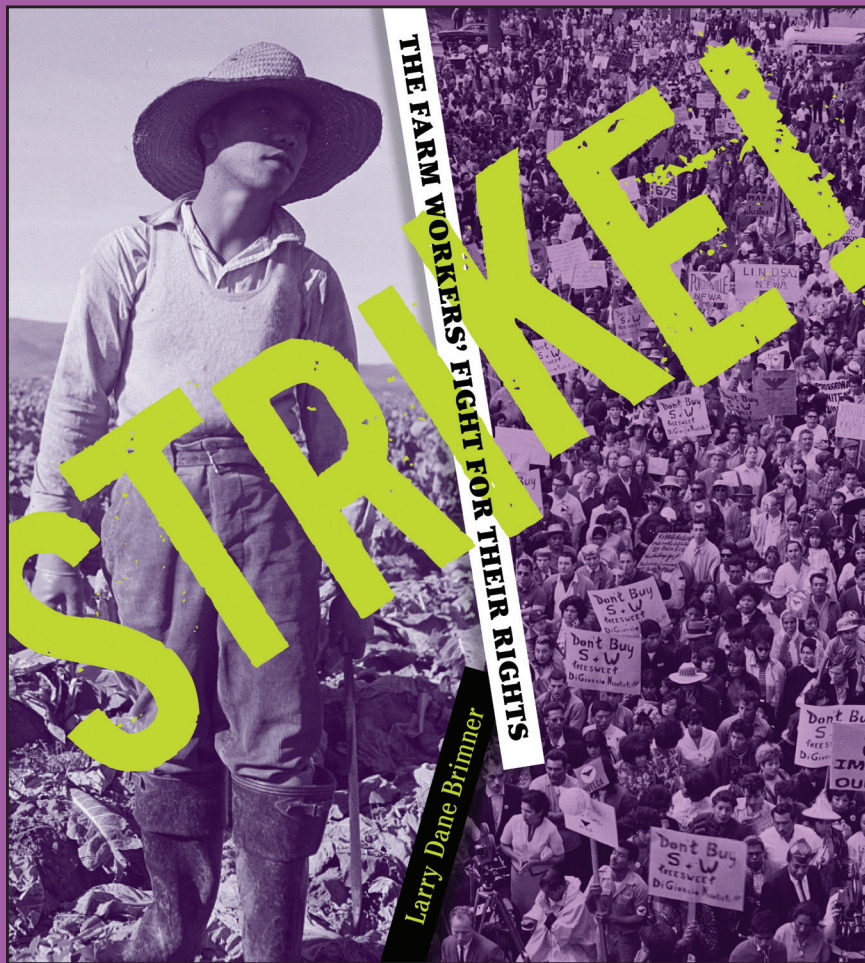


Educator's Guide



With
Common Core
State Standards
correlations



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Highlights

About the Book

César Chávez is well known as the founder and leader of the United Farm Workers. After years of substandard wages and housing, migrant farm workers banded together with Chávez 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 to *STRIKE! The Farm Workers' Fight for Their Rights*, written by Larry Dane Brimner, will help students dig into the backstory behind the Delano grape strike, and look at the power of collective action and nonviolent resistance.



Introduction to the Guide

This classroom guide connects *STRIKE! The Farm Workers' Fight for Their Rights* to several curriculum strands, including questions, discussions, and activities in Language Arts (Reading, Writing, Literature Study, Vocabulary, Theater Arts, Speaking & Listening, Research), Social Studies (History, Sociology, Ethics and Values), Art, and Technology. You'll also find opportunities for students to work cooperatively and to involve parents in projects.

The discussions and activities suggested in this guide match Common Core goals and standards. Fifth-grade standards are listed below each activity.

Common Core abbreviations used in this guide:

RL—Reading: Literature

RI—Reading: Informational Text

W—Writing

SL—Speaking & Listening

For the complete Common Core State Standards, visit www.corestandards.org/ELA-Literacy.

Note to Teachers

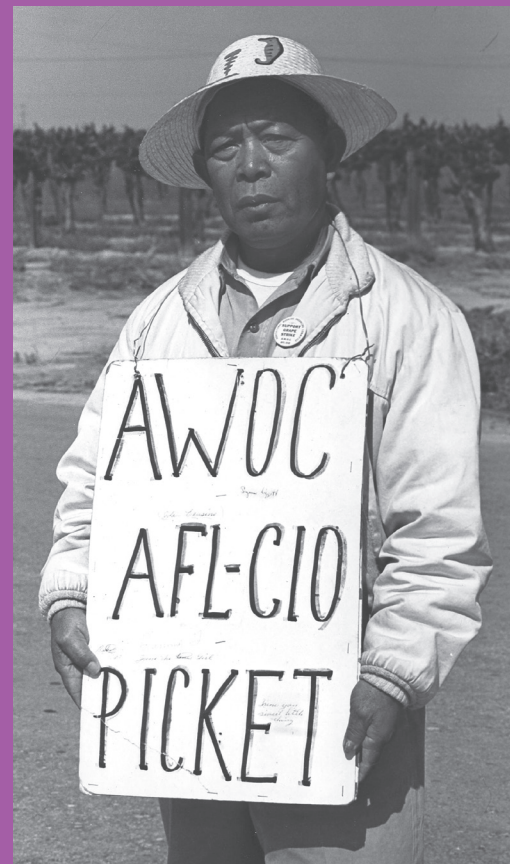
As you read the book, create a list of acronyms and names. The story involves many people so a list of characters and organizations will support student comprehension of the story. The ideas and questions below support both cross-curricular connections and inquiries around a significant theme. Set up 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, PowerPoint, 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.

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? [5.MD.B.2, 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 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). [5.MD.B.2, 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, W.5.1, W.5.2, SL.5.1, SL.5.4]

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 Arts, 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 the public can easily understand (e.g. McDonald’s golden arches), but it is often associated with a deeper meaning. Richard Chávez 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 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*, and *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>—search under Library/Commemorative Artwork). Choose one of the paintings and dig into the life of the artist. What made him or her paint the subject? [SL.5.1, SL.5.4]

Protest songs, a form of nonviolent resistance, flourished in the 1960s. Many songs 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 nonviolent resistance? What role did music play in the farm worker 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 recordings 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 workers’ theater) used humor to encourage the Delano strikers and communicate why striking was necessary. Theater 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, choose 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, photos and oral histories can be found in Washington's history of workers' civil rights in the Yakima Valley farms and canneries (depts.washington.edu/civilr/farmwk_intro.htm, seattletimes.com/special/mexico/). The library at UC San Diego offers more (https://libraries.ucsd.edu/farmworkermovement/).

One of the bonds between Filipino and Chicano pickers was their Catholic faith, and Chávez 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, Bodhi 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 Chávez's 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*, written by 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 of 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 takeover. 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 Chávez 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]

Many people got involved in the grape strike. 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 theater/two-voiced poem about various perspectives that were voiced during the strike: the growers and pickers on wages and working conditions, Chávez and Itliong on union leadership, the Teamsters and the AFL-CIO on supporting the farm workers, Chávez 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*, and *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 themes 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.
- Inquiries based on themes allow for differentiation, because the

inquiry is based on students' questions and the presentations are in formats that are meaningful to them.

- Collaborative learning means listening to multiple perspectives and learning to negotiate and come to a consensus.
- Themes are more engaging than facts. 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, multilingual texts, newspaper clippings, photographs, poems, cost-of-living indexes, lyrics and music, oral histories, ads, artwork, YouTube clips, maps, etc. Multiple genres are necessary because informational texts give the facts behind events, but stories describe the emotions behind the events. [RI.5.7]

Ask students to explore and discuss the materials. Genuine inquiry goes wherever students take it, even if it gets uncomfortable because it is not under teacher control. [RL5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.6, RL.5.7, RL.5.9, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.6, RI.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. Developing presentations 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, RL.5.2, RL.5.3, RL.5.6, RL.5.7, RL.5.9, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.6, RI.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 him or her take action (showing 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 and draw illustrations 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 was unfair treatment: (www.coe.arizona.edu/sites/default/files/children_taking_action_within_global_inquiries.pdf).

Inquiry on nonviolent 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. [RL.5.1, 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, RL.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-ins, the August 1963 March on Washington for Jobs and Freedom, protest songs, Freedom Rides, Montgomery Bus Boycott, Freedom Summer voter registration drive, pickets, parades, candlelight vigils, the 1968 walk-out at Abraham Lincoln High School in East Los Angeles, and Chávez's hunger fasts. [RI.5.7, SL.5.1, SL.5.4]

Look in the news to gather examples of violent protest (acts of war, bombings, assassinations, kidnappings, self-immolation). Some political groups feel that violence is needed. Research one or more of these groups. What is the rationale for violence compared to Gandhi's philosophy of nonviolent 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 concentration camps. Create a text set of books from the bibliography that deal 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. 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 Chávez (Krull)
Side by Side (Brown)
The Grapes of Wrath (Steinbeck)

STRIKE! The Farm Workers' Fight for Their Rights

By Larry Dane Brimner

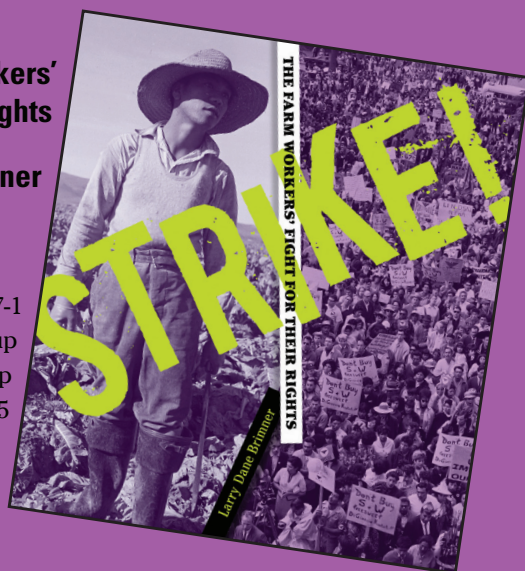
978-1-59078-997-1

Ages 10 and up

Grades 5 and up

\$16.95

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★ “With an appealing design and many black-and-white photographs, this paints a vivid, detailed picture of an important labor movement and its controversial yet inspiring leader.” —*Kirkus Reviews*, starred review

“A first-purchase choice for middle-level researchers.”
—*School Library Journal*, starred review

★ “Well researched, well sourced, and clearly written, this book is an excellent resource for young people.” — *Booklist*, Starred review

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Highlights