



# César E. Chávez Campaign

## *Si Se Puede! Yes We Can!*

January – March 2009  
Middle School Tool-Kit



*"What better way to continue Cesar's legacy than to empower young people to address social justice issues in their own communities." Helen F. Chavez*

# TABLE OF CONTENTS

|  |           |
|--|-----------|
| <b>Letter from Julie Chavez Rodriguez</b> . . . . .      | <b>3</b>  |
| <b>About the César E. Chávez Campaign.</b> . . . . .     | <b>4</b>  |
| <b>Service-Learning Background</b> . . . . .             | <b>5</b>  |
| <b>Standards Alignment.</b> . . . . .                    | <b>7</b>  |
| <b>Core Values of César E. Chávez.</b> . . . . .         | <b>8</b>  |
| <b>Program Implementation</b> . . . . .                  | <b>10</b> |
| <b>Daily Plans</b>                                       |           |
| Day 1. . . . .   | 11        |
| Cesar E. Chavez Biography . . . . .                      | 12        |
| César E. Chávez Timeline . . . . .                       | 23        |
| Life of César E. Chávez . . . . .                        | 27        |
| <br>   |           |
| Day 2. . . . .   | 28        |
| Comparison of Historical Influences . . . . .            | 29        |
| <br>   |           |
| Day 3. . . . .   | 30        |
| Decision-Making Chart . . . . .                          | 31        |
| <br>   |           |
| Day 4. . . . .   | 32        |
| Chavez Campaign Action Plan . . . . .                    | 35        |
| <br>   |           |
| Day 5. . . . .   | 39        |
| Day 6. . . . .   | 41        |
| Day 7. . . . .   | 43        |
| Day 8. . . . .   | 45        |
| Day 9. . . . .   | 49        |
| Day 10. . . . .  | 52        |
| <br>   |           |
| <b>Certificate of Participation</b> . . . . .            | <b>53</b> |
| <b>Project Profile Form</b> . . . . .                    | <b>54</b> |
| <b>Chavez Foundation Educational Programs.</b> . . . . . | <b>55</b> |
| <b>Books, Posters, Folders and More.</b> . . . . .       | <b>56</b> |
| <b>Acknowledgements</b> . . . . .                        | <b>57</b> |



January 2009

Dear Friends,

Thank you for stepping up for social justice in honor of my grandfather Cesar E. Chavez. This year's theme, "***Si Se Puede! Yes We Can!***" reminds us that our actions can bring HOPE and positive CHANGE to our communities.

I was exposed to social justice issues and the fight for farm workers' rights at an early age. When I was five I began volunteering after school, on weekends, and during the summer with the United Farm Workers, participating in marches, picket lines, and community meetings. I learned early on that no matter how old I was or how much "experience" in life I had, there were always ways for me to contribute to and support farm workers.

My grandfather taught me many things throughout my life, but two of the most important lessons he taught me were to never be afraid to stand up for justice and to never use violence to solve problems, however big or small the problems may seem. My grandfather had a deep belief that each one of us could make a difference in our communities if we used our actions in a positive way. Whether it was someone being picked on at school, someone treating their workers badly, someone throwing trash on the floor, or spraying our food with toxic chemicals, he believed that each one of us had to use our lives to make a difference. He knew that if people across the country would join together to address social justice issues in their communities we could begin to create a better world.

Many people think of Cesar Chavez as a hero, not because of the things he said, but because of what he did and how he lived his life. Now you can be heroes by joining the **Cesar Chavez Day Campaign 2009!** I look forward to hearing about all of your wonderful projects and the important issues going on in your community.

Together, Sí Se Puede! Yes We Can!

Julie Chavez Rodríguez

Programs Director

# César Chávez Campaign

*Si Se Puede! Yes We Can!*

Thank you for your interest in participating in the 2009 César E. Chávez Campaign and taking a step toward social justice in your community!

The César E. Chávez Campaign is designed to lead students through the process of taking action in their communities utilizing service-learning experiences to connect civic engagement to meaningful learning in the classroom. By following the powerful example César himself set through his work, students will have an opportunity to not only gain historical perspective on who César E. Chávez was, but to experience what it means to follow in his footsteps by taking action on local issues in their community. Service-learning allows young people to actively live out his legacy, rather than just learn about it

César Estrada Chávez was one of the heroic figures of our time. In learning about César's life and values, students will learn about history, self determination, help for the needy, and "step up" by taking actions that promote equity and justice. Using art as a powerful means of expression, students will develop a service-learning project which will utilize an art form to inspire others to join them in creating their vision. They will develop a sense of what it means to contribute to society and how they can make a difference. Students will also identify ways in which they can incorporate these characteristics into their own lives and become leaders in their community by answering the call to action "Si Se Puede! Yes We Can!":

**Imagine** a vision for the world around you.

**Inspire** others to join your vision.

**Create** your vision.

In honor of the César E. Chávez holiday, the Campaign begins on March 1 and concludes on March 31, Cesar's birthday. Now you too can become part of this great event to celebrate César E. Chávez's life by "stepping up for social justice" through participation in the César E. Chávez Campaign. The curriculum will lead you and your students through planning and implementing a service-learning project that addresses a social justice issue in your community. Modeled after the work that César devoted his life to, students will take action on an issue that they identify, seeking to improve the quality of life for those around them. The active involvement of people from all walks of life in the César E. Chávez Campaign reflects the significance of César's legacy and his special place in American history. Nearly sixteen years after his passing, Cesar's philosophy of service to others continues to thrive. He once said, "We can choose to use our lives for others to bring about a better world for our children...in giving of yourself you will discover a whole new life full of meaning."

For more information about service-learning and the César E. Chávez Foundation please visit our website at [www.chavezfoundation.org](http://www.chavezfoundation.org). And, as you celebrate the life and work of César, remember that

"The end of all education should surely be service to others."

~ César E. Chávez

Thank you for celebrating Chávez Day 2009!  
¡Sí Se Puede! Yes We Can!

# What Is Service-Learning?

**Service-learning** is an instructional strategy that connects academic curriculum to meeting real community needs through service. This methodology allows students the opportunity to learn and develop through meaningful experiences and active civic participation. Service-learning is characterized by the following elements:

- **Academic Learning** – The service performed is integrally woven into the academic curriculum, helping students acquire values, skills, and/or knowledge while providing service to the community.
- **Civic Responsibility** – The service helps meet a real need in the community and is centered on an issue that is important to the students. Participation helps students see a place for themselves in community and society.
- **Collaboration** – Teachers and students work with community members or outside agencies in the planning, implementation, and evaluation of the project.
- **Youth Voice** – Students are given leadership in carrying out the service and play an active role in the learning process and project planning.
- **Reflection** – Thoughtful reflection is incorporated into activities throughout: before (to prepare), during (to learn from, adapt, and shape the project), and after (to process and deepen learning) the project.
- **Evaluation** - Information is collected and analyzed on the effectiveness of the project, as well as the student learning that occurred.<sup>1</sup>

## What Is Service-Learning's Research Base?

The research on high quality service-learning in K-12 schools across the country has demonstrated positive outcomes. According to a research summary published by Shelley Billig, Ph.D.<sup>2</sup>, the following impacts have been documented in studies conducted across the country:

- Service-learning helps students develop academic skills and acquire knowledge. Studies have shown that when the service-learning is linked closely with school curricula and content standards, students score higher on state assessments, show particular gains in higher order thinking skills, and score higher on measures on cognitive complexity.
- Participating in service-learning increases student motivation and decreases discipline problems.

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<sup>1</sup> Toole, Pamela. *Essential Elements of Service-Learning*. National Youth Leadership Council, 1998.

<sup>2</sup> *Research brief developed by Shelley H. Billig, Ph.D., RMC Research Corporation, Denver, CO, as part of the W.K. Kellogg Foundation's Learning In Deed Initiative, 2002.*

<http://www.learningindeed.org/research/slresearch/slrsrchsy.html>

- Service-learning experiences increase students' sense of civic and social responsibility.
- Research provides evidence that participation in service-learning is associated with increases in students' feelings of connectedness with the community; willingness to take action to solve community problems; and understanding of economic, political, and social conditions.
- Service-learning has a positive effect on students' personal development, increasing responsibility, self-esteem, and self-efficacy, as well as decreasing "risk" behaviors.

Teachers also derive benefits from their participation in service-learning. Research shows that service-learning is strongly aligned with best practices in education. Service-learning improves the overall climate in the school and generates active engagement in the teaching and learning process. It is associated with greater faculty coherence and collaboration.

Community members benefit beyond the actual service provided as youth come to be perceived as an asset to the community rather than a problem to solve.

Helpful resources on effective practice and policy issues around service-learning can be found at the National Center for Learning and Citizenship of the Education Commission of the States at <http://www.ecs.org/nclc>. Research on service-learning can also be found at the National Service-Learning Clearinghouse at <http://www.servicelearning.org>. Additional information on service-learning can be found at the National Service-Learning Partnership at <http://www.service-learningpartnership.org>.

### *Service-Learning and the Arts*

Developing service-learning projects that integrate the arts is a blossoming area in the field. Florida Learn and Serve, a leading service-learning organization has stated that:

The arts, which are rooted in social commitment and community engagement, play an integral part of the larger community. In addition to providing aesthetic beauty and truth, the arts can be utilized as an important tool, from alternative recreation for youth to economic and cultural development. To provide positive and sustainable community development requires citizen action. The connection to the arts can empower people to take the action needed to create change.

When arts education is infused with service-learning, a result is an effective pedagogy that draws upon similar core beliefs.

- Students learn when they are involved and see a personal and social value to what they are learning.
- Students are engaged when they take ownership of their actions.
- Students learn through active, in-depth investigation and exploration of artistic media or real community need.<sup>3</sup>

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<sup>3</sup> Florida Learn and Serve, <http://www.fsu.edu/~flserve>.

# *Standards-Based Curriculum*

Each lesson provided in the Chávez Campaign curriculum is aligned with the National Assessment of Educational Progress (NAEP) Content Knowledge Standards. This set of standards is the only nationally representative and continuing assessment of what students are expected to know and be able to do across the academic subjects. The specific skill areas addressed in this curriculum include Civics, History, Language Arts, Behavioral Studies, and Life Skills. The full McREL Standards Database, *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education* can be found at <http://www.mcrel.org/standards-benchmarks>.

Some of the identified standards addressed in the César E. Chávez Campaign curriculum include:

## **Historical Understanding**

*Standard 2.* [Understands the historical perspective](#)

## **Civics**

*Standard 1.* [Understands ideas about civic life, politics, and government](#)

*Standard 9.* [Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy](#)

*Standard 11.* [Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society](#)

*Standard 25.* [Understands issues regarding personal, political, and economic rights](#)

*Standard 27.* [Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities](#)

*Standard 28.* [Understands how participation in civic and political life can help citizens attain individual and public goals](#)

## **Language Arts**

*Standard 1.* [Uses the general skills and strategies of the writing process](#)

*Standard 4.* [Gathers and uses information for research purposes](#)

*Standard 10.* [Understands the characteristics and components of the media](#)

## **Art Connections**

*Standard 1.* [Understands connections among the various art forms and other disciplines](#)

While the end result of the student projects developed with this curriculum will determine which particular art standards are addressed, the following provide a representative sample of the types of standards which could be assessed through this curriculum.

## **Theater**

*Standard 3.* [Designs and produces informal and formal productions](#)

*Standard 5.* [Understands how informal and formal theatre, film, television, and electronic media productions create and communicate meaning](#)

## **Visual Arts**

*Standard 1.* [Understands and applies media, techniques, and processes related to the visual arts](#)

*Standard 3.* [Knows a range of subject matter, symbols, and potential ideas in the visual arts](#)

*Standard 5.* [Understands the characteristics and merits of one's own artwork and the artwork of others](#)

*Standard 6.* [Knows and applies appropriate criteria to music and music performances](#)

## The Core Values of César E. Chávez

The core values that form the foundation of this curriculum are depicted in the ways that César carried out his life and work:

- 1. Acceptance of all People** – An essential ingredient for success in organizing diverse forces to achieve social change, create community, and actualize democracy is the acceptance of all people; an absolutely indispensable necessity to the well-being of this country.  
“We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens ... this nation.”
- 2. Celebrating Community** - Sharing the joyous and respectful expression of cultural diversity through the reinforcement of the values of equity and responsibility to and for one another.  
“We cannot seek achievement for ourselves and forget about progress and prosperity for our community ... Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own.”
- 3. Respect for Life and the Environment** – Respect that holds as sacred the land, the people, and all other forms of life.  
“However important the struggle is and however much misery and poverty and degradation exist, we know that it cannot be more important than one human life.”
- 4. Non-Violence** – Invoking non-violence as the most powerful tool for achieving social/economic justice and equality; action that requires boldness and courage versus meekness and passivity.  
“Non-violence is not inaction. It is not discussion. It is not for the timid or weak ... Nonviolence is hard work. It is the willingness to sacrifice. It is the patience to win.”
- 5. Innovation** – A creative capacity to find pragmatic strategies and tactics to resolve problems and situations that often seen insurmountable to others.  
“A lasting organization is one in which people will continue to build, develop and move when you are not there.”
- 6. A Preference to Help the Most Needy** – A concerted effort to support programs that reach the most needy, the most dispossessed, the most forgotten people in society no matter how difficult the challenge that choice may bring.  
“We are tired of words, of betrayals, of indifference ...the years are gone when the farm worker said nothing and did nothing to help himself...Now we have new faith. Through our strong will, our movement is changing these conditions...We shall be heard.”
- 7. Knowledge** - The pursuit of self-directed learning and the development of critical thinking and constructive problem solving skills; overcoming ignorance through education.  
“Students must have initiative; they should not be mere imitators. They must learn to think and act for themselves and be free.”

8. **Sacrifice** – Sacrifice that is spiritual; that is courageous and steadfast in its willingness to endure great hardship for others.

“I am convinced that the truest act of courage, the strongest act of [humanity], is to sacrifice ourselves for others in a totally non-violent struggle for justice. To be [human] is to suffer for others. God help us to be human.”

9. **Service to Others** – Service that is predicated on empowering others; engendering self-help, self-determination, and self-sufficiency versus charity.

“When we are really honest with ourselves we must admit that our lives are all that really belong to us. So, it is how we use our lives that determines what kind of [people] we are. It is my deepest belief that only by giving our lives do we find life.”

10. **Determination** – Determination that is characterized by an attitude that with faith, steadfast commitment, patience, and optimism, human beings can prevail against all odds.

“We draw our strength from the very despair in which we have been forced to live. We shall endure.”

## Implementing the César E. Chávez Campaign

Timeline: March 1 – March 31, 2009

The César E. Chávez Campaign curriculum comprises a series of 10 lessons which guide students through learning about César's life and work, and connecting his values to their own work by stepping up to take action on a social justice issue in their community. Each day's lesson focuses on one of the core values identified as central to César's life. Students learn about and reflect on the identified value, then work to incorporate those ideals into their own life as they take steps to create a more just society in the world around them.

The Campaign begins by having students create a vision for their world, then leads them through a process of creating an artistic product which will serve as a communication tool to share their vision as they seek to inspire others to join their work. Following the sequence of 10 lessons, students will work through the Chávez Campaign Action Plan to design and implement a service-learning project which moves them toward creating their vision in a concrete way.

Each day's lesson encompasses three pieces:

LEARN: Gain a historical perspective based on César and his work.

REFLECT: Make connections between César's work and students' lives.

SERVE: Take a step toward social justice in students' own community. Within the SERVE section each day are two options. The **Small Step** option describes a simple, concrete step that students can take in carrying out that day's value in their own lives. The **Big Step** option outlines the process of developing and implementing a service-learning project that utilizes the principles identified in this curriculum guide. The SERVE component is meant to allow educators to either help their students launch a new service-learning project or to infuse service-learning and discussion of Cesar Chavez's values into an existing project or lesson plan.

By the end of the Campaign, students will:

- Understand the life and legacy of César E. Chávez.
- Discover ways to incorporate the core values of César E. Chávez into their own life.
- Develop a vision for their community.
- Identify a social justice issue that they would like to address.
- Create an artistic product to communicate their vision to others.
- Formulate an action plan to move forward with their vision.

## Day 1: Acceptance of all People

*“An essential ingredient for success in organizing diverse forces to achieve social change, create community, and actualize democracy is the acceptance of all people; an absolutely indispensable necessity to the well-being of this country.”*

### LEARN

- See attached worksheet of biography of Cesar E. Chavez. Highlight:
  - Significant changes that Cesar brought about through his work
  - Strategies that he used to create change
- Lead students in a discussion about
  - Other significant social movements
  - Compare them to the life and legacy of Chavez
  - Examples: Civil Rights Movement, Woman’s Suffrage, and development of the Americans with Disabilities Act

**REFLECT** upon the following quote as it relates to this discussion:

*“We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens... this nation.”*

- Make comparisons between Cesar’s life and the context of the student’s own world.
- Using *The Life of Cesar Chavez* concept map, discuss the following:
  - Significant events, personal beliefs and the people who helped to shape who Cesar was
- Compare these concepts with the events, people, and ideas that shape their own life

### SERVE

- In small groups, ask students to:
  - Define various communities they are a part of
  - Develop and present their own definitions of “community”
  - Identify the community they would like to focus on in creating change through a service-learning project
- Community Profile Activity:
  - Give students 10 minutes to complete the Community Profile Activity
  - Be sure to include physical descriptions as well as institutions and resources that available to the community, educational and employment opportunities, etc.

## César E. Chávez Biography

### Chapter 1: *Cuentos (Stories)* excerpt

***“Preservation of one’s own culture does not require contempt or disrespect for other cultures.”***

**~ César Estrada Chávez**

Stories can play a vital role in the telling of history. It is the stories, advice and proverbs of his youth that set César E. Chávez on the course to be the spokesman for thousands and role model for millions. César Estrada Chávez was born March 31, 1927, near Yuma, Arizona. His early influences shaped and firmly grounded César in a rich Mexican American tradition. His later life would open him up to new influences that he would use to unite people of many nationalities and beliefs.

César’s mother and grandmother taught him a lot about sincerity and charity through their actions. His mother, Juana, set an example of the importance of helping others regardless of their background. Chávez remembered that she “had made a pledge never to turn away anyone who came for food, and there were a lot of ordinary people who would come and a lot of hobos, at any time of the day or night. Most of them were white [nonMexican].” Her kind example modeled for César the charity that many only talk about. Throughout his life, César folded his grandmother’s teachings into his actions and mirrored his mother’s kindness to others. He also reflected their values of ‘practicing what you preach.’ César learned that he could not just tell others how they were supposed to live their lives; he had to do it through his example.

### Chapter 2: *Cultura (Culture)* excerpt

***“We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community— and this nation.”***

**~ César E. Chávez**

A problem familiar to Mexican Americans was prejudice at school. While in Yuma, Arizona, César discovered what life was like for a student who had grown up speaking and reading Spanish at home. His lessons in prejudice started his first day of school, at age seven, when the other kids started making fun of his accent and called him a “dirty Mexican.” His teachers punished him for speaking in Spanish. At that time, corporal (physical) punishment was allowed in the schools and César discovered that he would get hit for speaking Spanish. He said, “When we spoke Spanish, the teacher swooped down on us. I remember the ruler whistling through the air as its edge came down sharply across my knuckles.” When there were fights on school grounds between Mexican kids and Anglo kids, the teachers and principals always took the side of the Anglo kids. This type of treatment again re-affirmed for César the importance of justice. It also taught him the importance of letting people be themselves. He saw how disheartening it was to be punished for just being oneself.

In 1937, César and his family were evicted from their land in Arizona and moved to California as migrant workers. They joined many others going to California during this time of the Great Depression. César experienced firsthand what it was like to wake up at 3:00 in the morning, ride a truck for an hour to get to the fields, work in the sun all day, and then return in the evening after another long ride, only to start over again the following morning. He understood that this type of hard, physical labor resulted in minimal wages and discrimination. He also knew there was no security for the workers and their families. If something happened to the worker, then his family was just out of luck. César grew up knowing the toll that such work took on a person's body and spirit.

César also learned the stories of other cultures and people. When his family began working in California, they worked alongside a multitude of races. César saw that African Americans, Anglo Americans, and Asian Americans all had similar stories of struggle, conflict, and displacement. Throughout his life César made sure that his work helped people of all races to succeed. He saw them as common brothers who could unite. Basically, César grew up understanding that a democracy's strength comes from a variety of people working together. He never forgot that important lesson. This is one reason why César E. Chávez is not just a Mexican American hero, but a hero to all people. He believed in the strength of the people and he showed it through his actions.

### **Chapter 3: *Trabajadores* (The Workers) *excerpt***

***“It is ironic that those who till the soil, cultivate and harvest the fruits, vegetables, and other foods that fill your tables with abundance have nothing left for themselves.”***  
~ César E. Chávez

During his teenage years, César personally encountered the conditions of the migrant worker. He saw the despair in the migrant camps, he witnessed the exploitation of farm workers, he had to survive on the meager wages, and he experienced ugly racism. He dedicated the rest of his life to combating such conditions and way of life of life.

César once recalled the backbreaking work that working in the fields required:

***“It’s like being nailed to a cross. You have to walk twisted, as you’re stooped over, facing the row, and walking perpendicular to it. You are always trying to find the best position because you can’t walk completely sideways, it’s too difficult ...”***

### **Chapter 4: *Dignidad* (Dignity)**

***“Years of misguided teaching have resulted in the destruction of the best in our society, in our cultures and the environment.”***

***“Real education should consist of drawing the goodness and the best out of our own students. What better books can there be than the book of humanity.”***  
~ César E. Chávez

During his teenage years in the 1940s, César encountered ugly racism that made a strong impression on his conscience. César remembers going to a diner where a “White Trade Only” sign was posted. When he ordered a hamburger the waitress laughed at him and said: “We don’t sell to Mexicans.” César was once arrested for sitting in a section of a movie theater not designated for Mexicans. The schools that César attended were also segregated and full of prejudice. César remembers students being made to run laps around the track because they spoke Spanish or being forced to write “I will not speak Spanish” 300 times on the board. Once César even had to wear a sign that said, “I am a clown. I speak Spanish.” These experiences taught César that segregation destroys people’s worth in the eyes of others. Later in his life, he talked about how hurtful this racism was and the scar that it left on his self-esteem, “I still feel the prejudice, whenever I go through a door. I expect to be rejected, even when I know there is no prejudice there.” Throughout his life, César did everything he could to include others, so that they did not feel like outsiders.

In 1948, César Estrada Chávez married Helen Fabela. César and Helen were partners in marriage and work. Helen strongly supported César in his efforts and provided stability for the family while César was working tirelessly for the cause of the migrant workers. Between 1949 and 1958, Helen and César had eight children. Helen helped to support the family by working in the fields, since César was not paid very well for his work. Helen’s strength can be seen in her response to César as he was preparing to start his own union. César was concerned that his new venture would be too hard on Helen. Her memory: “... it didn’t worry me. It didn’t frighten me ... I never had any doubts that he would succeed.” Helen knew that together they would be able to face whatever life threw at them.

### **Chapter 5: *Entrenando* (The Power of Organizing) *excerpt***

***“When you have people together who believe in something very strongly—whether it’s religion or politics or unions —things happen.”***

***~ César E. Chávez***

César quickly learned how to become an organizer through his involvement with the Community Service Organization in 1952. He started out as a volunteer helping with voter registration. He was soon promoted to chairman of the CSO voter registration drives. César and his friends signed up so many new voters that they were soon challenged. He was accused of being a communist and was red-baited in the local papers. When César would not back down, he started gaining sympathy and support from neighboring citizens. César quickly recognized the importance of standing his ground even when outnumbered and out-spent. He learned that with time people would recognize the just cause and support it. César continued to volunteer for the CSO and learned many other valuable lessons, one of which was the importance of helping others in order to establish a bond with them. He later said: “Once you helped people, most became very loyal. The people who helped us ... when we wanted volunteers were the people we had helped.”

César became a force within the CSO—his personal experiences and labor training having prepared him to be an effective organizer. In this capacity, Cesar came to see the problems

that urban minorities were suffering. Life in the cities for minorities had its own set of challenges and César never forgot that all people needed to be helped. He worked for the CSO until 1962 and came to gain many valuable political friendships through his work. One of these early associates was Dolores Huerta, who was one of César's strongest supporters. Still, his heart was with the migrant worker. The CSO felt that its mission was in the cities; César felt that his was in the fields. In one of many acts of conscience, César decided to do what he felt was the best thing for the migrant workers. He resigned from the CSO and decided to organize farm workers.

## Chapter 7: ¡Sí, Se Puede (Yes, it can be done)

***“We are tired of words, of betrayals, of indifference ... the days are gone when the farm worker said nothing and did nothing to help himself ... Now we have new faith. Through our strong will, our movement is changing these conditions ... We shall be heard.”***

**~ César E. Chávez**

From the (United Farm Workers') (UFW's) very beginning, César's base was Delano, California. It was in Delano that César set up his first headquarters. He chose Delano because there was a year round farming community and because César's brother Richard lived there and could help out. From Delano, California, the Farm Workers Association was born in 1962. He set about to organize a strong union, knowing that it would be a while before he would have enough of a membership to be effective. He traveled from camp to camp passing out questionnaires and meeting with the workers so that he would know what their needs were.

The first order of business was directly helping the workers. With the help of his brother Richard and the union's membership, César opened up a small credit union to help the workers weather financial problems. He opened up his home to farm workers and many would travel to Delano to tell César of the hardships they encountered. Like his mother's house, the Chávez home was open to all who needed it. Slowly, César started recruiting other leaders to help him. César also recruited his cousin Manuel to help (throughout his life César relied on his family to serve as his advisors) and was able to convince Dolores Huerta to join him once again.

It was at their first mass meeting that the powerful flag of the union was unveiled. The black eagle and red and white flag became a rallying image for the union and Mexican Americans throughout the United States. That night, Manuel Chávez explained the symbolism behind the flag: The black eagle signified the dark situation of the farm worker. The white circle signified hope and aspirations. The red background stood for the hard work and sacrifice that the union members would have to give.

The workers came to trust César because he managed to help them help themselves. This empowerment was the goal of the UFW. The union had many successes and failures toward this end in its early stages, but its greatest test would come with the Delano Grape Strike that started in 1965.

## Chapter 8: *La Huelga* (The Strike)

***“I am convinced that the truest act of courage, the strongest act of [humanness] is to sacrifice ourselves for others in a totally nonviolent struggle for justice.”***  
~ César E. Chávez

The Delano Grape Strike grew from a small strike to one of national importance. It began with a Filipino organization known as the Agricultural Workers Organizing Committee (AWOC) who asked the UFW to support their strike. A large meeting was scheduled for September 16 (Mexico’s Independence Day). Though there were mostly Mexicans and Mexican Americans in attendance, the hall also contained African Americans, Puerto Ricans, Filipinos, Arabs and Anglo Americans. After a spirited speech by César, all those attending voted to join the strike. The *Huelga* (strike) had begun and it involved an area of more than 400 square miles. The ranchers brought in strikebreakers and harassed the picketers. They also tried to intimidate the picketers with shotguns and dogs. They sprayed chemicals on the picketers and had the police harass them. However, the majority of farm workers remained committed to the strike.

On the union’s side of the strike, César preached a call for nonviolence. César recognized the spiritual and political power of nonviolence from his studying of Gandhi’s struggle in India and that of the Reverend Martin Luther King Jr. in the United States. César saw the sympathy that nonviolent measures gave to the African American community as it struggled with authorities in the South. Many saw César’s movement as an extension of the nonviolent civil rights movement of the previous decade. It was César’s call for nonviolence that convinced so many to support his political actions and boycotts. César Chávez and Martin Luther King, Jr. were symbols of a nationwide movement for civil rights. Though the majority of César’s actions were intended specifically for the migrant farm worker, he was also concerned about the plight of all people—especially those that were disenfranchised—much like Dr. King before him.

As more and more people came to support his strike, César began getting more national attention. César took his message to college students throughout California and the students supported him. Large unions like the United Auto Workers lent their support. Soon came the media. A national TV special, “The Harvest of Shame” showed America the miserable working conditions that the migrant workers had to endure. Reporters from all over the country started coming to Delano to interview César and other union officers. But the highpoint of the strike was still coming.

## Chapter 9: *Problemas y Ayuda* (Problems and Help)

***“You are never strong enough that you don’t need help.”***  
~ César E. Chávez

The victories of the UFW came from the combined leadership of César and his close associate, Dolores Huerta.

No biography of Chávez’s life would be complete without mentioning his lifelong friend and political ally, Dolores Huerta. Dolores and César worked so well together that it is difficult to

separate one from the other in terms of importance to the union. Dolores worked both behind the scenes and as an outspoken and fiery leader. Dolores was a keen organizer and was responsible for much of the policymaking and legislative activity. She wrote speeches, organized rallies, put in countless hours to make sure that events would be successful. She also worked hard to make sure the daily operations of the union were taken care of. The members of the union respected her views and were willing to follow her leadership. She was a powerful woman who helped the migrant workers to see the benefits of uniting under a common cause.

Like César, Dolores did not draw lines based on race or religion. She looked for the ability that each individual could bring, regardless of his or her background. One important dimension that she brought to the cause was the importance of treating women as equals. She personified what she hoped society would someday allow: women to be individuals valued for accomplishments. She believed that all people, and each person, have the potential to succeed. She was very influential in helping people achieve success and, therefore, the ability to direct their own lives. The issues and organizational efforts attributed to the UFW are a result of Dolores, César, and other union leaders working together. It would be unfair to attribute all the success to just César because there were many others working together to ensure the success of the movement, especially the farm workers themselves.

#### **Chapter 10: *Tiene La Lumbre Adentro* - (He has the light inside)**

***“There are many reasons for why a man does what he does. To be himself he must be able to give it all. If a leader cannot give it all he cannot expect his people to give anything.”***

***~ César E. Chávez***

During many of the labor struggles that took place after Delano, César began using “the fast” as a way of protesting and speaking up for the injustices that were occurring. A fast is when someone chooses to abstain from eating for a period of time. Sometimes people will go on a water fast which means they will go without eating but will continue to drink water. César went on many fasts throughout his life in order to bring attention to the conditions of farm workers.

For César, the fast was as spiritual as it was political. César prepared for his fasts by praying and meditating. He often began his fasts without telling anyone, since it was a very spiritual endeavor. Throughout his life, César saw the fast as a spiritual action that would help him overcome his own weaknesses, as well as a force to gather continued support from others. César saw that he could not do all of this work by himself so he hoped that by sacrificing himself he would be able to enlist support from a variety of sources. It is important to remember that, though spiritual, the fasts were also a very effective tactical weapon. They brought national attention and support from millions. People saw a man willing to sacrifice himself in ways that they would not be willing to sacrifice. As a result, they supported him in ways that they could, such as boycotting. Though César’s fasts were politically motivated, it does not mean that they were insincere. They were both. He once said of his fasts, “The fast is a very personal spiritual thing, and it is not done out of recklessness. It’s not done out of a

desire to destroy yourself, but it's done out of a deep conviction that we can communicate with people, either those who are for us or against us, faster and more effectively spiritually than we can in any other way."

In 1968, César went on a 25-day Fast for Non-Violence that brought national attention to *La Causa*. The point of his fast was to recommit himself and the farm workers to nonviolence. During one tense strike, some of the members of the UFW wanted to retaliate for violence that was being used against them. César pleaded with the membership to remain committed to the principles of nonviolence for which he and the union stood. 1968 was a turbulent year and it was difficult to convince people everywhere that violence was not the answer to their problems. César did not want this attitude among the union so he told the union leadership that he was going to fast until the members "made up their minds that they were not going to be committing violence." César knew the importance of this fast. He knew he would have to get the attention of many in order for the fast to have an influence on them so he moved into a storage room at the union's headquarters. Soon hundreds were visiting him and holding mass with him on a daily basis. They knew that César was fasting to help them and to bring attention to their needs, not his. César rarely left the small room, but the union was continuing in its work and César was called to testify before a judge about some of the union's activities. Thousands surrounded the courthouse to offer César their support, since they knew that he needed it in his weakened state. As Chávez struggled to offer testimony, the media began to see the newsworthiness of covering a man so sincere in his efforts that he continued to defend what he believed in even though he was starving himself. Soon, his fast became a national event. Letters of support came from all over the country. Leaders like Martin Luther King, Jr. and Robert Kennedy sent him encouragement. The entire country became aware of what César stood for: nonviolence, unity, and *La Causa*. César decided to end the fast after 25 days. The fast ended with an outdoor Roman Catholic Mass. Although too weak to stand or speak, César had a friend read a message that he had written earlier. It expresses his powerful spiritual reasons for his fast. It read:

***"Our struggle is not easy. Those that oppose our cause are rich and powerful, and they have many allies in high places. We are poor. Our allies are few. But we have something the rich do not own. We have our own bodies and spirits and the justice of our cause as our weapons. When we are really honest with ourselves, we must admit that our lives are all that really belong to us. So it is how we use our lives that determine what kind of men we really are. It is my deepest belief that only by giving of our lives do we find life. I am convinced that the truest act of courage, the strongest act of manliness, is to sacrifice ourselves for others in a totally nonviolent struggle for justice. To be a man is to suffer for others. God help us to be men."***

**~ César E. Chávez**

By 1969 Chávez could command a national stage for *La Causa*. Grapes became a national symbol of farm worker exploitation and soon people throughout the nation were choosing to boycott (not buy) grapes. Volunteers began picketing supermarkets that sold grapes. Buying grapes became a moral issue. Many chose not to purchase grapes because they sympathized with the farm workers struggle. Others purposely bought grapes to show their support for the

growers. However, most sided with the migrant workers and the boycott became a national issue. César was at the center of this movement and was even put on the cover of Time magazine on July 4, 1969.

In time, most of the major cities in America (and some in Canada) started refusing shipments of grapes since millions of pounds were rotting because so few people were buying them. As a result, on July 29, 1970 the majority of the grape growers in the region agreed to sign contracts with the union. The UFW had won. It took five years but the union finally achieved its goal of getting contracts with the large majority of growers. The union had won because it used solid union tactics in California; but also because it was able to get the support of millions throughout the United States. The battle of the grapes came to symbolize the power of Americans to unite for a common cause.

### **Chapter 11: *Viva La Causa* (Long Live The Cause)**

***“It’s amazing how people can get so excited about a rocket to the moon and not give a damn about smog, oil leaks, the devastation of the environment with pesticides, hunger, disease. When the poor share some of the power that the affluent now monopolize, we will give a damn.”***

***~ César E. Chávez***

Throughout the 1970s, César E. Chávez and the union continued to fight for the workers on the picket lines and in the political arena. In 1975, the short handled hoe, which required the user to work in such a way that put excruciating pressure on his back, was finally outlawed because of the union’s efforts.

Though Chávez had the support of many, he was not always able to persuade the politicians and voters to the goals of the UFW. Several California propositions went against his wishes. Government agencies, like the Agricultural Labor Relations Board in charge of labor relations, voted against the union’s demands. Anti- farm labor politicians often appointed members of the Farm Labor Board. For César and the union, there were always victories followed by defeats, but the struggle continued. Though they lost their share of battles, the migrant worker continued to be better off than before in areas where political pressure was maintained. Even in their losses, the union was at least able to bring up issues that would serve as rallying points in future negotiations. César’s story is not one of always winning; it is one of always struggling for the good.

César continued his advocacy for the worker into the 1980s and 1990s. Though union membership fell during these periods, César continued to fight the good fight. This was especially true in terms of fighting against the heavy use of pesticides. In the 1970s, many growers did not want to negotiate with the UFW because it meant they had to respect the union’s strong stance against heavy pesticide use. Other unions were willing to ignore the effects of the pesticides; not the UFW. In 1980, the UFW produced a movie, “The Wrath of Grapes” that showed evidence of the birth defects and high cancer rates the pesticides were causing. Many of the issues that César fought for in terms of pesticide abuses can be found in segments from a speech he gave in 1990:

***“Many decades ago the chemical industry promised the growers that pesticides would bring great wealth and bountiful harvests to the fields ... What, then, is the effect of pesticides? Pesticides have created a legacy of pain, and misery, and death for farm workers and consumers alike ... These pesticides soak the fields. Drift with the wind, pollute the water, and are eaten by unwitting consumers. These poisons are designed to kill, and pose a very real threat to consumers and farm workers alike. The fields are sprayed with pesticides: like Captan, Parathion, Phosdrin, and Methyl Bromide. The poisons cause cancer, DNA mutation, and horrible birth defects. The Central Valley of California is one of the wealthiest agricultural regions in the world. In its midst are clusters of children dying from cancer. The children live in communities surrounded by the grape fields that employ their parents. The children come into contact with the poisons when they play outside, when they drink the water and when they hug their parents returning from the fields. And the children are dying...”***

César took his crusade against unsafe pesticide use around the U.S. He did everything he could, including fasting, to get support for his cause. In 1988, he went on a 36-day water fast; it was called a “Fast for Life.” Once again, the nation took notice. Supporters rallied around César and put pressure on the companies that were using the strong pesticides. Many politicians and celebrities underwent 3-day mini-fasts to show their support for Chávez. Eventually, César’s strength and determination won out and the growers banned the use of four of the most deadly pesticides. César was still concerned about the use of pesticides before his death; he did not feel that the battle had been won.

## **Chapter 12: *El Fin y El Futuro* - (The End and a New Beginning)**

***“There’s no turning back ... We will win. We are winning because ours is a revolution of mind and heart ...”***

***~ César E. Chávez***

Chávez’s concern for his people continued until the end of his life. He continued to organize political action into the early 1990s. He continued to coordinate strikes and spoke at rallies and colleges, continually spreading the message that the battle for human rights and human safety was not yet over. He battled in the Courts, as growers tried to use legal loopholes like switching ownership rights to void previous contracts with the union. He went from town to town trying to convince consumers not to eat grapes until grapes were pesticide free.

César’s body finally gave out in April, 1993. When he died in his sleep of natural causes, he was in the middle of defending the union in a court action. He was sixty-six years old. His funeral took place on April 29, 1993. More than 30,000 people came from all over the United States to pay their last respects. In his funeral mass, Cardinal Roger M. Mahoney called Chávez, “a special prophet for the world’s farm workers.”

César is buried at the National Chavez Center in Keene, CA and his influence continues to be felt.

In 1994, César Estrada Chávez was posthumously awarded the Presidential Medal of Freedom, the United State's highest honor for nonmilitary personnel. It was accepted by his wife and long time partner, Helen F. Chávez.

## **Chapter 13: The Legacy of César E. Chávez**

### **United Farm Workers**

In 1993, Arturo Rodriguez succeeded César Chávez as President of the UFW continuing the fight for social and economic justice for farm workers and Latinos. Through education and union organizing, the UFW continues to improve living and working conditions for farm workers and other workers. Since kicking off a new field organizing campaign in 1994, a year after Cesar's death, farm workers—mostly in California—have voted for the union in 21 elections and the UFW has signed 25 new, or first-time, contracts with growers.

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## César E. Chávez Timeline

***"Once social change begins it cannot be reversed. You cannot uneducated the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the people that are not afraid anymore."***

**1927, March 31** – Césario Estrada Chávez was born on a small farm near Yuma, Arizona.

**1937** – César's family moved to California and became migrant farm workers after they lost their farm during the depression.

**1942** – César left school after the eighth grade to work in the fields full-time to help support his family.

**1946** – He joined the U.S. Navy at the end of World War II, where he served in the Western Pacific.

**1948** – After serving in the Navy, César returned to the United States where he met and married Helen Fabela. They had eight children together.

**1952** – Fred Ross, an organizer with the Community Service Organization (CSO), met and recruited César to register voters in the barrio of "Sal Si Puedes" (get out if you can). The CSO was a civil rights organization that battled racial and economic discrimination primarily in urban areas.

**1952-1962** – In the next ten years, César and Fred Ross established 22 CSO chapters across California. They fought against police brutality, organized voter registration drives, advocated for neighborhood improvements and workers rights. Under César 's leadership the CSO became one of the most effective Latino civil rights groups.

**1958** – César and the CSO got involved in a farm worker dispute in Oxnard, California to challenge negative hiring practices employed by local growers. Although minor successes were made, César's experiences in Oxnard helped him realize the necessity for a farm worker organization.

**1962, March 31** – On his 35th birthday, César resigned from the CSO and moved to Delano, California with his family, where he, alongside others, began the National Farm Workers Association (NFWA), later known as the United Farm Workers (UFW), devoting himself to organizing farm workers full-time.

**1962-1965** – César spent the next three years traveling throughout California conducting what he called the Farm Worker Census to begin talking to workers about their needs and concerns. César's organizing techniques were extremely unique since he realized early on that in order to effectively organize farm workers the NFWA could not solely focus on workplace issues but instead it needed to build community amongst the workers.

**1965, September** – The Agricultural Workers Organizing Committee, AFL-CIO (AWOC), a Filipino-American farm worker organization, begins the Delano grape strike to combat the unjust treatment of the Delano grape growers.

**1965, September 16** – On Mexican Independence Day, the NFWA with a 1,200-person membership voted to join AWOC and the strike against Delano grape growers, forming the United Farm Workers Organizing Committee (UFWOC). The strike lasted for five years.

**1966, March - April** – César and dozens of strikers embarked upon a 340-mile Peregrinación (or Pilgrimage) from Delano to the steps of the state Capitol in Sacramento to draw national attention to the unjust treatment of farm workers.

**1966, April** – During the Peregrinación and after a four-month boycott, Schenley Vineyards negotiated a contract with UFWOC, establishing the first successful contract between a grower and farm workers in United States history. The contract also included a provision prohibiting the use of DDT, prior to the Federal Government's ban.

**1966, Spring-Summer** – As a result of unresponsiveness from other major grape growers the UFWOC mounts a boycott against DiGiorgio Fruit Corporation forcing the giant grape grower to agree to an election among its workers. The company brings in the Teamsters Union to oppose the UFWOC. DiGiorgio workers vote for the UFWOC.

**1967** – The UFWOC mounts a boycott against the Giumarra Vineyards Corporation, California's largest table grape grower. In response to a UFWOC boycott, other grape growers allow Giumarra to use their labels. The UFWOC, in turn begins a boycott of all California table grapes. Meanwhile, strikes continue against grape growers throughout the state.

**1967-1970** – Hundreds of grape strikers fan out across North America to organize an international grape boycott. Millions of Americans rally to La Causa, the farm workers' cause.

**1968, February-March** – To call attention to the plight of farm workers and to reaffirm the Farm Worker Movement's commitment to non-violence, César conducted a 25 day public fast in Delano, California. U.S. Senator Robert F. Kennedy joined 8,000 farm workers and supporters at a mass, where César broke his fast. Senator Kennedy said César was "one of the heroic figures of our time."

**1970, Spring-Summer** – As the boycott continues picking up steam, most California table grape growers sign UFW contracts.

**1970, Summer** – César called for a nationwide boycott of lettuce when growers in the Salinas Valley signed sweetheart deals with the Teamsters Union to block the UFWOC's organizing efforts in the region. More than 10,000 farm workers walked out on strike demonstrating their support of the UFWOC.

**1970, December 10 -24** – César was jailed in Salinas, California for refusing to obey a court order to stop the boycott against one of the major lettuce growers in the area. Coretta Scott

King, widow of Dr. Martin Luther King, Jr., and Ethel Kennedy, widow of Robert F. Kennedy, visited César in jail to offer their support for his non-violent struggle for social justice.

**1971** – The UFW moved from Delano to its current headquarters at Nuestra Señora Reina de La Paz (Our Lady of the Peace) in Keene, California, just 30 miles southeast of Bakersfield, with a membership of 80,000 farm workers.

**1972** – The UFW was chartered as an independent affiliate by the AFLCIO; it became the United Farm Workers of America, AFL-CIO.

**1972, May 11-June 4** – César began his second public fast, which lasted 25 days, in Phoenix, Arizona to protest a law that banned and denied farm workers the right to strike or boycott.

**1973, Spring-Summer** – When the UFW's three-year table grape contracts came up for renewal, the growers signed contracts with the Teamsters without an election or any representation procedure. The result was a bitter three-month strike by grape workers in California's Coachella and San Joaquin valleys. Thousands of strikers were arrested for violating anti-picketing injunctions, hundreds were beaten, dozens were shot and two were murdered. In response to the violence, César calls off the strike and begins a second grape boycott.

**1973-1975** – According to a nationwide 1975 Louis Harris poll, 17 million Americans are boycotting grapes. Many are also boycotting lettuce and Gallo wine after winery workers strike the mammoth Modesto, California-based producer.

**1975, June** – After Jerry Brown becomes governor, the boycott convinces growers to agree to a state law guaranteeing California farm workers the right to organize and bargain with their employers. César gets the landmark Agricultural Labor Relations Act through the state Legislature.

**Mid-to-late 1970s** – The UFW continues winning elections and signing contracts with growers. In 1977, the Teamsters Union signs a "jurisdictional" agreement with the UFW and agrees to leave the fields. In 1978, the UFW calls off its boycotts of grapes, lettuce and Gallo wine.

**1979, September** – After a strike and boycott, the UFW wins its demands for a significant pay raise and other contract improvements from SunHarvest, the nation's largest lettuce producer. Other growers also soon settle.

**1982** – George Deukmejian is elected California governor with \$1 million in grower campaign contributions.

**1983-1990** – Governor Deukmejian begins shutting down enforcement of the state's historic farm labor law. Thousands of farm workers lose their UFW contracts. Many are fired and blacklisted. Fresno-area dairy worker Rene Lopez, 19, is shot to death by grower agents after voting in a 1983 union election. César declares a third grape boycott in 1984.

**1986** – César began the "Wrath of Grapes" campaign to draw attention to the harmful effects of pesticides on farm workers, their children, consumers and communities surrounded by agricultural fields. The campaign targeted 5 cancer-causing pesticides used by the California Table Grape Industry, captan, dinoseb, methyl-bromide, parathion, and phosdrin. With the exception of methyl bromide, these pesticides are no longer used in the United States.

**1988** – At age 61, Chavez engaged in his last and longest public fast for 36 days in Delano, California to draw attention to the numerous cancer clusters that developed in and around agricultural communities.

**1980's - Early 1990's** – César continued to empower farm workers and other individuals working for social and economic justice, by providing them with useful organizing tools and techniques. He forged a diverse and extraordinary national coalition of students, religious figures and minorities, including Latinos, Filipinos, Jews, Native Americans, African Americans, and gays and lesbians to continue the fight for justice and equality.

**1993, April 23** – César passed away in his sleep on April 23, 1993, in San Luis, Arizona, only miles from the farm where he was born 66 years earlier.

**1993, April 29** – 50,000 mourners marched behind César 's simple pine casket during funeral services in Delano, California. The world mourned César, recognizing his accomplishments as a great American civil rights leader.

**1993** – The César E. Chavez Foundation, a non-profit charitable organization (501(c)(3)), was established by César's family and friends to educate people about the life and work of this American hero and to engage all, particularly youth, in carrying on his values and timeless vision for a better world.

**2000, August** – César Chavez Day of Service and Learning, California's official state holiday, was signed into law by Governor Gray Davis to ensure that the life, work, and values of César E. Chavez continue to inspire all Californians.

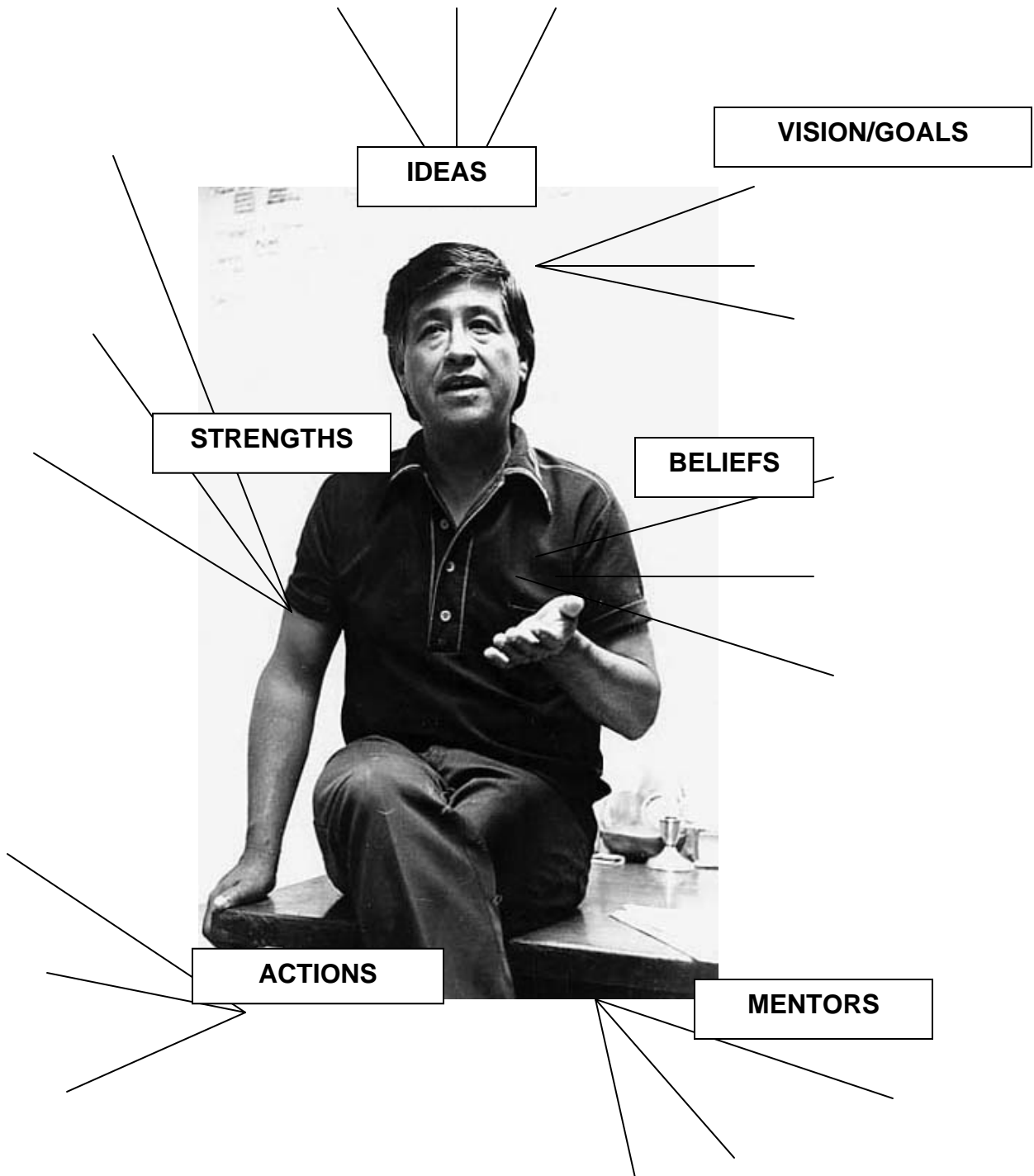
**2001, March 30** – The first ever César Chavez Day of Service and Learning was celebrated in California on March 30. Sixty-six service-learning projects were funded by the César Chavez Day Grants statewide, engaging K-12 youth in meaningful service activities that correspond to César's 10 core values.

**2002** – California is now one of five states to celebrate César's birthday, March 31, as an official holiday. Other states include Arizona, Colorado, New Mexico and Texas.

**2006** – California's sixth annual César Chavez Day of Service and Learning will be celebrated on Friday, March 31. Seven other states will also celebrate César's birthday as an official holiday, including Arizona, Colorado, Michigan, New Mexico, Texas, Utah, and Wisconsin.

For additional chronology information about César and the Farm Worker Movement, please visit: <http://www.ufw.org/cecchron.htm>.

# The Life of César Chávez



## Day 2: Celebrating Community

*“Sharing the joyous and respectful expression of cultural diversity through the reinforcement of the values of equity and responsibility to and for one another.”*

### LEARN

- Using the T-Chart, discuss the historical context of Cesar’s work
  - On the left side of the T-chart, ask students to outline the reasons various groups would have been either for or against the advancement of his ideals
- Have the students answer the following questions:
  - What were some of the economic effects of the farm labor rights movement?
  - How were these issues viewed by others?
  - Did the social climate of the times help or hinder Cesar’s efforts? In what ways?
  - What types of technology were available to leaders of this movement?

**REFLECT** upon the following quote as it relates to this discussion:

*“We cannot seek achievement for ourselves and forget about progress and prosperity for our community... Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own.”*  
Cesar E. Chavez

- Using the information on the left side of the T-chart, ask students to add their projections on how Cesar’s work may have been impacted if it had taken place today
- Possible Questions:
  - How would Cesar’s message be received today? Would he have an easier or more difficult time getting people to support his efforts? Why or why not?
  - What types of technology are available today which would have been useful to Cesar in his work?
  - How have farm labor issues changed over the years?

### SERVE

- Activity:
  - In small groups, assign students a different crop grown in California to research.
  - Provide them with video, print and internet resources to gather information about the fruit and/or vegetable, e.g. where it’s grown, how many farm workers work in that crop, nutritional value, annual profits, etc.
  - As they gather information, ask each group to take notes and then share this information with the rest of the class.

## Comparison of Historical Influences

| <b>PAST</b>   | <b>PRESENT</b> |
|---------------|----------------|
| Economic      |                |
| Social        |                |
| Technological |                |
| Political     |                |

### Day 3: Respect for Life and the Environment

*“Respect that holds as sacred the land, the people, and all other forms of life.”*

#### LEARN

- Read or watch a video about the life of a migrant worker.
  - Resources available at: [www.newpaltz.edu/collaborative/videos.html](http://www.newpaltz.edu/collaborative/videos.html) and [www.reuther.wayne.edu/use/ufwbib.html](http://www.reuther.wayne.edu/use/ufwbib.html)
- Discuss the changes that were brought about by Cesar’s work.
- Ask the following question:
  - What groups of people other than farm workers are affected by environmental problems in unjust ways?

**REFLECT** upon the following quotes as it relates to this discussion:

*“However important the struggle is and however much misery and poverty and degradation exist, we know that it cannot be more important than one human life.”*

*“We can choose to use our lives for others to bring about a better and more just world for our children.”*

- Ask students to define “social injustice.”
- Discuss examples of social injustice that students observe/experience in the world today
- Ask students what types of changes can be made to create a more just society.

#### SERVE

- Human Barometer Activity:
  - Ask students what their opinions are regarding relevant social justice issue using the human barometer activity found in the Resource Library on our website, [www.ChavezFoundation.org](http://www.ChavezFoundation.org).
- Ripple Effect Activity:
  - Engage students in understanding that however big or small their actions are the most important thing is that they do something to take action on issues they care about.
  - The Ripple Effect Activity, found in the Resource Library on our website, [www.ChavezFoundation.org](http://www.ChavezFoundation.org), demonstrates that one action could lead to a series of actions, both positive and negative.
- Work with the class to identify one social justice issue/community need they would like to work on in honor of Cesar E. Chavez. If it is difficult reaching consensus you may want to use the Decision Making Chart on the next page.

### Decision Making Chart

Criteria to evaluate choices in making decisions:

Saleable (Can you convince others that it is a good idea?)

Affordable (Is it within the allotted budget?)

Workable (Is it appropriate and are we able to do it?)

Effective (Does it meet an identified need?)

**Rating System: 3=Good or High      2=Okay      1=Low or Poor**

| Issue Options | SALEABLE | AFFORDABLE | WORKABLE | EFFECTIVE | TOTAL |
|---------------|----------|------------|----------|-----------|-------|
|               |          |            |          |           |       |
|               |          |            |          |           |       |
|               |          |            |          |           |       |
|               |          |            |          |           |       |

## Day 4: Non-Violence

*“Invoking non-violence as the most powerful tool for achieving social/economic justice and equality; action that requires boldness and courage versus meekness and passivity.”*

### LEARN

- Discuss the concept “strength of character.” Ask the following questions:
  - What are the challenges Cesar faced and what kind of leadership did he provide?
  - How did Cesar demonstrate strength of character through his non-violent ways of expressing himself?
  - What made his methods so effective?
- Cesar once said, “Non-violence is not inaction. It is not discussion. It is not for the timid or weak... Non-violence is hard work. It is the willingness to sacrifice. It is the patience to win.”
  - Why might it be considered more difficult to lead through non-violence than other methods?

**REFLECT** upon the following quotes as it relates to this discussion:

*“When we are really honest with ourselves we must admit that our lives are all that really belong to us, so it is how we use our life that determines what kind of men we are.”*

- Ask students to think about what violence means in their world today.
  - How do you or others around you experience violence?
  - Do you find it hard to accept that non-violence means strength rather than weakness?
  - How do people learn to behave in non-violent ways?
- Who are leaders in our world today that display similar values? What are the obstacles they work to overcome through courageous leadership? What does it mean to be a courageous leader?

### SERVE

#### **Small Step**

Read the article *An Enemy Is One Whose Story We Haven't Heard*, found on The Compassionate Listening Project website at [http://www.newconversations.net/gkh\\_essay05.htm](http://www.newconversations.net/gkh_essay05.htm). Discuss how the reactions of the two groups to each other serve to continue the cycle of violence. Ask students to share strategies that all people can learn which can help to change these patterns.

#### **Big Step**

Using the IMAGINE section of the Chavez Campaign Action Plan found in the Resources section of this guide, students will design and implement a service-learning project to address the social justice issue identified through their visioning process. Begin by having students use the planning template to describe their vision in meeting the identified community need and what message they would like to share with their target audience about this issue. Encourage your students to be as descriptive as they can about the details of their project and what they hope to accomplish. Students should not be constrained by what they think can be accomplished in the immediate future, but use this visioning to open new possibilities and provide a “road map” to all that is possible.

The samples that follow in each of the subsequent SERVE sections of the daily plans provide two examples of projects outlined using the Chavez Campaign Action Plan. Be sure to read through both samples to get a sense of the variety of issues that are possible to address through this curriculum. Use them as inspiration for your students and a guide for you in helping them plan a project that is designed and led by the students, or to connect to existing work within your classroom or school. One of the samples is based on using art as a tool for inspiration in creating social justice, while the other offers a project example that takes concrete action on an issue. The samples offer two ways to meaningfully incorporate service-learning into your classroom. Either type of project can be used on a wide array of issues, or even in parallel projects around the same issue being completed by two different groups.

### *Sample Project 1*

#### **IMAGINE**

**What real community need will we address in this project?** What is the identified issue? What do we want to change? What is our vision?

*We are concerned about the living and working conditions of farm workers. Our vision is to improve farm worker conditions by providing the community with information and opportunities to support farm workers since they bring food to all of our tables.*

**Who is our target audience?** Who would we like our message to reach? Who do we want to help us create our vision?

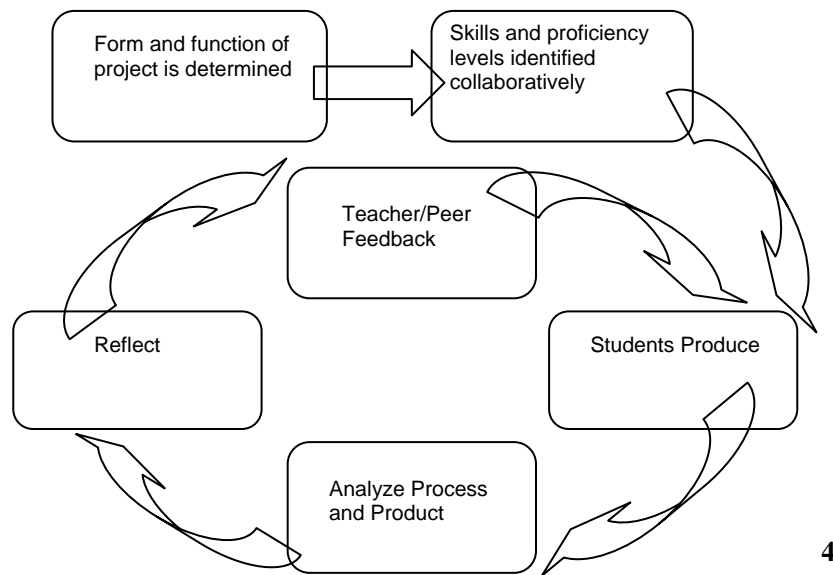
*Our target audiences are students, consumers, and news media. We would like them to help us by educating residents in our area about current issues and conditions of farm workers.*

**What message would we like to share about this issue?** Who are we? What are we about? Why should they care?

*We would like to help people understand the important role farm workers play in feeding this nation and oftentimes the world. We want to increase understanding that people everywhere can support farm workers.*

### *Sample Project 2*

Based on the identified issue, have students identify what form their artwork will take using the planning process outlined in the Resources section of this guide. Though other action steps may follow, this project will use art to inspire, raise awareness, and as a call to action. The art itself may take a variety of forms, from a dance, theatre, or musical piece that can be shared with the wider community to a visual art form. In designing and developing the artwork, it is essential that youth be given leadership in identifying, designing, and assessing their contribution. The cyclical process depicted below provides a structure through which students plan, assess, and integrate their learning through the development of an artistic expression of their message.



4

## IMAGINE

**What real community need will we address in this project? What is the identified issue? What do we want to change? What is our vision?**

*We are concerned about the number of billboards advertising alcohol and prevalence of liquor stores in our urban neighborhood. Our vision is to reduce the visibility of and access to alcohol, providing the community with greater health resources and wellness education.*

**Who is our target audience? Who would we like our message to reach? Who do we want to help us create our vision?**

*Our target audiences are city development planners, news media, and health care providers. We would like them to help us by creating health resources for residents in our area.*

**What message would we like to share about this issue? Who are we? What are we about? Why should they care?**

*We would like to help people understand the impact of alcohol on health and wellness and develop healthy alternatives. We want to increase understanding of how marketing can shape people's behavior and create ways for marketing to help develop healthy behaviors.*

<sup>4</sup> Art project planning structure developed by Mel Pontius, Education Consultant for Art Education at the Wisconsin Department of Public Instruction, 2005.

# CHÁVEZ CAMPAIGN ACTION PLAN

## IMAGINE

**What real community need will we address in this project?** What is the identified issue? What do we want to change? What is our vision?

**Who is our target audience?** Who would we like our message to reach? Who do we want to help us create our vision?

**What message would we like to share about this issue?** Who are we? What are we about? Why should they care?

**What is our intended outcome of the project?** What do we want to happen?

**Description of the project:**





What challenges might we encounter along the way and how might we address them?

What types of ongoing reflection will we use to help us analyze our process and product and tell us what worked, what didn't, and how we can improve it?

How will we celebrate our success?

What might our next steps be after this project is completed?

## Day 5: Innovation

*“A creative capacity to find pragmatic strategies and tactics to resolve problems and situations that often seem insurmountable to others.”*

### LEARN

- Outline the process Cesar used in gathering others’ viewpoints on issues, such as the Farm Workers census and caucus he conducted between 1962-1965, as well as boycotts, marches, fasts, and other social action strategies.
- Discuss why it is important to listen to others’ perspectives and how this can lead to new ideas and creative ways of looking at problems/solutions.

**REFLECT** upon the following quotes as it relates to this discussion:

*“A lasting organization is one in which people will continue to build, develop and move when you are not there.”*

### SERVE

#### ***Small Step***

Develop students’ ability to listen to other people’s ideas and opinions. As a class, develop a set of sample listening and clarifying questions they might use in order to truly understand someone else’s ideas. Group students in pairs and ask them to spend 10 minutes interviewing their partner about the issues they are most concerned about. Instruct them to refrain from agreeing or disagreeing, but to focus on listening and asking clarifying questions. The goal is to gain a thorough understanding of the other person’s perspective and be able to paraphrase their opinions. After each pair has finished interviewing each other, ask volunteers to share what they heard and reflect on the experience. Ask students to discuss what it felt like to refrain from disagreeing or agreeing and simply listen. Lead students to an understanding of the importance of silencing their own voice in order to truly listen to another’s.

#### ***Big Step***

Using the Chavez Campaign Action Plan contained in the Resources section of this guide, work with students to determine the overall design of their project, completing the remainder of the IMAGINE portion of the planning process.

## Sample Project 1

### IMAGINE

#### What is our intended outcome of the project? What do we want to happen?

*Our goal is to see a greater understanding among community members of farm worker conditions. We would like community members to take action on current farm worker issues.*

#### Description of the project:

*Our project is to begin making this happen by researching current conditions of farm workers and campaigns to improve farm worker conditions, one helpful website might be [www.ufw.org](http://www.ufw.org). Using this information we will create informational pamphlets that can educate people about this issue. We will pass the pamphlets out at local supermarkets and community events informing people about the conditions of farm workers and showing them how they can support improving conditions for farm workers.*

## Sample Project 2

### IMAGINE

#### What is our intended outcome of the project? What do we want to happen?

*Our goal is to see a reduction in the number of advertisements and businesses that encourage the use of alcohol. In their place, we would like to develop wellness centers that help people lead healthier lives.*

#### Description of the project:

*Our project is to begin making this happen by creating a dramatic production that can raise awareness of this issue and open the community to new ways of living. Our production will present the issue, and then depict strategies for creating a community that supports and nurtures healthy lifestyles through neighborhood wellness centers.*

## Day 6: A Preference to Help the Most Needy

*“A concert effort to support programs that reach the most needy, the most dispossessed, the most forgotten people in society no matter how difficult the challenge that choice may bring.”*

### LEARN

- Show students the picture of the migrant worker using a short-handled hoe.
- In pairs, provide each group with a small bag of confetti other small object. Instruct one student to spread the confetti on the floor. Instruct the other to bend over like the man in the photo and pick up the confetti without standing up or kneeling. Repeat the simulation with the other partner. Ask:
  - How did it feel to be in that position?
  - Could you do that for an hour? Morning? A whole day?
- Explain to the students that they experienced a type of “stoop labor,” the type of labor that thousands of others including Cesar experienced working all day long in the fields. The short-handled hoe is no longer legal to use in the fields, one working condition Cesar worked hard to change. Discuss the following:
  - What were the reasons that Cesar wanted to help the farm workers?
  - Why did Cesar think farm workers needed his help?
  - What difference did he make in their lives?

**REFLECT** upon the following quotes as it relates to this discussion:

*“We are tired of words, of betrayals, of indifference... the years are gone when the farm worker said nothing and did nothing to help himself... Now we have new faith. Through our strong will, our movement is changing these conditions... We shall be heard.”*

- Discuss with your students the concept of a socially just world, what the world might look like, and why it is important. Ask the following questions:
  - What does it mean to be poor? Is being poor only an economic condition? What are some other ways that people are “poor”? Who are the “needy”?
- Encourage your students to look beyond the obvious, such as the poor. As the following questions:
  - What types of groups tend to be overlooked? Who are the “forgotten people of our society? What is it our obligation to look after all people and to especially ensure that we help the most needy?

### SERVE

#### **Small Step**

Ask students to brainstorm all of the needs around them they see in the local community. Next, ask them to write one small action that they might be able to take to help meet an immediate need, such as donating food to the local food pantry. Have them write each idea on a separate slip of paper. Collect the slips and place them in a container. Now ask student to each pick one slip out of the container and read it out loud, listing each step on poster board as they do so, under the heading “Small Steps Toward Meeting Needs”. Challenge each student to carry out one of the steps listed and report back to the class. Also ask them to add future actions that could be taken over time to make changes in the current conditions in the “Big Steps Toward Eliminating Needs” column on the poster board.

### **Big Step**

Using the INSPIRE section of the Chavez Campaign Action Plan contained in the Resources section of this guide, work with students to begin determining the form and function of the project they have identified. Begin to answer such questions as “Where do we want to go?” and “How will we get there?” ensuring that student ownership of the project is maintained throughout the discussion.

### **Sample Project 1**

#### **INSPIRE**

##### **How will our project inspire others to join our vision?**

###### **What form will the artwork take?**

*We will create a pamphlet on the current issues of farm workers. The pamphlet will bring together important facts about farm worker wages, living conditions, and child labor in the fields. We will also include information on how consumers can support farm workers.*

###### **What will be the function of the art?**

*The initial function of our pamphlet will be to inform the public of the problem and inspire key groups to take action on issues in support of farm workers. We will pass the pamphlets out at local supermarkets and community events informing people about the conditions of farm workers and showing them how they can support improving conditions for farm workers.*

### **Sample Project 2**

#### **INSPIRE**

##### **How will our project inspire others to join our vision?**

###### **What form will the artwork take?**

*We will create a dramatic production that we will share with key groups in the community. The production will bring together important facts about wellness and a powerful message about our responsibility as a community in helping people adopt healthy lifestyles.*

###### **What will be the function of the art?**

*The initial function of our art will be to inform the public of the problem and inspire key groups to join our efforts by creating neighborhood wellness centers. We will perform our production at a city council meeting, schools in our area, and will invite key groups such as the media and health professionals to a special event to engage the community in our project.*

## Day 7: Knowledge

*“The pursuit of self-directed learning and the development of critical thinking and constructive problem solving skills; overcoming ignorance through education.”*

### LEARN

- Discuss how Cesar understood how active participation is essential for a democratic system of government to work.
- Explain how Cesar’s leadership was rooted in a system of American civic values. Seeing his people denied Constitutional rights moved him to action – registering people to vote and writing about his concerns to speaking out against these injustices.
- Cesar’s 1975 document “Bill of Rights for California Farm Workers” demonstrates his belief in political action.

**REFLECT** upon the following quotes as it relates to this discussion:

*“We must understand that the highest form of freedom carries with it the greatest measure of discipline.”*

Help your students understand the “Bill of Rights for California Farm Workers” and documents such as the Constitution and Bill of Rights are not just old documents written by men who are no longer alive, but that the documents themselves are as alive and meaningful today as individuals want to make them. We are rooted in a great system that continues to need individual participation to overcome each generation’s new challenges.

- Identify the major hurdles Cesar had to overcome in his work. List steps he took in his own life that helped him carry one. Ask the following questions:
  - What support and resources did he have? What opportunities did he create? What kinds of things did he do to strengthen his resolve and that of others around him?
- Examine potential hurdles in today’s society that might present a challenge for you in your work. Determine support and resources in today’s world that might be able to provide assistance. Ask the following questions:
  - What technological advances have been made that can aid in creating social change? What organizations and agencies, societal attitudes, or other resources can be helpful?

### SERVE

#### **Small Step**

Together, ask students to collaboratively write a Bill of Rights for people who are poor or disenfranchised in your community. Use the constitutional Bill of Rights as a guide for this document, drawing out a discussion around how the current Bill of Rights works/doesn’t work for various groups of people.

#### **Big Step**

Using the INSPIRE section of the Chavez Campaign Action Plan contained in the Resources section of this guide, work with students to determine the skills and proficiency levels they will attain through the project they have identified. Engage students in the process of identifying not only which skills they will address, but what evidence of mastery will look like and how assessments will be conducted in analyzing the process and product.

### Sample Project 1

| <b>INSPIRE</b>  |   |
|---|---|
| <b>What skills and knowledge will we develop through this project?</b>                | <b>How will we assess the skills and knowledge we're developing?</b>  |
| Writing for different purposes; identifying target audience                           | Peer review, editing conferences with the teacher, self-assessment    |
| Understanding of farm worker conditions   | Unit test, descriptive essay  |
| Creation of informational pamphlet and messaging strategies                           | Response of consumers to our informational pamphlet                   |
| Plan and coordinate a community education program that shares our message with others | Response and feedback from consumers; peer review; teacher evaluation |
| Understand how to take leadership on community issues                                 | Journals, self-assessment   |

### Sample Project 2

| <b>INSPIRE</b>  |  |
|---|--|
| <b>What skills and knowledge will we develop through this project?</b>                | <b>How will we assess the skills and knowledge we're developing?</b> |
| Writing for different purposes; identifying target audience                           | Peer review, editing conferences with the teacher, self-assessment   |
| Understanding of healthy behaviors  | Unit test, descriptive essay   |
| Understand effective use of media messages  | Response of media to our outreach efforts and dramatic production    |
| Envision, plan, and present a dramatic production that shares our message with others | Audience response and feedback; peer review; teacher evaluation      |
| Understand how to take leadership on community issues                                 | Journals, self-assessment  |

## Day 8: Sacrifice

*“Sacrifice that is spiritual; that is courageous and steadfast in its willingness to endure great hardship for others.”*

### LEARN

Fasting has been done for hundred of years. Mohandas Gandhi commented that, “fasting is an institution as old as Adam. It has been resorted to for self-purification or for some ends, noble as well as ignoble.” Many people feel that cleansing one’s self of impurities of the body leads one to greater relationships and bring them closer to nature, the universe and a higher power. Although both Gandhi and Cesar believed strongly in the spiritual and religious aspects of fasting, they also used fasts to draw attention to political inequalities and injustices.

Lead students in a discussion of the sacrifices made by Cesar throughout his lifetime. Ask the following:

- What sacrifices did Cesar make in his personal life in order to carry out his vision? What does it mean to put others before yourself? How might his life been different if he had not taken on his work? How would the lives of others been different, both then and now?
- Draw upon a discussion about how the choices they make in their own lives can help them reach their vision.

**REFLECT** upon the following quotes as it relates to this discussion:

*“I am convinced that the truest act of courage, the strongest act of [humanity], is to sacrifice ourselves for others in a totally non-violent struggle for justice. To be [human] is to suffer for others. God help us to be human.”*

### SERVE

#### **Small Step**

Challenge students to identify one sacrifice that they are willing to make for the betterment of the community, such as serving meals at a local food shelter instead of going to dinner at a restaurant. Ask each student to write their pledge on a commitment card and display it on the bulletin board. Be sure to recognize students as they meet their commitment through a special sticker or other recognition on their commitment card.

#### **Big Step**

Using the CREATE section of the Chavez Campaign Action Plan contained in the Resources section of this guide, work with students to plan the major steps they will take in carrying out this project. This planning document should be viewed as a process which will change and adapt as students embark on completing and reflecting upon their work. It is most meaningful if students are allowed to take ownership of this process and

make these changes as a natural result of their learning, even if their tasks and timelines are unrealistic at first. Encourage them to set goals knowing they can be adjusted as needed at a later time. Discuss what sacrifices they might have to make in order to complete their project. What will you choose to do or not do in order to make this happen?

### Sample Project 1

| <b>CREATE</b>  |  |  |                              |
|--|--|--|------------------------------|
| Identify the steps you will take in carrying out this project:         |  |  |                              |
| <b>Major Project Steps</b>   | <b>Who will be responsible for completing this step?</b>                                     | <b>What resources do we need?</b>          | <b>What is the deadline?</b> |
| Research conditions of migrant farm workers                            | Small groups – each work on one category (wages, living conditions, child labor, pesticides) | Internet, various texts                    | April 5                      |
| Research efforts to improve farm workers working and living conditions | Small groups – each work on one category (wages, living conditions, child labor, pesticides) | Internet, various texts                    | April 10                     |
| Create text for pamphlets  | Ms. Hernandez' English class   | Research Notes                             | April 15                     |
| Develop art work/graphics for pamphlet                                 | Mr. Warren's graphic art class   | Computer and/or art supplies               | April 15                     |
| Create final draft of pamphlet   | Mr. Warren's graphic art class   | Computer and/or art supplies               | April 20                     |
| Identify local supermarkets and community events for outreach          | Outreach Committee   | Internet or phone book; community calendar | April 15                     |
| Choose 2 or 3 days and locations for distributing pamphlets            | Entire Class   |  | April 15                     |
| Contact media  | Outreach Committee   | Internet or phone book                     | April 20                     |

|   |                       |                        |          |
|---|-----------------------|------------------------|----------|
| Invite other students and community members to join           | Outreach Committee    | Flyer or Invitation    | April 20 |
| Contact the supermarket and/or coordinator of community event | Logistics Committee   | Internet or phone book | April 20 |
| Get sponsors to pay for or donate food for volunteers         | Fundraising Committee | Donations              | April 5  |
| Pass out pamphlets at 2 to 3 locations                        | Entire Class          | Pamphlets              | April 23 |

### Sample Project 2

| <b>CREATE</b>  |   |  |                              |
|--|---|--|------------------------------|
| Identify the steps you will take in carrying out this project: |   |  |                              |
| <b>Major Project Steps</b>                                     | <b>Who will be responsible for completing this step?</b>                            | <b>What resources do we need?</b>                                | <b>What is the deadline?</b> |
| Research types of healthy behaviors                            | Small groups - each work on one category (emotional, physical, nutritional, mental) | Internet, various texts (psychology, sociology, health, biology) | April 5                      |
| Write script   | Mr. Hanson's Drama Club   | Research notes   | April 10                     |
| Create props and costumes                                      | Mr. Hanson's Drama Club   | TBD  | April 20                     |
| Assign acting parts  | Mr. Hanson's Drama Club, Ms. Ahmir's Sociology class                                |  | April 15                     |
| Contact City Hall to get on City Council meeting agenda        | Meredith and Daquan   |  | April 5                      |
| Contact health professionals                                   | Outreach Committee  |  | April 10                     |
| Contact media  | Outreach Committee  |  | April 10                     |
| Contact Social Services  | Outreach Committee  |  | April 10                     |
| Get permission to use auditorium                               | Lindsey and Chantal   |  | April 1                      |

|  |                       |                     |          |
|--|-----------------------|---------------------|----------|
| Schedule rehearsals  | Logistics Committee   |                     | April 5  |
| Schedule performances  | Logistics Committee   |                     | April 5  |
| Research grant possibilities for wellness centers                  | Fundraising Committee | Internet, City Hall | April 20 |
| Get sponsors to pay for or provide supplies for props and costumes | Fundraising Committee | Donations           | April 5  |

## Day 9: Service to Others

*“Service that is predicated on empowering others; engendering self-help, self-determination, and self-sufficiency versus charity.”*

### LEARN

- Using the biography of Cesar, identify the steps Cesar took which empowered others. Ask the following questions:
  - How might things have been different if he had chosen to provide them with food and money instead of working to change overall labor conditions?
  - What changes came through the labor movement? How do labor unions empower workers?

**REFLECT** upon the following quotes as it relates to this discussion:

*“When we are really honest with ourselves we must admit that our lives are all that really belong to us. So, it is how we use our lives that determines what kind of [people] we are. It is my deepest belief that only by giving our lives do we find life.”*

- Engage students in a discussion of the difference between empowerment and charity. Give examples of each, such as helping someone gain the skills needed in order for them to get and keep a job vs. giving them \$100.
- List the work that is being done in their community that empowers others to create change. List community services which serve others.
- Discuss the purpose and value of each type of service and the necessity of each.

### SERVE

#### ***Small Step***

Provide students with an opportunity to discuss their own service activities, either at school or on their own time. Ask what they could do to take a “next step” in making their charitable service more empowering.

#### ***Big Step***

As students complete the remainder of the Chávez Campaign Action Plan, ask them to take time to think through some of the potential challenges they might encounter as they carry out their project. Work through potential solutions to the obstacles, ways they might meaningfully engage in reflecting about their work, and the next steps they might take in reaching their identified end outcome. Be sure to engage in a process of reflection as part of the ongoing process of completing tasks, reflecting, adjusting plans, and moving forward.

## Sample Project 1

**What challenges might we encounter along the way and how might we address them?**

- Bringing together different groups to join our efforts – it may help to schedule outreach on a number of different days at a variety of times
- Encountering people who don't agree with our point of view – include facts and data in our informational pamphlet
- Paying for duplication of pamphlets – get the principal and other administrators excited about the project
- Keeping our work coordinated between different classes and committees – it may be a good idea to schedule a meeting once a week to review and update plans

**What types of ongoing reflection will we use to help us analyze our process and product and tell us what worked, what didn't, and how we can improve it?**

- Journals
- Focus groups to give us feedback on the pamphlet as it's written
- Feedback from adult partners
- Self and peer reviews of products we create
- Class discussions and weekly meetings

**How will we celebrate our success?**

- Articles published in the paper
- School and district newsletters
- Have a community celebration with fresh fruits and vegetables harvested by farm workers under a UFW contract for all of the groups that join in to help ([www.UFW.org](http://www.UFW.org))

**What might our next steps be after this project is completed?**

- Create a Farm Worker Support Committee at school or in the community
- Plan activities and events that can be held on a regular basis to help people learn how to support farm workers

## Sample Project 2

What challenges might we encounter along the way and how might we address them?

- Bringing together so many different groups to see our production – it may help to schedule a number of different performances at a variety of times, or schedule separate performances for each group we'd like to reach
- Getting permission for use of the stage – get the principal excited about the project
- Paying for props and costumes – who knows some good businesses that may help support us?
- Keeping our work coordinated between different classes and committees – it may be a good idea to schedule a meeting once a week to review and update plans

What types of ongoing reflection will we use to help us analyze our process and product and tell us what worked, what didn't, and how we can improve it?

- Journals
- Focus groups to give us feedback on the script as it's written
- Feedback from adult partners
- Self and peer reviews of products we create
- Class discussions and weekly meetings

How will we celebrate our success?

- Articles published in the paper
- School and district newsletters
- Have a community celebration with all of the groups that join in to help

What might our next steps be after this project is completed?

- Find space for local wellness centers
- Bring together community resources to start creating local wellness centers
- Plan activities and events that can be held on a regular basis to help people learn how to adopt a healthy lifestyle

## Day 10: Determination

*“Determination that is characterized by an attitude that with faith, steadfast commitment, patience, and optimism, human beings can prevail against all odds.”*

### LEARN

- Discuss what is meant by “Si Se Puede” (Yes We Can). Ask the following questions:
  - What influence did that phrase have on Cesar’s work?
  - What evidence can you find in the biography or other resources that demonstrates his belief in his vision?

**REFLECT** upon the following quotes as it relates to this discussion:

*“We draw our strength from the very despair in which we have been forced to live. We shall endure.”*

- Ask students to list 10 things around them that seem impossible to change. Discuss examples of other things that people once through were impossible: the right to vote for women and for African-Americans, changing labor conditions, and walking on the moon.
- Remind them that the iPod and satellite radio were also once considered impossible. Ask them to brainstorm at least one step they might be able to take in making something that seems impossible become possible. These possibilities remind us that “si se puede.”
- 

### SERVE

#### ***Small Step***

As participation in this event draws to a close, help students to understand that problems aren’t solved quickly and that even Chávez’s victories set up the next challenge. In reflection, ask students to write a letter to Julie Chávez about their experiences with this program, telling her about what they’ve learned, what they’ve accomplished, and what they plan to do next.

#### ***Big Step***

Encourage students to work on the tasks they identified in their Chávez Campaign Action Plan. Be sure to engage in a process of reflection as part of the ongoing process of completing tasks, reflecting, adjusting plans, and moving forward.



# CERTIFICATE OF ACHIEVEMENT

PRESENTED TO

FOR YOUR PARTICIPATION IN THE  
**Chavez Campaign 2009**  
**Si Se Puede! Yes We Can!**

*“THE END OF ALL EDUCATION SHOULD SURELY BE SERVICE TO OTHERS”*

---

Helen F. Chavez, Founder, Cesar E. Chavez Foundation

# PROJECT PROFILE FORM

## Contact Information

Name of Organization: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Fax: \_\_\_\_\_

\_\_\_\_\_ E-mail: \_\_\_\_\_

\_\_\_\_\_ Web: \_\_\_\_\_

## Project Information

# Students Engaged \_\_\_\_\_ Grade \_\_\_\_\_

Did you take "Big Steps" \_\_\_\_\_ or "Small Steps"? \_\_\_\_\_

Our participation was worthwhile Yes \_\_\_\_\_ No \_\_\_\_\_

Additional Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*\*\*\* Please Fax to Julie Rodriguez at 213.362.0265 \*\*\*\*

## Chavez Foundation's Educational Programs

The **Educating the Heart School Program** works with K-12 schools and community-based organizations across the country to combat academic and civic disengagement among youth. Through training workshops and professional development, we provide educators, community members, youth, and parents with the skills, tools, and resources necessary to develop school and community-based service-learning programs that address social justice issues in their own communities.

The primary goals of the program are:

- To increase academic achievement and civic responsibility
- To engage students in positive, effective service projects in their community
- To enhance students' self-confidence and sense of purpose

The Educating the Heart School Program is a way to transform Cesar's life and teachings into tangible community action projects that address local social problems. Over 20,000 students nationwide are engaged in the Educating the Heart School Program in California, Arizona, Florida, Illinois, and Texas. In learning about Cesar's life and values, students have learned about history, self-determination, help for the needy, and actions that promote equity and justice. In applying these lessons through service-learning projects, students have become life-long learners and active citizens.

Your participation in the Foundation's Educating the Heart School Program will help to develop a new generation of young leaders here in our communities and across the country. Talk to your teacher, principal, or school board member about getting involved.

**National Chavez Center Programs** are available to schools, districts, youth groups, and community organizations. Please note that all Chavez Foundation educational programs are tied to California Curricular Content Standards in Language Arts and History Social Science.

Programmatic offerings include:

- School Tours and Field Trips of National Chavez Center and featured exhibits
- Teacher Training and Professional Development Workshops on Chavez curricula, conflict-resolution and character education programs, service-learning, and youth/adult collaboration
- Student/Youth Workshops on leadership development, conflict-resolution and violence prevention strategies, literacy, and art and culture
- Volunteer Service Days for Youth and Community Members, including Cesar Chavez Day, March 31<sup>st</sup>

To learn more about the Chavez Foundation's Programs and how you can support the Foundation, please contact our Programs Director, Julie Chavez Rodriguez at 213.362.0260 or via e-mail at [jrodriguez@cecfmail.org](mailto:jrodriguez@cecfmail.org).



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| <p><b>CESAR CHAVEZ<br/>An Organizers Tale<br/>(Book)</b><br/>\$15 (# Ordered _____)</p> | <p><b>THE WORDS OF CESAR<br/>CHAVEZ<br/>(Book)</b><br/>\$20 (# Ordered _____)</p> | <p><b>Cesar Chavez<br/>Autobiography<br/>La Causa (Book)</b><br/>\$20(# Ordered _____)</p>                  | <p><b>Fight in the Fields<br/>(Book)</b><br/>\$16 (# Ordered _____)</p>                      | <p><b>Sal Si Puedes (Book)</b><br/>\$20 (# Ordered _____)</p>   |
|   |   |   |  |   |
| <p><b>Pride of the People<br/>(Book)</b><br/>\$2 (# Ordered _____)</p>                  | <p><b>La Causa (Book)</b><br/>\$5 (# Ordered _____)</p>                           | <p><b>CESAR<br/>¡SI SE PUEDE!(BOOK)</b><br/>\$17 (# Ordered _____)</p>                                      | <p><b>Harvesting Hope<br/>Available in Spanish<br/>(Book)</b><br/>\$17 (# Ordered _____)</p> | <p><b>The Circuit<br/>(Book)</b><br/>\$12 (# Ordered _____)</p> |
|   |   |   |  |   |
| <p><b>Amelia's Road<br/>(Book)</b><br/>\$8 (# Ordered _____)</p>                        | <p><b>Si Se Puede<br/>(Book)</b><br/>\$8 (# Ordered _____)</p>                    | <p><b>Common Man<br/>Uncommon Vision:<br/>The Cesar Chavez<br/>Story (DVD)</b><br/>\$20(#Ordered _____)</p> | <p><b>SI SE PUEDE<br/>Compilation CD</b><br/>\$14 (# Ordered _____)</p>                      | <p><b>UFW Megaphone</b><br/>\$3 (# Ordered _____)</p>           |
|   |   | <p>Name: _____</p> <p>Address: _____</p> <p>Phone: _____ Fax: _____</p> <p>E-MAIL: _____</p>                |  |   |
| <p><b>National Chavez Center<br/>Pencils</b><br/>2/ \$1 (# Ordered _____)</p>           | <p><b>Cesar E. Chavez<br/>Poster</b><br/>\$20 (# Ordered _____)</p>               |   |  |   |

**TO SUBMIT YOUR ORDER PLEASE FAX OR MAIL THIS FORM TO:**  
**NATIONAL CHAVEZ CENTER**  
 29700 Woodford Tehachapi Rd Keene, Ca 93531  
 PHONE: 661 823-6134 FAX: 661 823-6246

For More Items  
 PLEASE VISIT OUR ONLINE  
 STORE AT:  
**www.chavezfoundation.org**

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### Educators

Please feel free to photocopy this guide and distribute it to colleagues who wish to use the program with their students

### Chavez Foundation Project Team:

Santos Diaz, AmeriCorps Intern  
Francine Redada, Programs Coordinator  
Julie Chavez Rodríguez, Programs Director  
Delia Torres, Programs Coordinator



634 S. Spring St. Ste. 400  
Los Angeles, CA 90014  
213.362.0260  
[www.chavezfoundation.org](http://www.chavezfoundation.org)