the cultural and historical contributions of Latinos and other predominant ethnicities represented in the student population.
- ◆ The Project will have a positive effect on the engagement and achievement of Latino students in the Denver Public Schools and other districts that utilize these resources or replicate the project.
- ◆ A formal link has been developed between the Denver Public Schools and various colleges and universities throughout the state of Colorado.

The instructional units were developed by teachers (ECE-12) from the Denver Public Schools beginning in March 1997. The Denver-based Mid-Continental Regional Educational Laboratory (McREL) provided a standards-based framework that is used in the development of the instructional units.

Alma instructional units are currently available on the Alma Project web site.  
(<http://almaproject.dpsk12.org>).

*For more information on the Alma Project, please contact:*

## **ALMA PROJECT**

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## ACKNOWLEDGEMENTS

The undertaking of a project of this magnitude and importance would not have been possible without the Goals 2000 grant awarded to Denver Public Schools in July 1996. We are indebted to former superintendent Irv Moskowitz, the assistance and support of the Colorado Department of Education, members of the Board of Education, Department of Educational Services, and the Metropolitan State College at Denver.

Special thanks are extended to the following professors who gave freely of their time and expertise. Their great contributions were key factors in the initial and continued success of the Project.

Dr. Luis Torres, Chicano Studies Department Chair  
Metropolitan State College of Denver

Dr. Vincent C De Baca, Assistant Professor of History  
Adjunct Professor of Chicano Studies  
Metropolitan State College of Denver

Dr. Miriam Bornstein, Professor of Spanish  
Latin American and Chicano Literature  
University of Denver

Dr. Arthur Leon Campa, Associate Professor of Anthropology  
Department of Sociology, Anthropology and Social Work  
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Dr. Brenda Romero, Assistant Professor of Ethnomusicology  
University of Colorado at Boulder

Dr. Priscilla Falcon, Professor of International Relations  
Department of Hispanic Studies  
University of Northern Colorado

Dr. Margarita Barcelo, Professor of Chicano/Chicana Studies and English  
Metropolitan State College of Denver

The Alma Project moved forward in the 2002-2003 school year with the combined efforts of the following people:

Dr. Diane Paynter, Mid-Continental Regional Educational Laboratory (McREL)  
Virginia Castro for *Richard T. Castro Commemorative Exhibit*  
Steve Garner for *Richard T. Castro Commemorative Exhibit*  
Gil Munoz, Social Studies Coordinator, Curriculum Department, Denver Public Schools for *Richard T. Castro Commemorative Exhibit*  
Darius Smith, Curriculum Specialist, The Alma Project, Denver Public Schools  
Teresa Torres, Chief Editor, The Alma Project, Denver Public Schools

# INSTRUCTIONAL FRAMEWORK

The Alma instructional units are *not* to be used in isolation, but rather to be infused or integrated into the adopted Scope and Sequence for ECE-8 grade levels. Units at the high school level can be integrated into the recommended courses for a more in-depth, broader based scope of the topic. All Alma units can be translated into Spanish upon request.

The framework for the instructional units was provided by Dr. Diane Paynter with the Denver-based Mid-Continental Regional Educational Laboratory (McREL).

The individual lesson components contain the following:

## ***Content Knowledge***

The standard/benchmark information students should understand within a specified content domain and the skills or processes they should be able to do within that domain.

## ***Specifics***

Identification of relevant supporting knowledge that will help students understand the information.

## ***Instructional Strategies***

Any instructional strategy to be used by the teacher based on what students already know and how students can make sense of the new information and the learning patterns and relationships.

## ***Preteaching***

Concepts or skills that may need review or introduction.

## ***Preliminary Lesson Preparation***

Concepts and/or skills that the teacher should reinforce before beginning.

## ***Student Activities***

The activities in which students will be involved and that will help them process new content knowledge. They should be purposeful activities that are a means to an end, which is that students attain an understanding of the information they are learning.

## ***Vocabulary***

Definitions and translations of specialized words and concepts in English and Spanish that may be unfamiliar to the students and even to teachers are provided in this section. This is your opportunity to focus attention on vocabulary development and on the understanding of critical concepts you want the students to learn.

## ***Resources/Materials***

Required or suggested sources such as textbooks, audio- and videotapes, guest speakers, lectures, field trips, CDs and laser discs, software sources, newspapers, magazines, brochures, encyclopedias, trade books and literature, charts, exhibits, TV programs, community resources, murals, advertisements, journals, and filmstrips to be used to provide students with information related to the identified content knowledge.

## ***Performance Task***

A rigorous task that asks students to apply the content knowledge they have been learning within a highly contextualized, real-world setting.

## ***Scoring Rubric***

A set of criteria that describes levels of expected performance or understanding that includes four levels of performance.

### ***Additional Evidence***

Pieces of any other assessments or evidence that can be used to determine the degree to which students have mastered the identified knowledge.

Each lesson contains a set of key components, which are listed below.

#### ***What will students be learning?***

- Standards
- Benchmarks
- Instructional objectives
- Specifics

#### ***What will be done to help students learn this?***

- Instructional strategies
- Preteaching (optional)
- Preliminary lesson preparation (optional)
- Activities
- Vocabulary (optional)
- Resources/materials for specific lesson
- Assessment
- Extensions

The Alma instructional units can be integrated into the regular course of study at a particular grade level according to content standards. Each unit is specific to either primary, intermediate, middle, or high school. The basic premise for the integration of the Alma instructional units is that a more accurate, more diversified perspective can be taught, given the content and resources to support a particular topic.

The instructional units are available on the Internet to teachers who wish to preview the study guides and check out materials for integration into their curriculums. Teachers in the Denver Public Schools have the opportunity to draw from a large pool of Alma materials/kits housed in the Yuma Street Center. The Center is located at 2320 West 4<sup>th</sup> Avenue, Denver, Colorado. Contact the Alma office for checkout procedure.

Teachers who implement Alma units/materials into their curriculum are asked to complete an evaluation questionnaire for data collection purposes.

## CONTRIBUTING AUTHORS

The following Denver Public Schools teachers are to be commended for their significant contributions to the Alma Project. Their contributions will greatly benefit all students both in Denver Public Schools and other school districts in the nation.

<b>1998-1999</b>		
<b>Contributing Author</b>	<b>Topic</b>	<b>School</b>
Flor Amaro	Exploring Literary Genre Through Latin American Literature	Cheltenham Elementary
	Hispanic Literature	
Leni Arnett	The Spanish Conquest and the Role of La Llorona	Denver School of the Arts
Stella Garcia Baca	Study Guide for Among the Volcanoes by Omar S. Castañeda	Lake Middle School
Sallie Baker	The Clash of Cultures: Moctezuma Hosts Cortes	Denver School of the Arts
Shanna Birkholz	Dia de Los Muertos	Gilpin Elementary
Richard Bock	Coming of Age	West High School
Virginia Coors	Essential Values Woven Through Hispanic Literature	Florence Crittendon School
Susanna DeLeon	The Importance of Music in the Life of the Aztec People	Smedley Elementary
Amanda Dibbern	Everyone Has a Tale	Lake Middle School
Gabe Garcia	Twin Hero Myths in Literature of the Americas	West High School
Steven Garner	The Impact of the Mexican Revolution on the United States	West High School
Hilary Garnsey	Heralding Our Heroes Times	Montclair Elementary
Deborah Hanley	Music of the Aldean Altiplano	Knapp Elementary
Janet Hensen	Viva Mexico! A Celebration of Diez y Seis de Septiembre, Mexican Independence Day	Montclair Elementary
Irene Hernandez	California Missions	Denver School of the Arts
	Heart of Aztlan Study Guide	
Leigh Heister	Latina Women	Knapp Elementary
Dorotha Hogue	Science of the People	Florence Crittendon School
Pat Hurrieta	El Dia de los Muertos	Cheltenham Elementary
Heidi Hursh	Latino Legacy: A Community Oral History Project	West High School
Pat Dubrava Keuning	Changing Borders and Flags	Denver School of the Arts
Jon Kuhns	The Rise of the United Farmworkers Union: A Study of the Chicano Civil Rights Movement	Florence Crittendon School
Lu Liñan	Curanderismo: Holistic Healing	West High School
Charlene Meives	Santos and Santeros	Rishel Middle School
Frances Mora	Spanish Settlement and Hispanic History of Denver and Colorado	Schenk Elementary
Julie Murgel	Mayan Mathematics and Architecture	Lake Middle School

Jerrilynn Pepper	Spanish Missions in Florida, Texas, New Mexico, and Arizona	Bryant-Webster Elementary
Kristina Riley	Biographies of Famous Hispanics/Latinos/Chicanos	Cheltenham Elementary
	Piñatas!	
Sharon Robinett	Francisco Vasquez de Coronado	McGlone Elementary
Kathleen Stone	Latinos in War: The American Military Experience	West High School
Dan Villescas	Mother Culture of Mexico: The Olmecs	Lake Middle School
Joanna Vincenti	Our Stories, Our Families, Our Culture	Florence Crittendon School
Linda Weiss	Spanish Exploration of Colorado	Schenck Elementary

<b>1999-2000</b>		
<b>Contributing Author</b>	<b>Topic</b>	<b>School</b>
Leni Arnett	Americans Move West: The Santa Fe Trail	Denver School of the Arts
Stella Garcia Baca	Study Guide for Walking Stars	Lake Middle School
Suzi Bowman	In Memory of Sand Creek	Brown Elementary
Conchita Domenech	An Introduction to the Navajo Culture	West High School
Denise Engstrom	Exploring Northeast Native Americans: The Iroquois	Early Childhood Education Specialist
Debbie Frances	La Mariposa/The Butterfly	Kaiser Elementary
	The Desert	
	Easter/Spring Celebration	
	From Corn to Tortillas	
Jennifer Henry	The Mexican Muralist Movement and an Exploration of Public Art	Student
Ronald Ingle II	Music of the Tex-Mex Border Region	Smith Elementary
Lu Liñan	The Voice of a Latina Writer: Author Study on Sandra Cisneros	West High School
Cleo McElliot	Families.....A Celebration	Kaiser Elementary
	Plants/Las Plantas	
Sandy Miller	Pepper, Pepper, Plants!	Samuels Elementary
Maria Salazar	The Treaty of Guadalupe Hidalgo	Lake Middle School
Jessica Schiefelbein	Diego Rivera	Doull Elementary School
Sandy Stokely	Haiky and Beyond: A Study of Japanese Literature	Ellis Elementary
Dan Villescas	The Conquest of the Aztec Civilization	Alma Project Curriculum Specialist
	The Mexican American War	

<b>2000-2001</b>		
<b>Contributing Author</b>	<b>Topic</b>	<b>School</b>
Denise Engstrom	Thanksgiving - An American Tradition	ECE Specialist
	Denver March Powwow	
	American Indian Storytelling: A Tradition	
Astid Parr	Cinco de Mayo - A Historical Celebration	Swansea Elementary
Sandra Miller	Mercado - Trading at the Marketplace	Samuels Elementary
Nina Daugherty	Aztec Folk Literature - Two Legends and a Folktale	Centennial Elementary
	Three Latin American Folktales	
Ron Ingle II &	Celebration of Mexicanos through Music,	Kaiser Elementary
Dan Vallescas	Dance & Art	Alma Curriculum Development Specialist
Deborah Francis	The Cowboys/Vaqueros	Grant Ranch Elementary
Barbara J. Williams	Lessons in Courage: Maritin Luther King, Rosa Parks and Ruby Bridges	Maxwell Elementary
Jessica Schiefelbein	Faith Ringgold	University Park Elementary

<b>2001-2002</b>		
<b>Contributing Author</b>	<b>Topic</b>	<b>School</b>
Deborah Francis	Alma Flor Ada: An Author Study	Grand Ranch Elementary
	Pat Mora: An Author Study	
	Jan Romero Stevens: 1953-2000	
	Carmen Lomas Garza: Chicana Author and Illustrator	
Sara Hensen	Good Intentions, Misunderstanding, Betrayal: A study of the first encounters between Native Americans and Pilgrims	Goldrick Elementary
Stephanie A. Herrera	Fiesta Mexicana: A Summer Latin Dance Experience	DPS Latin Dance Coordinator
Tania Hogan	Alma Flor Ada: Latina Author	Goldrick Elementary
Kathy Hoops	Beyond the Glass Slipper: Cinderella Stories from Around the World	Goldrick Elementary
Barbara Williams	Infinite Skies: Bessie Coleman, Mae Jemison, and Ellen Ochoa	Maxwell Elementary

**2002-2003**

<b>Contributing Author</b>	<b>Topic</b>	<b>School</b>
Melanie Bertrand	A Comparison of Holidays: Ramadan, Hanukkah, and Kwanzaa	Philips Elementary
Steve Garner	Shaping the Law of the Land: Hispanics in the Colorado Legislature	Polyglot, Inc.
Lisa Simms	Poetry and the Chicano: A Semantic Study of Chicano Identity Through Poetry	Horace Mann Elementary
Darius Smith	American Indian Mascots: Hype, Insult, or Ignorance	Alma Project Curriculum Development Specialist
Arthur L. Campa, Ph.D., Ellen J. Campa, and Steve Garner	Conquerors and Victims: An Exploration of Race, Identity, and Advocacy through Latino History	Metro State College and Polyglot, Inc.

# **Si Se Puede:**

## **An Interdisciplinary Study of Chicano Activism**

### **Unit Concepts**

- Chicano/Chicana activists Cesar Chavez and Dolores Huerta
- Unifying forces of the United Farm Workers Union (UFW)
- Leadership
- Student political, social, and economic analysis of Mexican immigration in the United States.

### **Standards Addressed by this Unit**

#### READING AND WRITING

Students read and understand a variety of materials (LA 3).

Students apply higher level thinking skills into their reading, writing, speaking, listening and viewing (LA 4).

Students read and recognize literature as an expression of human experience (LA 6).

#### HISTORY AND CIVICS

Students know that religious and philosophical ideas have been powerful forces throughout history (H 6).

Students know how various forms of expression reflect religious beliefs and philosophical ideas (H 6.3).

Students know how the world interacts politically (C 4.1).

Students know what citizenship is (C 5.1).

#### GEOGRAPHY AND ECONOMICS

Students know how culture and experience influence people's perceptions of places and regions (G 2.3).

Students understand the fundamental characteristics of the United States economic system, private property, profits, competition, and the price systems and how they are interrelated (E 2.2).

Students understand that the exchange of goods and services creates economic interdependence and change (E 3.1)

#### VISUAL ART

Students recognize and use the visual arts as a form of communication (VA 3).

Students relate the visual arts to history and culture (VA 4).

#### SCIENCE

Students demonstrate the ability to advocate for personal, family, and community health (Health 7).

#### WORLD LANGUAGES

Students communicate in languages other than English (L 1).

Students gain knowledge and understanding of other cultures (L 2).

Students participate in multilingual communities (L 5).

## Introduction

This unit is designed to introduce concepts that are an integral component of the history of activism and future activism. The study incorporates the role of the students who have gained invaluable lessons from the “context” in which major inroads were made by the work of Dolores Huerta and Cesar Chavez. Students will have an opportunity to learn the chronology, the various perspectives, the relationships and the significance of cause and effect during this segment of history. Middle school is a great opportunity for students to be introduced to the values of civic responsibility. This unit strives to acknowledge the work of two giants who not only raised the awareness of thousands but who modeled their beliefs and strategies in their daily lives.

Just as Cesar Chavez and Dolores Huerta brought the voices from the fields to the forefront of the labor movement to be heard around the world, it is important for students to feel they have a voice in what happens in their lives and in their classrooms. Dolores Huerta was once quoted AS saying, “I would like to be remembered as a woman who cares for fellow humans. We must use our lives to make the world a better place to love, not just to acquire things. That is what we are put on the earth for.”

This unit of study provides an opportunity in which students can learn from activists who, in the past, paved the way and those who presently continue to advocate for themselves and those whose voices go unheard. Their advocacy continues through non-violence. Cesar Chavez believed, “Once social change begins, it cannot be reversed. You cannot un-educate the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the people who are not afraid anymore.”

## Implementation Guidelines

This unit is designed for sixth through eighth grade Chicano Studies or Social Studies classes, however, it can be adapted for use across the curriculum. Pre-teaching is recommended for each lesson that contains instructional strategies that may be new to the students.

## Instructional Materials and Resources

**The following resources and materials are required for implementation of this unit:**

### Books

*Emanuel Martinez* editor Teddy Dewalt (or Internet access)  
*Latinos in American History: Dolores Huerta* by Rebecca Thatcher Murcia.  
*Many Faces of Mexico* by Octavio Ruiz, Amy Sanders and Meridith Sommers  
*The Mexican American Heritage* by Carlos M. Jimenez  
*Portrait of the artist as the Virgen de Guadalupe* by Yolanda M. Lopez  
*Rethinking Globalization: Teaching for Justice in an Unjust World* edited by Bill Bigelow and Bob Peterson

### Videos

*Common Man, Uncommon Vision* (from Internet)  
*My Family /Mi Familia*

### Misc.

Maps of the United States and Mexico  
Internet access

**The following are resources and materials for each unit:**

Lesson 1: *Cesar Chavez* (internet access) <http://www.inkwell.com/Biographies/Chavez.html>  
*Cesar E. Chavez's Biography* (Internet access)  
[http://www.sfsu.edu/~cecipp/cesar\\_chavez/cesarbio5-12.htm](http://www.sfsu.edu/~cecipp/cesar_chavez/cesarbio5-12.htm)

- Dolores Huerta* (internet access)  
<http://www.teacherlink.usu.edu/tlresources/units/Byrnes-famous/huerta.html>  
*Latinos in American History: Dolores Huerta* by Rebecca Thatcher Murcia.  
*People of the Century: Cesar Chavez* (internet access)  
[http://www.sacbee.com/static/archive/news/projects/people\\_of\\_the\\_century/heroes/chavez](http://www.sacbee.com/static/archive/news/projects/people_of_the_century/heroes/chavez)  
*The Mexican American Heritage* by Carlos M. Jimenez.
- Lesson 2: Maps of the United States and Mexico  
*The Story of the UFW Flag* (internet access)  
<http://www.colapublib.org/chavez/flag.htm>  
*Una Linda Raza* by Angel Vigil
- Lesson 3: *The Mexican American Heritage* by Carlos M. Jimenez  
*Images of La Virgen de Guadalupe* (Internet access)  
*Emanuel Martinez* editor Teddy Dewalt or visit his website at: <http://ww.webpan.com/emanuel/>  
*Portrait of the artist as the Virgen de Guadalupe* by Yolanda M. Lopez  
Magazines and/or newspapers
- Lesson 4: *Gandhi is Fasting* by Langston Hughes (poem) located in the book, *Rethinking Globalization: Teaching for Justice in an Unjust World* edited by Bill Bigelow and Bob Peterson  
*Common Man, Uncommon Vision* (video from Internet access)  
<http://cda.aas.duke.edu/saf/links/library.html>
- Lesson 5: *So Mexicans Are Taking Jobs from Americans* by Jimmy Santiago Baca (poem) located in the book, *Rethinking Globalization: Teaching for Justice in an Unjust World* edited by Bill Bigelow and Bob Peterson  
*Many Faces of Mexico* by Octavio Ruiz, Amy Sanders and Meridith Sommers
- Lesson 6: *My Family /Mi Familia* video  
Tri-fold presentation boards

## Lesson Summary

- Lesson 1: *Que Viva La Raza: Having a Vision to Follow*  
The contributions of Cesar Chavez and Dolores Huerta are presented in chronological order as well as other significant dates and events.
- Lesson 2: *Huelga Eagle: The story of the United Farm Workers Union Flag*  
Students will learn the symbolic meaning of the Huelga Eagle, its significance and its role in a historical context.
- Lesson 3: *La Virgen de Guadalupe: A Unifying Force Among Mexican People*  
Students will explore the concepts of morality and values in relation to justice.
- Lesson 4: *The Fieldworkers Struggle: The Roots of Inequality*  
This lesson deconstructs the inequality of social, economic and political power of the United States agriculture industry.
- Lesson 5: *Migration versus Immigration: Case Studies on Mexican Immigration Policy*  
Students will engage in a structured and informed debate on topics of immigration in the United States considering various perspectives.
- Lesson 6: *Youth Leadership: Where I Come From, What I bring*  
Students will focus on the leadership qualities that will validate their life experiences and the impact on character.

Unit Assessment: *Teatro Campesino*

Students will write and perform a *teatro* (play) that incorporates the characters and events of the United Farm Workers Union.

# Lesson 1

## Que Viva La Raza: Having a Vision to Follow

### What will students be learning?

#### STANDARDS

Students read and understand a variety of materials (Language Arts 3).

Students apply higher level thinking skills into their reading, writing, speaking, listening and viewing (Language Arts 4).

#### BENCHMARKS

Students extend their thinking and understanding as they read stories of children from different economic, ethnic and social backgrounds.

Students use formal group discussion to explore ideas, issues, and information.

#### OBJECTIVES

Students will be introduced to the work and contributions to the United Farm Workers Union and the chronology of contributions made by Chicano activists, Cesar Chavez and Dolores Huerta.

Students will increase their vocabulary.

Students will be introduced to a complete chronological time line on key events relating to the work of Cesar Chavez and Dolores Huerta.

#### SPECIFICS

Cesar Chavez and Dolores Huerta shared a vision and many character traits, however, their individuality has accounted for their success as community leaders and world citizens. In 1962 Chavez founded the National Farm Workers Association (NFWA) formed out of his life savings of \$1,200, then with Dolores Huerta established the United Farm Workers union (UFW) founded under the principles of advocating for change and self-determination. Chavez and Huerta sacrificed a lot for what they believed. Chavez was accused of being a “communist” and Huerta has often been criticized for her “feminist” and/or non-traditional perspectives. Chavez and Huerta shared the vision of improving the lives of fieldworkers. They advocated for the restoration of human dignity through improvement of sub-standard working conditions endured by fieldworkers. Huerta is currently married to Cesar Chavez’s brother and continues to be the voice of la causa throughout many communities in our country. Huerta is sustained by her strength and inspiration, and the strength and inspiration of Cesar’s family and dedicated United Farm Workers Union members.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Meaningful vocabulary instruction

Video Analysis

Guided reading

Sequencing

#### PRELIMINARY LESSON PREPARATION

One useful flash card strategy for vocabulary development is to use one side of a blank card to write the word, then after defining the word, have the students draw a picture that represents the meaning of the word. On the other side of the card, the students and teacher work together and write a “student

friendly” definition. The student can also label the part of speech the word is and then write a complete sentence using the specific word. Schools that have implemented the *Successful for All* Reading Program can use this instructional strategy as an opportunity to write “meaningful sentences” using the new vocabulary or integrate literacy components of your specific district literacy program. For more information about the *Successful for All* program contact the reading program coordinator at Cesar Chavez Academy at 719-295-1623.

Additionally, the teacher must preview the *Cesar E. Chavez’s Biography* (Internet access) and create a key for the timeline. In addition, the teacher may also preview chapter 7 of *The Mexican American Heritage* by Carlos M. Jimenez for background information (pages 224 and 229 are used in the timeline). It is important for students to understand that a social movement does not happen in a vacuum and that leaders do not become leaders over night, but instead there is a sequence of events that creates a context that leads to its conception and growth. *The Mexican American Heritage* is a high school Chicano Studies textbook used in the Pueblo School District 60, and in other school districts, which can easily be adapted to the grade level of your students. It offers an opportunity to introduce art as medium for voicing social issues (color photos of several murals depicting the farm worker’s struggle are included).

## ACTIVITIES

### **To the teacher:**

Have students create flash cards for the vocabulary words and review the vocabulary words with them. As a class, read “Labor and Unions: The Basics” on page 224 of *The Mexican American Heritage*. Students will locate the corresponding dates in their Timeline Worksheet. Hand out one copy of each of the following internet articles: *Cesar Chavez*, *Cesar E. Chavez’s Biography*, *People of the Century: Cesar Chavez and Dolores Huerta* to small groups and have students highlight all the dates to complete the timeline before reading the articles. Review the performance based rubric with the class and explain the expectations for the lesson.

### **To the students:**

Today we will review the meaning of twelve vocabulary words using the definitions from the Vocabulary List handout. It is important to learn the meanings of these words in order to fully grasp the context of the material presented. As you read the three articles, highlight the dates for the Timeline Worksheet.

## VOCABULARY

activist	pesticides
exploitation	protest
fast	Si Se Puede
huelga	U.F.W.
human rights	union
injustice	Viva La Causa
N.F.W.A.	

## RESOURCES/MATERIALS

*Cesar Chavez* (Internet access)

<http://www.inkwell.com/Biographies/Chavez.html>

*Cesar E. Chavez’s Biography* (Internet access)

[http://www.sfsu.edu/~cecipp/cesar\\_chavez/cesarbio5-12.htm](http://www.sfsu.edu/~cecipp/cesar_chavez/cesarbio5-12.htm)

*Common Man, Uncommon Vision* (video from Internet access) <http://cda.aas.duke.edu/saf/links/library.html>

*Dolores Huerta* (Internet access)

<http://www.teacherlink.usu.edu/tlresources/units/Byrnes-famous/huerta.html>

*Latinos in American History: Dolores Huerta* by Rebecca Thatcher Murcia.

*People of the Century: Cesar Chavez* (Internet access)

[http://www.sacbee.com/static/archive/news/projects/people\\_of\\_the\\_century/heroes/chavez](http://www.sacbee.com/static/archive/news/projects/people_of_the_century/heroes/chavez)

*The Mexican American Heritage* by Carlos M. Jimenez.

Internet key words for doing a general Internet search: Dolores Huerta, Women in the United Farm Workers Union, Chicana Activists, or Famous Latinas in U.S. History.

Books listed in the bibliography are recommended for use if the websites become unavailable. Key Words: Cesar Chavez, Dolores Huerta and United Farm Worker will lead you to a number of online sources, including the UFW homepage.

#### ASSESSMENT

Students will fill in the correct dates, main ideas, events (key words), or description of the main ideas (supporting details) on the Timeline Worksheet. Students will also complete the Dolores Huerta: Journal Entries Worksheet.

#### Rubric Points

#### Description

- |   |   |
|---|---|
| 4 | Students have demonstrated a clear understanding of the significance of chronological order. They have successfully demonstrated their knowledge of the information on the timeline key and have completed their own timeline accurately. Journal entries on the Dolores Huerta Journal Entries worksheet are grammatically correct and well thought out. Students mastered all the vocabulary presented in the lesson. |
| 3 | Students have demonstrated an understanding of the significance of chronological order, however there are at least three missing or incorrect entries in their timeline worksheet. Journal entries on the Dolores Huerta Journal Entries worksheet are completed but not very creative. Students have mastered most of the vocabulary words presented in this lesson.   |
| 2 | Students have a vague understanding of the significance of chronological order and have more than four to six missing or incorrect entries on their timeline worksheet. Journal entries on the Dolores Huerta Journal Entries worksheet are somewhat disorganized and lack creativity. Students mastered half of the vocabulary words presented in this lesson.   |
| 1 | Students have not demonstrated a clear understanding of the significance of chronological order and have missed or have more than six incorrect entries in their timeline worksheet. Journal entries are incomplete and contain little information. Students mastered less than half of the vocabulary words presented in this lesson.  |

## Lesson 1

### Teacher and Student Vocabulary List

activist	A person advocating active involvement.
exploitation	Utilize selfishly.
fast	voluntary abstinence from food.
huelga	Spanish word for “strike.”
human rights	In conformity with the moral law or standards of humankind.
injustice	Unconformity to moral principles or law, unjust conduct.
N.F.W.A.	National Farm Workers Association
pesticides	An agent (as a chemical) used to kill pests.
protest	To express strong disapproval of or disagreement with something, or to refuse to obey or accept something, often by making a formal statement or taking action in public.
Si Se Puede	Spanish saying for “Yes I/you/we can!” and/or “It can be done!” synonymous with the UFW cause.
U.F.W.	United Farm Workers
union	An organization of workers; a labor trade union.
Viva La Causa	Spanish saying for “Long live the cause!”

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

## Lesson 1

# Student Timeline Worksheet

Page 1 of 2

**Reading Strategies:** Scan the articles provided for all the dates listed in the timeline and highlight them.

**Directions:** As a group, read the handouts your teacher has given you about Cesar Chavez, Dolores Huerta, and the United Farm Workers of America. When you come to highlighted dates, go back to your timeline and fill in the missing information.

Date	Main Idea or Event (key words)	Description of the Main Idea (supporting details)
19th Century	Labor and Unions	In the United States, such organizations were illegal.
March 31, 1927		Born near Yuma, Arizona and named after his grandfather, who escaped from slavery in the 1880s.
April 10, 1930		Born in a small mining town of Dawson, New Mexico and raised in California after parents divorced.
	Chavez family became migrant field workers.	Migrant field workers had no permanent homes and had to travel all over to pick whatever was in season.
1938		He worked to better labor laws. Huerta was proud of her father's education, union activism, and political achievements.
1942-1964	<i>Bracero</i> Program	
1944		At the end of his tour he returned to work in the fields.
	Chavez marries Helen Fabela.	They taught farm workers to read and write so they could take tests to become American citizens.

# Lesson 1

## Student Timeline Worksheet

Date	Main Idea or Event (key words)	Description of the Main Idea (supporting details)
1952	C. S. O.	
	Founded N. F. W. A.	At the age of 35, Chavez left his job to devote his time to organizing the farm workers into a union.
1965		The workers left the fields when the grape growers didn't listen to union demands.
1970		Grape growers signed agreements with the union. The union lifted the boycott on grapes.
	United Farm Workers of America	The union changed its name.
	Agriculture Labor Relations Act	
1988		He stopped eating in protest of the pesticide poisoning of grape growers and their children.
1988	San Francisco Police Dept.	
		Chavez received this award: Mexico's highest award presented to people of Mexican heritage who have made major contributions outside of Mexico.
April 23, 1993		He dies at the age of 66. He was buried in La Paz, which means "peace" in English.
	Presidential Medal of Freedom	
2004		Her 11 children credit her for their sense of civic duty and inspiring them to succeed in their professions of doctor, lawyer, massage therapist, teacher, public health specialist, filmmaker, and poet.

**Lesson 1**

Page 1 of 2

**Teacher's Key to: Timeline Worksheet**

Date	Main Idea or Event (key words)	Description of the Main Idea (supporting details)
19th Century	Labor and Unions	In the United States, such organizations were illegal.
March 31, 1927	Cesar Chavez was born.	Born near Yuma, Arizona and named after his grandfather, who escaped from slavery in the 1880s.
April 10, 1930	Dolores Huerta was born.	Born in a small mining town of Dawson, New Mexico and raised in California after parents divorced.
1938	Chavez family became migrant field workers.	Migrant field workers had no permanent homes and had to travel all over to pick whatever was in season.
1938	Huerta's father won the election to the New Mexico state legislature.	He worked to better labor laws. Huerta was proud of her father's education, union activism, and political achievements.
1942-1964	<i>Bracero</i> Program	Growers win the right to employ Mexican immigrants because too many workers left the fields to fight in World War II.
1944	Chavez joined the United States Navy.	At the end of his tour he returned to work in the fields.
1948	Chavez marries Helen Fabela.	They taught farm workers to read and write so they could take tests to become American citizens.

**Lesson 1**

Page 2 of 2

**Teacher's Key to: Timeline Worksheet**

<b>Date</b>	<b>Main Idea or Event (key words)</b>	<b>Description of the Main Idea (supporting details)</b>
1952	C. S. O.	Chavez met Fred Ross and joined the Community Service Organization.
1962	Founded N. F. W. A.	At the age of 35, Chavez left his job to devote his time to organizing the farm workers into a union.
1965	Strike!	The workers left the fields when the grape growers didn't listen to union demands.
1970	Union contracts.	Grape growers signed agreements with the union. The union lifted the boycott on grapes.
1973	United Farm Workers of America	The union changed its name.
1975	Agriculture Labor Relations Act	California Governor Jerry Brown signed this act, which was the first bill of rights for farm workers ever enacted in the U.S.
1988	36-day Fast for Life	He stopped eating in protest of the pesticide poisoning of grape growers and their children.
1988	San Francisco Police Dept.	Huerta suffered two broken ribs and a ruptured spleen during a peaceful demonstration.
1991	Aguila Azteca	Chavez received this award: Mexico's highest award presented to people of Mexican heritage who have made major contributions outside of Mexico.
April 23, 1993	Cesar Chavez died.	He dies at the age of 66. He was buried in La Paz, which means "peace" in English.
1994	Presidential Medal of Freedom	Chavez became the second Mexican American to receive the highest civilian honor in the United States.
2004	Dolores Huerta	Her 11 children credit her for their sense of civic duty and inspiring them to succeed in their professions of doctor, lawyer, massage therapist, teacher, public health specialist, filmmaker, and poet.

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

## Lesson 1

### Student Dolores Huerta: Journal Entries Worksheet

Dolores Huerta was born April 10, 1930 in New Mexico. She has a very strong sense of self, which she credits to her mother’s example of being an independent and ambitious Chicana. She sees immense value in “being yourself.”

**Who is one of or the most influential person who has helped you become who you are today? Why?**

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**What does “being yourself” mean to you?**

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**Describe how this quote from Dolores Huerta reflects a school’s mission to prepare students to be Community Leaders, Young Scholars and World Citizens?**

*“I would like to be remembered as a woman who cares for fellow humans. We must use our lives to make the world a better place to love, not just to acquire things. That is what we are put on the earth for.”*

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## Lesson 2

# Huelga Eagle: The story of the United Farm Workers Union Flag

### What will students be learning?

#### STANDARDS

Students know how culture and experience influence people's perceptions of places and regions (G 2.3).  
Students recognize and use the visual arts as a form of communication (VA 3).  
Students relate the visual arts to history and culture (VA 4).

#### BENCHMARKS

Students describe various perspectives associated with places and regions.  
Students explain how places and regions serve as cultural symbols.  
Students identify and discuss visual images, themes, and ideas that communicate.

#### OBJECTIVES

Students will learn the origin of the *Huelga* Eagle as a historical symbol on the United Farm Workers Union (U.F.W.) flag and its significance to the United Farm Workers Union.  
Students will examine the geography that encompasses the area that is now Mexico City and review the history of Aztlan as the Aztec homeland.  
Students will be introduced to the concept of symbolism and how symbolism is a significant component of the *Huelga* flag.  
Students will be introduced to the concept of a coat of arms and the significance of such representations.

#### SPECIFICS

In order for students to understand that the United Farm Workers of America have deep roots to the land they work, students must study the cultural symbols of their struggle. In reference to the flag adopted by the UFW, Cesar Chavez said that, "A symbol is an important thing, that is why we chose the Aztec eagle. It gives pride... When people see it they know it means dignity." The symbolic parts of the flag are as follows: 1). The black color of the eagle signifies the dark and difficult life of farm workers; 2). The Aztec design of the eagle is a cultural reference to Mexico; 3). The white circle signifies hope and dreams; and 4). The red background signifies hard work and sacrifice. For more details, refer to: *The Story of the UFW Flag* (Internet access: <http://www.colapublib.org/chavez/flag.htm>).

The following information has been adapted from *El Sexto Sol, Barrio Warriors*, and from Professor Vincent C. de Baca, Professor of History and Chicano Studies at Metropolitan State College of Denver:

*The Aztec or Mexica Indians existed for centuries before the Spanish conquest of 1521. This ancient civilization influenced its modern descendants who variously identify themselves as Mexicanos, Chicanos, Hispanos, or Latinos [How do your students identify themselves?] According to tradition, their tribal god, Huitzilopochtli [AKA: Hummingbird of the South], told the Aztec people, in 1111AD, to migrate south from their ancestral homeland named Aztlan in search of a new home. The location of Aztlan remains a mystery among historians; however, many believe it was either somewhere in northern Mexico or somewhere in the American Southwest. Considering the legend depicts a people who migrated south, it is argued that the Aztecs and their descendant nations originally inhabited the areas of*

*California, Arizona, New Mexico, Nevada, Texas and parts of Wyoming and Colorado, which were also once part of Mexico. Huitzilopochtli helped the Aztecs and promised them a sign when they arrived in their new homeland: an eagle with a serpent in its beak perched upon a nopal cactus. The people became very hungry, tired and weak but they continued traveling south of Aztlan. Many felt that they would never find this place but still they went on. On the way a hummingbird visited the ears of every person traveling and whispered, "Mexica Tiahui." Mexica Taiahui is a Nahuatl word, which in English means "to keep moving forward and to keep strong." They did what the hummingbird said and found their homeland in the center of lake Texcoco, just as Huitzilopochtli prophesied. The people endured a long, difficult journey. The Aztecs traveled in search for this land of over 200 years. By 1325 AD, the Aztecs started building their new capital of Tenochtitlan [AKA: City of God] at Chapultepec [AKA: Grasshopper Rock] on the banks of Lake Texcoco in what is now modern Mexico City. The republic of Mexico is now named for the Azteca-Mexica people and Mexico's national flag represents the sign of Huitzilopochtli's prophecy. In 1969, a poet at the 1<sup>st</sup> National Chicano Youth Conference in Denver, Colorado created and read "El Plan Espiritual de Aztlan" [The Spiritual Program of Aztlan]. This poem has inspired generations of Chicanos to be proud of their indigenous and farm worker roots and to improve the life of Mexicans living in the United States. The words Mexica Tiahui are significant to many people of Mexican descent as they struggle to reclaim a stolen dignity through conquest and colonization and continue to move forward.*

### **What will be done to help students learn this?**

#### INSTRUCTIONAL STRATEGIES

Independent Reading  
Class Discussion  
Research  
Oral Participation

#### PRELIMINARY LESSON PREPARATION

Use this flash card strategy for vocabulary development: On one side of a blank card write the word, then after defining the word, have the students draw a picture that represents the meaning of the word. On the other side of the card, the students and teacher work together and write a "student friendly" definition. There are many Internet sites that describe the legend behind Mexico's national flag that can be previewed for various perspectives. Classroom maps of the United States will facilitate the location of Aztlan. If students cannot supply their own art materials for the UFW Flag worksheet, the teacher should have supplies available.

#### ACTIVITIES

##### **To the teacher:**

Have students create flash cards for the vocabulary words and review the vocabulary words with them. Help students make the connection that some words are synonyms, which can frequently be found on the C.S.A.P. (Colorado State Assessment Program). Students will also draw and label the symbolic significance of the UFW flag. Additionally, students are assigned the task of designing a flag that represents their origin (culture, community or family) and represents their values or beliefs. Explain to students the concept of a coat of arms. For students needing extra help, provide examples of symbols representing other states or countries.

##### **To the student:**

Today we will discuss the definitions of six vocabulary words, and then you will take the Huelga Flag Vocabulary Quiz. On the U.F.W. Flag Worksheet, draw and label the symbolic significance of the U.F.W.

flag. On a separate piece of paper, design a flag that represents your origin (culture, community or family) and/or your values or beliefs.

#### VOCABULARY

expression  
image  
perception  
perspective  
pride  
symbolic

#### RESOURCES/MATERIALS

Maps of the United States and Mexico

*The Story of the UFW Flag* (Internet access)

<http://www.colapublic.org/chavez/flag.htm>

“La Historia: A Short Version of a Long Story” in the book *Una Linda Raza* by Anthony Vigil (pp. 1–7)

#### ASSESSMENT

Huelga Flag Vocabulary Quiz

U.F.W. Flag Worksheet

Completion and quality of students’ artwork.

## Lesson 2

### Teacher and Student Vocabulary List

expression	The act of expressing; the word or phrase, picture, etc., that makes something known.
image	A representation of the form and features of a person or thing such as a picture.
perception	The act of perceiving or becoming aware of through a sense of understanding.
perspective	Point of view.
pride	A sense of one's own worth; self-respect.
symbolic	Pertaining to, or expressed by means of a symbol or of symbolism, as a work of art. A symbol is something that represents something else by association, resemblance, or convention, especially a material object used to represent something that is not tangible.

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

## Lesson 2

### Student U.F.W. Flag Vocabulary Quiz

**Directions:** Select the best synonym for each underlined vocabulary word used in a sentence. Neatly fill in the bubble.

1. The red background of the huelga flag is symbolic of the hard work and sacrifice that the union members would have to give.  
 representative                       material                       recognition
  
2. When the fieldworkers see the Aztec eagle on the flag, they feel pride.  
 unworthy                       self-respect                       happy
  
3. The image of Cesar Chavez conjures a peaceful resolution for solving problems.  
 picture                       words                       achievements
  
4. The expression on her face was worth a thousand words.  
 scars                       sweat                       look
  
5. My perception of Cesar Chavez has changed because of my studies of him.  
 compassion                       reading                       understanding
  
6. The artist's perspective appears to be sympathetic to *la causa*.  
 painting                       point of view                       connection

## Lesson 2

### Teacher's Key to: U.F.W. Flag Vocabulary Quiz

1. The red background of the huelga flag is symbolic of the hard work and sacrifice that the union members would have to give.  
 representative                       material                       recognition
2. When the fieldworkers see the Aztec eagle on the flag, they feel pride.  
 unworthy                       self-respect                       happy
3. The image of Cesar Chavez conjures a peaceful resolution for solving problems.  
 picture                       words                       achievements
4. The expression on her face was worth a thousand words.  
 scars                       sweat                       look
5. My perception of Cesar Chavez has changed because of my studies of him.  
 compassion                       reading                       understanding
6. The artist's perspective appears to be sympathetic to *la causa*.  
 painting                       point of view                       connection

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

## Lesson 2

# Student U.F.W. Flag Worksheet

**Directions:** Draw and label the symbolic representations evident in the United Farm Worker’s flag.

*The black eagle signifies the dark situation of the farm worker. The Aztec eagle is a historic symbol for the people of Mexico. The UFW incorporated the Aztec eagle into their design in order to show the connection the union had to the migrant workers of Mexican descent. The white circle signifies hope and aspirations. The red background stood for the hard work and sacrifice that the union members would have to give.*



## Lesson 3

# La Virgen de Guadalupe: A Unifying Force Among Mexican People.

### What will students be learning?

#### STANDARDS

Students read and recognize literature as an expression of human experience (LA 6).

Students know that religious and philosophical ideas have been powerful forces throughout history (H 6).

Students know how various forms of expression reflect religious beliefs and philosophical ideas (H 6.3).

#### BENCHMARKS

Students read, respond, and discuss literature that represents points of views from places, people, and events that are familiar and unfamiliar.

Students compare the diverse voices of our national experience as they read a variety of United States literature.

Students give examples of unique art form that characterize ethnic groups.

Students explain how stories, myths, and other forms of literature and oral traditions reflect the belief of cultures and society.

#### OBJECTIVES

*La Virgen de Guadalupe* will be introduced to students as a historical unifying force among Mexican people.

Students will engage in a class discussion on the relationships between morality and values.

Students will construct a collage that depicts the concept of social justice through the use of magazines, photos, newspapers, articles, and drawings.

#### SPECIFICS

*La Virgen de Guadalupe* was perceived as a unifying image in the UFW struggle changing the conditions for field workers. Her image was carried during marches led by Cesar Chavez and displayed at rallies alike. Dia de la Virgen de Guadalupe is celebrated on December 12<sup>th</sup> and is a religious day for many families of Mexican descent. The legend describes a maiden with dark skin and Indian features that appears to Juan Diego, native of Mexico. La Virgen asked that a shrine be built in her honor at the location where she appeared so she could be close to the Aztec people. (This was also the site where the Aztecs had worshipped Tonantzin, mother of gods.) She told Juan Diego to go to the bishop of the Catholic Church with her request. He did, but the bishop asked for proof of his vision. Again, La Virgen de Guadalupe appeared to Juan Diego and she filled his cloak with roses to take to the bishop. When Juan Diego opened his arms and his cloak unfolded, roses fell at his feet. The bishop looked in amazement at the garment which had the Virgen's image imprinted on it. The cloak still exists in Mexico City where a famous church is now built. This legend was highly instrumental in the conversion of the indigenous people into Catholicism. Since then, she has been the patroness saint of Mexico and this site has been the destination of numerous religious pilgrimages. Her day is celebrated as a day of milagros or miracles. To the fieldworkers, she symbolized faith in overcoming adversity.

## **What will be done to help students learn this?**

### INSTRUCTIONAL STRATEGIES

Guided reading

Compare and contrast

Venn diagram

Introduction of the Geneva Convention and the United Nations

### PRELIMINARY LESSON PREPARATION

Use this flash card strategy for vocabulary development: On one side of a blank card write the word, then after defining the word, have the students draw a picture that represents the meaning of the word. On the other side of the card, the students and teacher work together and write a “student friendly” definition. The teacher will need a ball of yarn, index cards, and pencils for each student for the group activity. Be prepared to explain that affirmations are statements that the subject matter is true. Copy the photo (of the 280 mile march from Delano to Sacramento, the state capital, with the image of Virgen de Guadalupe leading the pilgrimage) on page 234 of *The Mexican American Heritage*. “At the head of the pilgrimage, we carry La Virgen de Guadalupe because she is ours, all ours, Patroness of the Mexican people” (the Plan of Delano). Additionally, the teacher should find different artist renditions of La Virgen de Guadalupe or the Virgin Mary. Students may also bring their own pictures of La Virgen. (The variations from Roman Catholicism, the combination of Spanish and indigenous religions and faith into the birth of Latino Catholicism to Chicana feminist vision of spirituality are great opportunities for discussion on the different perspectives while comparing and contrasting moral values and concepts of justice in the world.) Some units of study on the same topic have even compared La Virgen de Guadalupe to the Statue of Liberty. Due to the separation of church and state, please inform your principal that this study requires delving into this subject. However, the symbolic significance and the role La Virgen de Guadalupe played in the United Farm Workers movement is noteworthy as an integral part of this era in history.

### ACTIVITIES

#### **To the teacher:**

Have students create flash cards for the vocabulary words and review the vocabulary words with them. Then begin the lesson by having them sit in a circle. Give each student three index cards and a marker. Say the word “morality” and have students write the first thing that pops into their head and throw it into the middle of the circle. Pick some of the students’ responses and discuss. Repeat the exercise with the word “values” and “justice.” Ask students if they have ever heard of the Geneva Convention. Talk about the importance of the humane treatment of all peoples of the world. To reinforce interdependence, throw a ball of yarn among the students across the circle while they give each other affirmations. Explain that affirmations are statements that the subject matter is true. The yarn will unravel as they keep hold of their end of the yarn before it is thrown to another student across the circle. Once everyone has had the ball of yarn, explain how a web, like the web created by this yarn, is representative of how many people affect each other by change.

Have the students use the Compare and Contrast Venn Diagram to list similarities and differences in physical attributes and character traits (or representation) of each rendition of La Virgen de Guadalupe. The CSAP often tests the students’ ability to differentiate between the two types of descriptions, as well as making inferences. Students can display their understanding in the classroom by creating a collage of their definition of justice in our world; use the Collage Worksheet for this. If funding is available, a field trip to El Museo de Las Americas in Denver is a great opportunity for students to see the integration of religion in Chicano art. Artist in residence Emanuel Martinez is a phenomenal speaker that has a lot of

first hand knowledge of the Chicano movement and the impact on young people. Arrangements to have Mr. Emanuel Martinez visit the classroom can be made by calling the Emanuel Artist Studio at 303-697-0445. The altar Cesar Chavez used for his last fast was created by Emanuel and is now found in the United States Smithsonian Institution. Teachers can also find other museums so that students can see the integration of religion and Chicano Art if this particular exhibit is no longer available. Emanuel Martinez's book, *Emanuel Martinez* (editor Teddy Dewalt) can be used to explore various mediums of expressing spirituality through art or visit his website at: <http://www.webpan.com/emanuel/>.

### To the student:

Today we will discuss the definitions of vocabulary words, and then we will do a group activity. In this activity we will sit in chairs in a circle. When I say one of the vocabulary words, write on your index cards the first word that pops into your mind. Then throw the card into the middle of the circle. I will read some of the responses from the cards and we will discuss them. We will do this same exercise with two more vocabulary words. Next a ball of yarn will be thrown between you across the circle while you give each other affirmations. The yarn will unravel as you keep hold of your end of the yarn before it is thrown to another student across the circle. Then I will demonstrate how many people affect each other by change.

Next we will use the Compare and Contrast Venn Diagram to list similarities and differences in physical attributes and character traits (or representation) of each rendition of La Virgen de Guadalupe. Next we will use the Collage Worksheet to create a collage of your definition of justice in our world.

### VOCABULARY

ethical	morality	moral
justice	pilgrimage	morale
La Virgen de Guadalupe	retrospection	virtue
milagros	values	

### RESOURCES/MATERIALS

*The Mexican American Heritage* by Carlos M. Jimenez.

*Images of La Virgen de Guadalupe* (Internet access)

*Emanuel Martinez* editor Teddy Dewalt or visit his website at: <http://www.webpan.com/emanuel/>

*Portrait of the artist as the Virgen de Guadalupe* by Yolanda M. Lopez

Magazines and/or newspapers

### ASSESSMENT

Completed collage specific to the subject matter / assignment.

Venn diagram: Direct students to list at least five observations in each designated area on their graphic organizer and answer the following questions:

1. What is the significance of La Virgen de Guadalupe appearing to Juan Diego as an Aztec maiden with dark features?
2. How does her image influence people?
3. What are some of the similarities and differences of the representation of what La Virgen de Guadalupe symbolizes to the people of Mexico and to the United Farm Workers and their struggle?

The teacher's assessment should be based on the understanding of the relationships between morality and values related to the concept of justice demonstrated by the students. Assess if students understand how an image can have such great influence on people's perspectives.

## Lesson 3

# Teacher and Student Vocabulary List

ethical	In accordance with accepted principles of conduct.
justice	conforming to moral principles or law.
La Virgen de Guadalupe	Mexico's patroness and mother of Jesus.
milagros	Spanish word for "miracles."
moral	The distinction between right and wrong or conforming to these rules based on ethical rather than legal rights.
morale	Moral or mental condition as regards to courage, confidence, faith, etc.
morality	Quality of being moral; virtue.
pilgrimage	A journey.
retrospection	The act of looking backward; contemplation of the past.
values	That for which is held in high regard.
virtue	Conforming to moral law.

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

## Lesson 3

# Student Collage Worksheet

**Directions:** Using magazines and newspapers, find words, phrases, or pictures that represent the concept of social justice.

*“Recognition of the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice, and peace in the world.”*

(Preamble to the Universal Declaration of Human Rights, 1948)

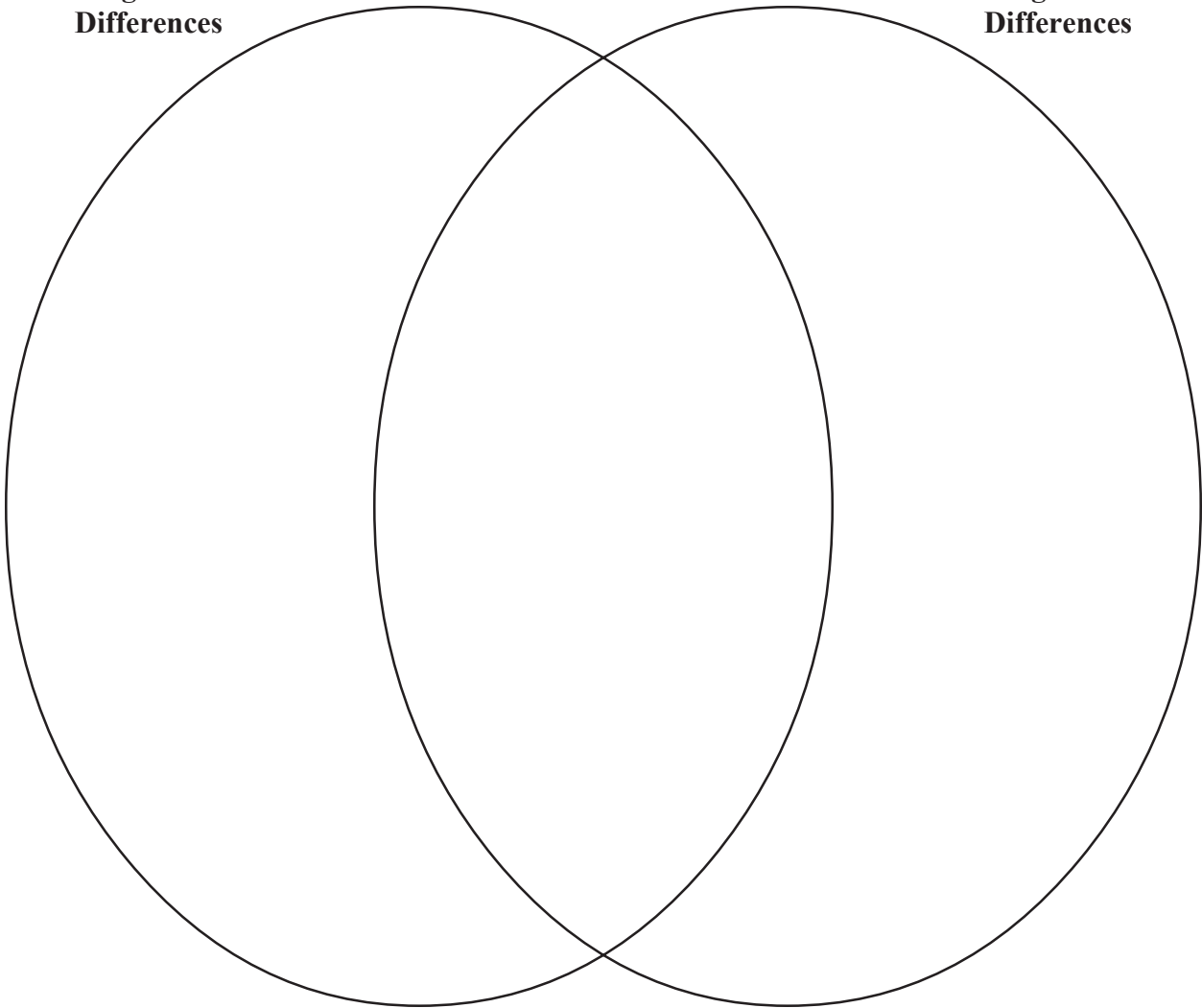
Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### **Lesson 3**

## **Student Compare and Contrast Venn Diagram**

**Figure 1  
Differences**

**Figure 2  
Differences**



**Similarities  
(in the center)**

## Lesson 4

# The Fieldworkers Struggle: The Roots of Inequality

### What will students be learning?

#### STANDARDS

Students understand the fundamental characteristics of the United States economic system, private property, profits, competition, and the price systems and how they are interrelated (E 2.2).

Students understand that the exchange of goods and services creates economic interdependence and change (E 3.1)

#### BENCHMARKS

Students describe the relationships among supply, demand, and price and their role in the U.S. market system.

Students recognize that economic interdependence between countries around the world can improve the standard of living.

#### OBJECTIVES

Students will recognize the importance of farm labor and its economic role on the standard of living.

Students are introduced to capitalism as a form of economy.

Students understand the concept of boycotting and its impact on the economy.

#### SPECIFICS

Students will explore the concept of individual worth in a capitalist society. Cesar Chavez and Dolores Huerta were both advocates for making the world a better place to live. Cesar Chavez only had an 8<sup>th</sup> grade formal education, while Dolores Huerta was a college graduate, who was at one time a teacher. Both experienced inequities in the way people are treated in this country and around the world. Poverty is a plague that is supported by the “commodity” of cheap labor. Chavez and Huerta believed they could make a difference in the lives of farm workers, and that it could be done without violence. Mahatma Gandhi was a great inspiration to activists worldwide, and more so to Cesar Chavez in his fight against inequality.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Student demonstration

Guided reading

Introduction to the impact of economics in our society

Using percentages and graphs

#### PRELIMINARY LESSON PREPARATION

Use this flash card strategy for vocabulary development: On one side of a blank card write the word, then after defining the word, have the students draw a picture that represents the meaning of the word. On the other side of the card, the students and teacher work together and write a “student friendly” definition.

Read “Ten Chairs of Inequality” by Polly Kellogg on page 115 of *Rethinking Globalization: Teaching for Justice in an Unjust World*. The activity is simple and only requires that ten chairs are set up in the front of the room. Have ten student volunteers line up in front of them. Each chair represents 10% of the wealth in the United States and each student represents 10% of the population. At the beginning of the

exercise, the wealth and power is distributed equally. Based on Kellogg's article, in our country the richest 10% owned 71% of the nation's wealth in 1998. Therefore, one student controls at least seven chairs. As the student representing the top 10% stretches out on the seven chairs, the teacher announces to the class that one arm represents 1% of the wealthiest families in the United States own 38% of the American pie or 4 chairs! Copy the testimony of Augustino Nieves (pp. 204–205), the Declaration of the Rights of the Child by the General Assembly of the United Nations (p. 208) and *Gandhi is Fasting* (p. 55) from *Rethinking Globalization* for class reading as a handout or transparency. The teacher also needs to request a copy of the video documentary *Common Man, Uncommon Vision* through the website: <http://cde.aas.duke.edu/saf/links/library.html>.

## ACTIVITIES

### **To the teacher:**

Have students create flash cards for the vocabulary words and review the vocabulary words with them. Have students watch *Common Man, Uncommon Vision* to introduce the unit and complete the worksheet. Demonstrate the gross inequality of the distribution of wealth and power in the United States by using the instructions in Kellogg's article. Students will also read "Child Labor is Cheap and Deadly" on pages 204-205 in the book *Rethinking Globalization: Teaching for Justice in an Unjust World*. This is the testimony of a 14-year-old boy who testified before the Employment and Housing Subcommittee of Congress through a translator in 1990 about his life as a migrant farm worker. Have students write a free response about what they have read. The only requirements should be sentence length minimum. Next, have the students illustrate each of the rights outlined in the United States Declaration of Rights of the Child in groups and display the illustrations in your school. To wrap up the lesson discuss the importance to create change through non-violent tactics. Read the poem *Gandhi is Fasting* in the book *Rethinking Globalization: Teaching for Justice in an Unjust World* and have students write a short essay about a time when they felt exploited by someone or a group or about a time they witnessed or experienced unfairness.

## VOCABULARY

boycott  
demand  
economy  
mahatma  
market  
poverty  
profit  
supply  
United Nations

## RESOURCES/MATERIALS

*Common Man, Uncommon Vision* (video from Internet access) <http://cde.aas.duke.edu/saf/links/library.html>

*Gandhi is Fasting* by Langston Hughes, a poem found in the book *Rethinking Globalization: Teaching for Justice in an Unjust World* edited by Bill Bigelow and Bob Peterson

## ASSESSMENT

Video Worksheet  
Poetry Free Response Paragraph  
Child Rights Illustration  
Short Essay

<b>Rubric Points</b>	<b>Description</b>
4	Students are able to recognize many contributions of farm work labor to the United States economy and its impact on our standard of living. They demonstrate an understanding of the impact of boycotting a product by describing the relationships among supply, demand, and price and their role in the U.S. market system. Students recognize that economic interdependence between countries around the world can improve the standard of living.
3	Students are able to recognize some contributions of farm labor to the United States economy and its impact on our standard of living. They demonstrate an understanding of boycotting a product, however the relationship with the national market system and international standard of living is vague.
2	Students have little knowledge of the role of farm labor in United States economy, its impact on our standard of living and those of other countries or the impact of boycotting and its relationship to the market.
1	Students have not demonstrated a clear understanding of the role of farm labor in United States economy, its impact on our standard of living and those of other countries or the impact of boycotting and its relationship to the market.

## Lesson 4

# Teacher and Student Vocabulary List

boycott	Combine with others to abstain from buying, using, patronizing, etc. as a means of coercing or intimidating.
demand	The level of desire or need that exists for particular goods or services.
economy	The production and consumption of goods and services of a community regarded as a whole.
mahatma	In India, a title bestowed on somebody who is deeply revered for wisdom and virtue.
market	The whole area of economic activity where buyers are in contact with sellers and in which the laws of supply and demand operate.
poverty	Lack of money; need.
profit	The excess of income over expenditure during a particular period of time; money made or to be made from business activity; an advantage or benefit derived from an activity.
supply	An amount or quantity of something available for use; the act or business of bringing something needed to the people or things that need it, or system that brings something that is needed; the quantity of a type of goods or services available in a market at the given time.
United Nations	An organization of nations that was formed in 1945 to promote peace, security, and international cooperation.

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

## Lesson 4

Page 1 of 2

### Student Video Worksheet

#### COMMON MAN, UNCOMMON VISION: THE CESAR CHAVEZ STORY

*Adapted from The Rise of the United Farm Workers Union unit written by Jon Kuhns*

After viewing the video, examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Short response questions to the video are in order of appearance.

1. Identify three character traits of Cesar Chavez (specific to his identity).

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2. Describe the relationship between Fred Ross and Cesar Chavez.

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3. How is Dolores Huerta instrumental to the UFW?

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4. Summarize the role or purpose of the Teatro Campesino.

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5. What consequences did workers face if they decided to take part in striking?

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# Lesson 4

## Student Video Worksheet

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6. What inference can you make about the effect the march had on the strike?

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7. What did the growers do to counteract the strike?

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8. Why do you think the UFW decided to start a grape boycott? In the end, was the grape boycott effective?

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9. What was a main reason for Cesar Chavez's 25-day fast? What were the reactions to his fast?

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10. List at least five achievements accomplished by the farm workers' strike.

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## **Lesson 5**

# **Migration versus Immigration: Case Studies on Mexican Immigration Policy**

### **What will students be learning?**

#### **STANDARDS**

Students know how the world interacts politically (C 4.1).

Students know what citizenship is (C 5.1).

Students demonstrate the ability to advocate for personal, family, and community health (Health 7)

#### **BENCHMARKS**

Students explain what foreign policy is and give examples of foreign policy being carried out.

Students explain the distinction between a citizen and an “alien.”

Students demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.

#### **OBJECTIVES**

Students will be able to “stand and deliver” in a debate over foreign policy.

Students understand that policy impacts the lives of fieldworkers.

Students are able to make a connection between historical relationships with current events.

Students will be able to experience being an advocate by voicing the needs of their community.

#### **SPECIFICS**

Cesar Chavez and Dolores Huerta fought for the dignity and human rights of migrant field workers. Health, safety and education were of the utmost importance to la causa. The United Farm Workers continue to fight for workers’ rights against influential opponents in government and business. Public health is a priority. The danger of pesticides not only harmed fieldworkers, but the residue remained on grapes to the consumer’s table. Proposition 187 and other legislation impacts not only “illegal immigrants,” but also impacts our society as a whole. “Once students learn about the causes and realities of migration, we shift the focus to its consequences. One effect seems to be the negative attitudes and stereotypes about Mexican people in the US. Such attitudes are manifested in legislation such as California’s Proposition 187, which aims to deny social services, such as health care and education, to illegal immigrants. This lesson asks students to consider differing perspectives using constructive controversy” (Many Faces of Mexico). Students will use the information provided in case studies to develop an argument for or against Proposition 187. This referendum passed in 1994 in California. Enactment of Proposition 187 establishes a system by which government agencies prevent undocumented immigrants from receiving benefits or public services (Many Faces of Mexico). Cesar Chavez was revered by many political leaders, such as Senator Robert F. Kennedy, Reverend Jesse Jackson, Dr. Martin Luther King Jr. and many other notable leaders for his efforts on behalf of fieldworkers. “In 1985, Dolores Huerta has testified before the House of Representatives in their subcommittee hearings. Her work also extended to lobbying, policy making, and public appearances. In her work with the UFW, Huerta helped organize farm workers and lobbied and educated legislators about the poor living conditions of farm workers. For Huerta, her work has involved boycotting, striking, negotiating, and lobbying” (*Focus on Hispanic Americans*).

## What will be done to help students learn this?

### INSTRUCTIONAL STRATEGIES

Guided reading  
Case studies  
Elements of debate

### PRELIMINARY LESSON PREPARATION

Use this flash card strategy for vocabulary development: On one side of a blank card write the word, then after defining the word, have the students draw a picture that represents the meaning of the word. On the other side of the card, the students and teacher work together and write a “student friendly” definition. Especially, discuss the definition of the word “alien.” (Have students deconstruct the inferences in the meaning and the association of the words “different” and “foreign” with “adverse” and “hostile.”) Copy pages 297-303 of *Many Faces of Mexico*, which details five case studies and their outcomes. Also make copies of pages 306-308 of *Many Faces of Mexico*, with the supporting and opposing positions. In order to get better class participation, the teacher should have a nameplate at his/her desk labeled the President of the United States. Set up the classroom with half of the seats facing the other half in the center of the classroom. Make big signs with the words “for” and “against” to label each side. You will need to develop a rubric based on your grading scale. This activity can be replicated using any current policy or issues that relate more to your community. Students should have some resource on the art of debate so that they know the basics of a good debate.

### ACTIVITIES

#### **To the teacher:**

Have students create flash cards for the vocabulary words and review the vocabulary words with them. To begin the lesson, check for prior knowledge of the topic by asking students if they know anyone born in Mexico. Lead a discussion about stereotypes and how persons born in Mexico are affected. Discuss what advantages and disadvantages someone from Mexico has in the United States. Write a list on the board. Ask the class if they have ever experienced being pre-judged and how it made them feel. Inform the students that this is the case for many people trying to make a better life for themselves and their families. Randomly number the students “1” and “2.” Explain that the class has been appointed to the President’s Immigration Advisory Committee and is split on their positions. Half of the committee supports Proposition 187, the initiative that prohibits social services, such as health care and education to undocumented field workers and their children. The other half of the class represents the committee members that oppose the passing of Proposition 187. If students are reluctant to be on a certain side of the debate, encourage students by telling them it is only a role-play, not actually how they may feel about the topic. This assignment is an opportunity for them to hear two sides of an argument and maybe experience someone else’s perspective. Read the case studies together as a class and inform the students that they can use the outcomes as part of their argument. Give each side the copies of their arguments. Students must divide their defense up equally among all members of their team. Members will have one minute to argue their point. Encourage students to really defend their position. Model a main point for each side. Score each argument from 1-4 points using the rubric provided and calculate the scores to determine who has won your support. Celebrate their hard work with a reward (You know your students best. What do they like to eat or drink? Be creative and express how much you appreciated their participation. This not only validates their courage to speak in front of their peers, but reassures their ability to do public speaking in next lesson and as advocates in the future). Read the poem, *So Mexicans Are Taking Jobs from Americans* to end this lesson.

**To the student:**

It is your responsibility to convince other students to support your side of the argument. You must be convincing in your delivery. Everyone will have an opportunity to make his or her point in a respectful manner. No racial slurs will be allowed in the process of your argument. Use of inappropriate language will considerably affect your grade and disqualify your argument. The opposing side will have an opportunity to rebut the point(s) in your argument, after you have finished making your argument, or you have exceeded the time allotted. Only one person will speak at one time to allow everyone an equal opportunity to state his or her position.

**VOCABULARY**

advisory	foreign policy	oppose
alien	immigrant	position
argument	initiative	proposition
citizen	legislature	rebuttal
debate	lobby	support
defense	migrant	

**RESOURCES/MATERIALS**

“So Mexicans Are Taking Jobs from Americans” by Jimmy Santiago Baca a poem found in the book *Rethinking Globalization: Teaching for Justice in an Unjust World* edited by Bill Bigelow and Bob Peterson. *Many Faces of Mexico* by Octavio Ruiz, Amy Sanders and Meridith Sommers

**ASSESSMENT**

Class debate rubric

**Criteria****Rate: 1-4 points**

Appearance (professionally dressed)	1: not professionally dressed 2: partial professional attire 3: good professional attire 4: great professional attire
Opening Statements	1: not organized 2: partially organized 3: organized 4: well organized
Audience Interaction	1: student does not address the audience 2: satisfactory eye contact 3: good eye contact 4: student addresses remarks to the audience
Demonstrating Knowledge of Topic	1: no argument was made 2: argument was read from notes/handouts 3: argument was adequately prepared 4: argument was well prepared
Participation	1: no group participation 2: little group participation 3: good group participation

4: great group participation

Communication

- 1: student did not speak clearly or loud enough
- 2: student did not speak either clearly or loud enough to be heard
- 3: student spoke clearly and loud enough to be heard
- 4: student spoke very clearly and loud enough to be heard

Rebuttal

- 1: no rebuttal was made
- 2: rebuttal was not specific to the argument
- 3: satisfactory rebuttal
- 4: rebuttal was specific to points made in the argument

Audience Participation

- 1: no questions were asked or disruptive
- 2: at least one question was asked
- 3: questions were thoughtful
- 4: questions demonstrated critical thinking

Answers to Audience Questions

- 1: no answer was given
- 2: answers were vague
- 3: answers were on topic
- 4: answers were well thought out

Poise(no name calling, interruptions, etc.)

- 1: student demonstrated no confidence and/or respect
- 2: student demonstrated some confidence and respect
- 3: student demonstrated confidence and respect
- 4: student demonstrated exceptional confidence and respect was shown throughout the debate for the opposing team

## Lesson 5

### Teacher and Student Vocabulary List

advisory	A report that gives facts or data and sometimes advice about a subject, for example, about economic conditions.
alien	Not residing in the country of one's citizenship; different in nature; foreign.
argument	A disagreement in which different views are expressed or debate discussion about whether something is correct.
citizen	An enfranchised or voting member of a state or nation.
debate	To talk about something at length and in detail, especially as part of a formal exchange of opinion.
defense	A method for protecting something.
foreign policy	A contract of insurance relating to, or dealing with, other countries – alien not native.
immigrant	One who immigrates or comes to settle in a new habitat or country.
initiative	The first step, leading movement.
legislature	An official body, usually chosen by election, with the power to make, change or repeal laws.
lobby	A group of campaigners and representatives of particular interests who try to influence political policy on a particular issue.
migrant	One who migrates or goes from one country or place of residence to settle in another one.
oppose	To be against something or to take an active stance against something.
position	A policy, view or opinion, especially an official one.
proposition	An idea, offer, or plan put forward for consideration or discussion; a proposal for an amendment to the law that is set forth to be voted on.
rebuttal	To deny the truth of something, especially by presenting arguments that disprove it.
support	To be in favor of something such as a cause, policy, or organization, and wish to see it succeed.

## Lesson 6

# Youth Leadership: Where I Come From, What I Bring

### What will students be learning?

#### STANDARDS

Students communicate in languages other than English (L 1).

Students gain knowledge and understanding of other cultures (L 2).

Students participate in multilingual communities (L 5).

#### BENCHMARKS

Students experience (read, listen to, observe, perform) expressive products of the culture (e.g. stories, poetry, music, paintings, dance, and drama) and then explore the effects of these products on the larger communities.

Students present information about the language and culture to others.

#### OBJECTIVES

Students will share their family traditions and cultural experiences through oral presentations.

Students will view the video entitled *My Family/Mi Familia* and complete a worksheet on specific quotes from the video.

Students will continue to increase their vocabulary.

#### SPECIFICS

Students have an opportunity to conduct a self-examination of their personal identity.

Hopefully, students have come to an understanding that there are more than two sides to every story.

There are many perspectives and everyone has a story to tell. Students will share personal experiences on how they have shaped the way they view the world and its inhabitants. Honoring diversity in the classroom and in society is not merely tolerance of others, but also demonstrating respect for cultural differences. Respecting each other, our differences and ourselves allows us to be true advocates for social change.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Oral presentation

Project

#### PRELIMINARY LESSON PREPARATION

Use this flash card strategy for vocabulary development: On one side of a blank card write the word, then after defining the word, have the students draw a picture that represents the meaning of the word. On the other side of the card, the students and teacher work together and write a “student friendly” definition.

You should have a tri-fold board ready to model the expectations of the project. On one side display pictures, symbols, art and information about your tradition(s) or custom(s). In the middle make a family tree out of photographs and label them with the person’s name, birth date, and relation. On the remaining side, display pictures, symbols, art, and information about your culture (language, heritage or religion).

Provide the students with a letter to parents regarding the project, its requirements with plenty of time to

buy a tri-fold board, which can cost between \$3 and \$9. You can also offer an alternative way to present their project. The tri-fold is recommended because it is sturdy and easy to display.

## ACTIVITIES

### **To the teacher:**

Have students create flash cards for the vocabulary words and review the vocabulary words with them. After modeling what the project and oral presentation should look like, allow students to work on them in the class. Family involvement is the key to finding out more about personal history, but is not necessary. Please support those students who may have a hard time getting parent involvement. While students prepare, watch the film *My Family/ Mi Familia* and complete the handout. The film is rated R, therefore permission from your principal and parents is advised. *My Family/ Mi Familia* is a three-generation epic story of one family's struggle to overcome challenges in becoming a stronger unit. Alternative films that can be used include but not limited to *Selena*, *La Bamba*, *Price of Glory*, or *El Norte*. Students will give at least a 5-minute presentation of their project following the film. Prompt students struggling with the presentation by asking questions and inviting students to also ask thoughtful questions.

### **To the students:**

Today we will watch the video *My Family*, and then you will do the worksheet for the video. We will learn how to do an oral presentation, and then you will prepare and give a 5-minute presentation about your family.

## VOCABULARY

adversity	heritage
ancestor	identity
beliefs	individuality
culture	<i>mi familia</i>
customs	race
diversity	traditions
ethnicity	

## RESOURCES/MATERIALS

*My Family /Mi Familia* video  
Tri-fold presentation boards

## ASSESSMENT

Oral presentation  
Diversity project

### **Criteria for a Model Presentation**

1. Is the tri-fold neat and organized into three separate aspects of the student's life?
2. Does one section display pictures, symbols, art and information about your tradition(s) or custom(s)?
3. Does the middle section include a family tree made out of photographs or drawings and labeled with the person's name, birth date, and relation?
4. Does one section display pictures, symbols, art, and information about your culture (language, heritage or religion)?
5. Is the student able to communicate the meaning of each aspect of their life in relation to their personal identity?

## Lesson 6

# Teacher and Student Vocabulary List

adversity	A state of hardship or affliction; misfortune.
ancestor	A person from whom one is descended, especially if more remote than a grandparent; forefather.
beliefs	Acceptance by the mind that something is true or real, often underpinned by an emotional or spiritual sense of certainty; religious faith.
culture	A state of civilization; customs.
customs	A practice followed as a matter of course among a people.
diversity	Essential difference; variety.
ethnicity	Ethnic affiliation or sharing distinctive cultural traits as a group in society.
heritage	Something passed down from preceding generations; tradition or the status acquired by a person through birth; birthright.
identity	The set of characteristics that somebody recognizes as belonging uniquely to him or herself and constituting his or her individual personality for life.
individuality	A specific personality, character, or characteristic that distinguishes one person or thing from another.
<i>mi familia</i>	Spanish word for “my family.”
race	A group of people united or classified together on the basis of common history, nationality, or geographical distribution.
traditions	The handing down of customs, practices, doctrines, etc.

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

## Lesson 6

### Student My Family / Mi Familia Worksheet

**PAST:** “Every family has a history that helps make you who you are today.” Using a character from the film, explain how this statement is true. (Maria, Irene, Memo, Tony, Chucho, Jimmy, etc.) Is this true in your own experience? How?

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**PRESENT:** Everyone has struggles in their life (school, family, money, discrimination, etc.), although, it is up to us whether it will make us a stronger person. Using an example from the film, how did a character triumph over adversity?

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**FUTURE:** A famous quote says, “You can’t know where you are going, if you don’t know where you have been.” Your past and learning from it is the key to your success. Write two goals you have for the future and how they will benefit you and your family.

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## Unit Assessment

### *Teatro Campesino*

#### How will students demonstrate proficiency?

#### PERFORMANCE TASK

The goal of the performance task is to test the understanding of the skills and concepts taught in this unit through their application. Students will demonstrate their understanding of unit concepts by writing and performing a *teatro* or play. Main characters must include Cesar Chavez, Dolores Huerta and field workers. Students will be responsible to retell what they have learned to a younger audience, their peers, family or community. For this task, students will work cooperatively in groups of four or five (depending on your class size). Make sure students review the structure of a play and elements by providing examples or even reading excerpts from plays written by *Teatro Campesino*, (a theatre group founded by field workers to educate their audience about *la causa*). Provide students with a copy of the rubric that will evaluate their proficiency.

#### SCORING RUBRIC

##### Writing Criteria

- |   |   |
|---|---|
| 4 | Students have written a well thought out <i>teatro</i> about <i>la causa</i> that demonstrates mastery of the concepts of activism, unifying forces, leadership and social change.  |
| 3 | Students have written a <i>teatro</i> about <i>la causa</i> that incorporates all four concepts of activism, unifying forces, leadership and social change.                         |
| 2 | Students have written a <i>teatro</i> about <i>la causa</i> that demonstrates an understanding of the concepts of activism, unifying forces, leadership and social change.          |
| 1 | Students have written a <i>teatro</i> about <i>la causa</i> that does not incorporate any concepts of activism, unifying forces, leadership and social change covered in the class. |

##### Performance Criteria

- |   |  |
|---|--|
| 4 | Students have performed a <i>teatro</i> about <i>la causa</i> that demonstrates mastery in conversation and a natural interaction between group members.   |
| 3 | Students have written a <i>teatro</i> about <i>la causa</i> that demonstrates good fluency in conversation and adequate interaction between group members. |
| 2 | Students have written a <i>teatro</i> about <i>la causa</i> that is difficult to follow and has limited conversational elements.                           |
| 1 | Students have written a <i>teatro</i> about <i>la causa</i> that does not have fluency and interaction is not evident.                                     |

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## About the Author

Velia Venegas is a first generation Chicana. She was born in Guymon, Oklahoma and raised in Fruita, Colorado. Her parents were born in Chihuahua, Mexico and began their life in the United States from humble beginnings as fieldworkers. Ms. Venegas completed a Bachelor of Science degree in Sociology in 2000 at the University of Southern Colorado. She was then accepted into the Human Development and Psychology Program (with a concentration on risk and prevention [adolescence]) and graduated in 2001 with a Master of Education degree from the Harvard Graduate School of Education. She resides in Pueblo, Colorado, where she is the Spanish Department Chair and the Chicano Literature and Art instructor at the Cesar Chavez Academy.

Ms. Venegas would like to thank her five-year-old son, Andres Deangelo Federico, for his sacrifice on a daily basis and forever giving her life meaning and purpose. She would also like to acknowledge her parents, Jose y Bertha Venegas, *los sueños no pueden ser realidad si no tienes apollo donde cuenta mas*. Thank you, Julian Rincon, for sharing the passion of being a life long learner and educator. Ms. Venegas appreciates everyone who has believed in her when no one else did. Thank you, Shirley and Ray Otero, Eddie “Jefe” Montour, Rita Martinez, Gloria Guerrero, Lawrence and Annette Hernandez, and her family and friends. Last but not least, thanks to the students at Cesar Chavez Academy for their hard work and contributions to this project, especially the Mechistas.