

STRIKE!

Cesar Chavez is well known as the founder and leader of the United Farm Workers. After years of sub-standard wages and housing, migrant farm workers banded together with Chavez to ask for better wages and basic necessities like drinking water and bathroom facilities in the fields. What is less well known is the story of the collaboration between the Mexican American and the Filipino workers. This guide will help students dig into the back-story behind the Delano grape strike, and look at the power of collective action and non-violent resistance.

Note to Teachers:

As you read the book, create a list of acronyms and names. The story involves many people so a list of characters and organizations will support student comprehension of the story.

The ideas and questions below support both cross-curricular connections and inquiries around a significant theme. Set up several inquiries so students have a choice. They can pick one that interests them, work on the questions collaboratively, and creatively present their findings to the class via written product, poster, power point, drama, reader's theater, etc.

A description of response strategies that help readers interact with books can be found at: www.coe.arizona.edu/short_strategies . Strategies are Common Core aligned.

Cross-Curricular Inquiries

Math

- Consider the exponential impact of a strike. Create a chart or graph to demonstrate the financial impact of one store removing grapes grown in California. What happens when more than one store joins in? **CCSS.Math.Content.5.MD.B.2, CSS.Math.Content.HSS.ID.A.1, W.5.2, SL.5.1, SL.5.4**
- Have students list all the needed expenditures they or their parents make on their behalf for one week (i.e. food, clothing, shelter, medical costs). Make a second list of expenditures that they make but are not necessary for sustaining life (e.g. entertainment, extra clothing, gas and car insurance if they drive). Establish their "cost of living" for a week. Compare the figure to the current earnings of a farm laborer. Current pay rates are available from the Bureau of Labor Statistics (www.bls.gov/ooh/farming-fishing-and-forestry/agricultural-workers.htm) **CCSS.Math.Content.5.MD.B.2, CSS.Math.Content.HSS.ID.A.1, W.5.2, SL.5.1, SL.5.4**

Science:

- Create a presentation that explains what is involved in the horticulture of three crops mentioned in STRIKE!: grapes, roses and lettuce. The rose growers were some of the first to negotiate wages when they realized they needed to have skilled labor and could not depend on "scabs". Look at www.rose.org to determine what about roses makes it necessary to have skilled labor. Interview home gardeners about growing the three crops. Mother Earth News or the state cooperative extension can be good sources of information (<http://www.csrees.usda.gov/Extension/>). **L.5.4, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.7, W.5.1, W.5.2, SL.5.1, SL.5.4**

Corapi educator guide – STRIKE! by Larry Dane Brimner

- Field laborers spend hours bent at the waist or on hands and knees. What are the repercussions on the adult human body? Are there different repercussions on children’s bodies? What about the short hoe made it eventually become banned as a gardening tool? Look on Google images for photos of the short hoe in use. [RI.5.1](#), [RI.5.2](#), [RI.5.3](#), [RI.5.4](#), [W.5.1](#), [W.5.2](#), [SL.5.1](#), [SL.5.4](#)
- What are some of the pesticides that were used on crops (e.g. DDT)? What pesticides are currently in use? What are the hazards of pesticide use for the plants, the laborers and the consumers? A good place to begin research is at the US Dept. of Agriculture (<http://www.csrees.usda.gov/pesticides.cfm>). [RI.5.1](#), [RI.5.2](#), [RI.5.3](#), [RI.5.4](#), [W.5.1](#), [W.5.2](#), [SL.5.1](#), [SL.5.4](#)

Visual Art, Music, Drama:

- Use the San Francisco State University website for good summary information on the way arts were used during the farm workers strike:
www.library.sfsu.edu/exhibits/cultivating/default.html [RL.5.7](#), [RI.5.3](#)
- A logo is a symbol that communicates a message that the public can easily understand (e.g. McDonald’s golden arches), but it is often associated with a deeper meaning. Richard Chavez designed the eagle used in the Delano grape strike to be associated with Aztec history and Mexican identity. He intentionally designed it so it was easy to reproduce. Look at other emblems in terms of color, size and ease of reproduction. What do they communicate? Why do the symbols “work?” [RL.5.7](#), [SL.5.1](#), [SL.5.4](#)
- A mural is art that often includes a political or social commentary. Though murals are painted in many parts of the world, the Hispanic community is known for this art form, often called Mexican Muralism. Go to Google images, and find some interesting murals by combining search terms like murals, grape strike, migrant workers, Delano, labor strike. Choose one or two and explain the symbolism and the use of color, size and placement to communicate a message. [RL.5.7](#), [SL.5.1](#), [SL.5.4](#)
- The National Center for Farmworkers Health commissions a yearly piece of art to commemorate the farmworkers. (<http://www.ncfh.org> – then search under Library/Commemorative Artwork). Choose one of the paintings and dig into the life of the artist. What made him/her paint the subject they did? [SL.5.1](#), [SL.5.4](#)
- Protest songs are a form of non-violent resistance. They flourished in the 1960s, many of which were written to protest the Vietnam War. One of the most well-known protest songs is *We Shall Overcome*, sung as part of the African American and Chicano civil rights movements. What was the role of protest songs in non-violent resistance? What role did music play in the farmworker strikes? Explore the Smithsonian folkways site for songs of struggle and protest from around the world (www.folkways.si.edu/search/genre/struggle). Also look at the Smithsonian recording of songs from the farm workers movement (www.folkways.si.edu/rolas-de-aztlan-songs-of-the-chicano-movement/american-folk-latin/music/album/smithsonian) [RL.5.6](#), [RL.5.7](#), [RI.5.3](#), [RI.5.7](#), [RI.5.9](#), [SL.5.1](#), [SL.5.4](#)
- El Teatro Campesino (the farm worker’s theatre) used humor to encourage the Delano strikers and communicate why striking was necessary. Theatre has been used for centuries as an arena for social commentary, and even though the grape strike is over, ETC has continued working for social change through satire,

caricatures and skits (www.elteatrocampesino.com). With a small group of students, chose a current local, national or world issue and write a short “Teatro.” After performing it for the class, discuss the choice of topic, the process of collaboratively writing the play, and what the group hoped to communicate via the play. [RL.5.7](#), [W.5.1](#), [W.5.2](#), [W.5.3](#), [SL.5.1](#), [SL.5.4](#)

Social Studies

- Besides the websites listed at the back of the book, two valuable resources for photos and oral histories are from Washington’s history of workers’ civil rights in the Yakima Valley farms and the canneries. Explore: depts.washington.edu/civlir/farmwk_intro.htm, seattletimes.com/special/mexico/. An additional site is from the library at UC San Diego: <https://libraries.ucsd.edu/farmworkermovement/>
- One of the bonds between Filipino and Chicano pickers was their Catholic faith, and Chavez built on that background of faith and morality, using religious events to encourage the strikers. One in particular was the pilgrimage to Sacramento. Investigate the history of pilgrimages. What are they supposed to accomplish? What are some famous pilgrimage destinations and why are they important destinations? Examples: Lourdes, Mecca, Our Lady of Guadalupe, Bodh Gaya [RI.5.1](#), [RI.5.2](#), [RI.5.3](#), [RI.5.4](#), [RI.5.7](#), [RI.5.9](#), [W.5.2](#), [W.5.7](#), [W.5.8](#), [W.5.9](#), [SL.5.1](#), [SL.5.4](#)
- The pilgrimage was an important statement to the public. Look at other famous marches (or pilgrimages). What does Gandhi’s 1930 march for salt, the 1963 March for Freedom to Washington DC or the Selma to Montgomery March have in common with Chavez’ march to Sacramento? What did each accomplish? [RI.5.3](#), [RI.5.7](#), [RI.5.9](#), [W.5.2](#), [W.5.7](#), [W.5.8](#), [W.5.9](#), [SL.5.1](#), [SL.5.4](#)
- Use literature and media to look at the philosophy or process of pilgrimages: *The Way* is a modern film about the pilgrimage a father takes in memory of his son; *The Ramsay Scallop* (Frances Temple) is a novel set in 1299 about a betrothed young couple on a pilgrimage from England to Spain. [RL.5.1](#), [RL.5.2](#), [RL.5.6](#), [W.5.2](#), [SL.5.1](#), [SL.5.4](#)
- One of the amazing parts of the story of the Delano grape strike was the way farm workers from different cultural backgrounds banded together to work for a common goal. Look at YouTube clips and Google images on the Delano Manongs to create a photo-essay on how Chicano and Filipino laborers worked separately and together to pressure growers for improved working conditions. If available in your school or library, view the 2014 documentary *The Delano Manongs* (<http://www.delanomanongs.com/>). [RI.5.1](#), [RI.5.2](#), [RI.5.3](#), [RI.5.8](#), [W.5.1](#), [W.5.2](#), [W.5.7](#), [W.5.8](#), [W.5.9](#), [SL.5.1](#), [SL.5.4](#)
- McCarthyism in the early 1950s had created fear of a communist take-over. The FBI kept files on many labor movement leaders during the 1950s and 1960s because of their so-called ties to communism. Use the many informational books available to understand why accusations of being a communist could ruin careers or movements. How did Chavez and Itliong handle being accused of having communist ties? [RI.5.6](#), [RI.5.7](#), [RI.5.8](#), [RI.5.9](#), [W.5.2](#), [W.5.7](#), [W.5.8](#), [W.5.9](#), [SL.5.1](#), [SL.5.4](#)

Language Arts/English

- Keep a reflective journal as you read STRIKE! What are your questions, wonderings, and reactions? In what way do you personally connect to this story? **L.5.3, W.5.1, W.5.4**
- There were many people involved in the grape strike and therefore many perspectives aired. Write a letter to a friend as a participant in the Delano grape strike from the perspective of a father trying to feed his family, a teen farmworker wanting to fit into a community, or a grower trying to harvest grapes and get them to market. **L.5.3, W.5.1, W.5.3, W.5.4**
- Create a drama/Reader’s Theatre/2-voiced poem about various perspectives that were voiced during the strike: the growers and pickers on wages and working conditions, Chavez and Irliong on union leadership, the Teamsters and the AFL-CIO on supporting the farm workers, Chavez and those who wished he did not use religious tie-ins. **W.5.1, W.5.4, SL.5.4**
- Read excerpts of two autobiographies that describe life as a migrant worker. Francisco Jiménez emigrated from Mexico as a child and wrote about his experiences in three sequential books: *The Circuit: Stories from the Life of a Migrant Child*, *Breaking Through*, *Reaching Out*. Carlos Bulosan emigrated from the Philippines and recorded his story in *America is in the Heart: A Personal History*. Use response strategies like graffiti boards and story rays to help students think about the books (description of strategies: www.coe.arizona.edu/short_strategies). **RL. 5.1, RL.5.2, RL.5.3, RL.5.6, RL.5.9, W.5.1, W.5.2, W.5.3, W.5.4, SL.5.1**

Thematic Inquiries

Inquiries based on a theme have many educational benefits:

- Themes (e.g. solidarity, community, unfair actions) allow students to build connections more easily. They can start thinking about how a theme plays out in their own lives and then connect it to a historical situation. They can generate thoughtful questions about history because of their own experiences with the theme.
- Learning is more meaningful when it is based on students’ questions rather than teacher or state questions.
- Allows for differentiation, because the inquiry is based on students’ questions and the presentations are in formats that are meaningful to them.
- Collaborative learning means that multiple perspectives are heard, student voice is supported, and students learn to negotiate and come to a consensus. **SL.5.1**
- Themes are more engaging. It is hard to think deeply, or for any length of time, about a list of facts.

How to set up an inquiry:

- Create text sets with combinations of genres and formats: picture books, nonfiction, novels, graphic novels, multi-lingual texts, newspaper clippings, photographs, poems, cost-of-living indexes, lyrics & music, oral histories, ads, art work, YouTube clips, maps, etc. Multiple genres are necessary because informational text gives the facts behind events but stories give the emotions behind the events. **RI.5.7**

- Ask students to explore and discuss the materials. Genuine inquiry goes where students take it, even when uncomfortable because it is not under teacher control. [RL5.1](#), [RL5.2](#), [RL5.3](#), [RL5.4](#), [RL5.6](#), [RL5.7](#), [RL5.9](#), [RI.5.1](#), [RL.5.2](#), [RL.5.3](#), [RL.5.4](#), [RL.5.6](#), [RL.5.7](#), [RI.5.8](#), [RI.5.9](#), [SL.5.1](#)
- Ask students to create a way to present their findings and new questions to the class. The development of a presentation helps students organize their ideas and build consensus on what is important. [W.5.1](#), [W.5.2](#), [W.5.3](#), [W.5.7](#), [W.5.8](#), [W.5.9](#), [SL.5.1](#), [SL.5.2](#), [SL.5.4](#), [SL.5.5](#)

Inquiry on taking action/gaining agency

- Develop a text set of numerous picture books where children and teens took some form of action. See the bibliography for possible titles. Use various forms of reader response to interact with the books. [RL5.1](#), [RL5.2](#), [RL5.3](#), [RL5.6](#), [RL5.7](#), [RL5.9](#), [RI.5.1](#), [RL.5.2](#), [RL.5.3](#), [RL.5.4](#), [RL.5.6](#), [RL.5.7](#), [RI.5.8](#), [RI.5.9](#), [W.5.1](#), [W.5.2](#), [W.5.3](#), [SL.5.1](#)
- While reading the books, create a chart that displays the title, the problem, the action taken and what in the person's life experience or character would make them take action (drawing out that we act out of our beliefs and life experiences). [RL5.1](#), [RL.5.2](#), [RL.5.3](#), [RL.5.7](#), [RL.5.9](#), [RI.5.7](#), [RI.5.8](#), [RI.5.9](#)
- Ask students to identify a draw an illustration of a problem that bothers them. Write down the action they would take, and what in their cultural background or personality makes them take that action. Draw a picture of what the problem would look like solved. [W.5.1](#), [W.5.2](#), [W.5.3](#)
- For another approach to taking action, read Kathy Short's article describing students learning about human rights and taking action on what they thought as unfair treatment in their own contexts
(www.coe.arizona.edu/sites/default/files/children_taking_action_within_global_inquiries.pdf)

Inquiry on non-violent resistance

- Create a text set of books that illustrate nonviolent resistance (see bibliography below). Use different reader response strategies to interact with one or more of the stories. [RL5.1](#), [RL.5.2](#), [RL.5.3](#), [RL.5.6](#), [RL.5.7](#), [RL.5.9](#), [RI.5.1](#), [RL.5.2](#), [RL.5.3](#), [RL.5.4](#), [RL.5.6](#), [RL.5.7](#), [RI.5.8](#), [RI.5.9](#), [W.5.1](#), [W.5.2](#), [W.5.3](#), [W.5.7](#), [W.5.8](#), [W.5.9](#), [SL.5.1](#)
- Have students do Internet research on other forms of nonviolent resistance such as: Greensboro sit-ins, hippie love-in, August 1963 March on Washington for Jobs & Freedom, protest songs, Freedom Rides, Montgomery Bus Boycott, Freedom Summer voter registration drive, pickets, parades, candlelight vigils, 1968 walk-out at Abraham Lincoln High School in East Los Angeles, Chavez' hunger fasts. [RI.5.7](#), [SL.5.1](#), [SL.5.4](#)
- Look in the news to gather forms of violent protest (acts of war, bombings, assassinations, kidnappings, self-immolation). Some political groups feel that violence is needed. Research one or more of the groups. What is the rationale for violence compared to Gandhi's philosophy of non-violent resistance? [RI.5.7](#), [SL.5.1](#), [SL.5.4](#)

Inquiry on hope

- Holocaust survivor Elie Wiesel, in his Nobel Prize lecture, said that hope is what kept people alive in the camps. Create a text set of books from the bibliography of books dealing with migrant workers. What is the role of hope in each of these books dealing with migrant life? [RL.5.1](#), [RL.5.2](#), [RL.5.3](#), [RL.5.7](#), [RL.5.9](#), [RI.5.1](#), [RL.5.2](#), [RL.5.3](#), [RL.5.4](#), [RL.5.6](#), [RL.5.7](#), [RI.5.8](#), [RI.5.9](#), [SL.5.1](#)
- Read some of the vignettes and poems written by migrant children in *Voices From the Fields* (Atkin). How do they express hope for their future? [RL.5.1](#), [RL.5.2](#), [RL.5.3](#), [SL.5.1](#)

Bibliographies

Note: many of the books below are picture books. They are included because they allow quick entry into an issue, pictures are important for this visual generation, the combination of text and pictures helps struggling readers and second language learners, and finally, everyone loves a great story!

Taking Action:

- *Brothers in Hope* (Williams)
- *Four Feet, Two Sandals* (Williams)
- *Subway Sparrow* (Torres)
- *Something Beautiful* (Wyeth)
- *Each Kindness* (Woodson)
- *The Other Side* (Woodson)
- *Voices in the Park* (Browne)
- *Click Clack Moo, Cows that Type* (Cronin)
- *Marisol McDonald Doesn't Match* (Brown)
- *Ryan and Jimmy* (Shovelier)
- *Weslandia* (Fleischman)
- *The Curious Garden* (Brown)
- *The Good Garden* (Milway)
- *Tricycle* (Amado)
- *Fred Stays with Me!* (Coffelt)
- *The Composition* (Skarmeta)
- *The Recess Queen* (O'Neill)

- *My Name is Bilal* (Mobin-Uddin).

Nonviolent Resistance:

- *Peaceful Heroes* (Winter)
- *People Who Said No* (Scandiffio)
- *After Gandhi: One Hundred Years of Nonviolent Resistance* (O'Brien & O'Brien)

Hope and Migrant Workers

- *Voices from the Fields* (Atkin)
- *Esperanza Rising* (Ryan)
- *Migrant* (Trottier)
- *Tomas and the Library Lady* (Mora)
- *Amelia's Road* (Altman)
- *La Mariposa* (Jimenez)
- *A Day's Work* (Bunting)
- *Harvesting Hope: The Story of Cesar Chavez* (Krull)
- *Side by Side* (Brown)
- *The Grapes of Wrath* (Steinbeck)