

Teacher Resource

Teaching U.S. Immigration Series:
Justice in the Fields:
Immigration and The Labor Movement
of the 1960s and 1970s



Courtesy of
The Center for
State University

Teaching U.S. Immigration Series

Humans have been migrating throughout every time and place in our history, so in this series we give you the tools to explore immigration through the lens of the history and social studies curriculum already being taught. Explore lessons that uncover overlooked narratives, such as why immigrants chose to fight in the Civil War, and delve deeper into periods of high immigration with compelling questions that encourage students to move beyond the traditional push/pull narrative of immigration. Each lesson connects the past to the present, encouraging students to consider how history informs contemporary issues. Find the series at <https://www.ilctr.org/for-teachers/teaching-us-immigration-series/>

This resource is sponsored in part by the Library of Congress Teaching with Primary Sources Eastern Region Program, coordinated by Waynesburg University.

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Consortium Member

Cover image: *Workers Harvesting Carrots*, UFW, César Chávez Research Center, California Department of Education, <https://chavez.cde.ca.gov/researchcenter/DocumentDisplayRC.aspx?docId=12c8d9:e9724dfd08:-7e88>



TABLE OF CONTENTS

Introduction	1
Lesson One: Evidence From the Fields: Why Did Farmworkers Demand Change?	2
Lesson Plan	4
Supporting Materials	10
Lesson Two: Fighting From the Fields: Huerta, Itliong and the People of the Labor Movement	23
Lesson Plan	24
Supporting Materials	40
Handout: Print-Friendly Guide to Resources	47

Introduction

The two lessons in this bundle investigate the historical background, events, people and legacy of immigration and the labor movement of the 1960s and 1970s in the United States. Mexican American and Latin American immigrants, migrant farmworkers of various backgrounds, and the labor unions who fought for increased pay, humane living and working conditions, and dignity for farmworkers were at the center of this labor movement. These lessons, designed to either work in concert or stand alone, would enhance an existing civil rights unit or a labor unions unit, or would fit well into a broader overview of U.S. immigration across history.

In [“Evidence From the Fields: Why Did Farmworkers Demand Change?”](#) students investigate primary and secondary sources to better understand the history of the labor movement of the 1960s and 1970s in the United States and the conditions that created the need for change for the farmworkers and laborers within the movement.

In [“Fighting From the Fields: Huerta, Itliong and the People of the Labor Movement,”](#) students analyze the leaders and groups of people working within the labor movement to understand who they are, their influences within the movement, the strategies they used to achieve their outcomes and their lasting legacies all these years later.

Each of the two lessons is designed to be flexible and adaptable based on the needs of your class, including by offering ways to differentiate, to support or to challenge students with various learning needs.

Lesson One

Evidence From the Fields: Why Did Farmworkers Demand Change?

Educator Notes

In this lesson, which uses primary source images and videos, students investigate the working and living conditions of farmworkers in the 1960s to understand why they demanded change. Students read about the history of and connections between immigration, farmworkers, the United Farm Workers (UFW) union and the events that restored dignity and rights to the farmworkers in the 1960s and 1970s in California.

This lesson helps students build historical knowledge and empathy by engaging with powerful primary sources and personal stories. The “See Feel Think Wonder” routine is a useful way to motivate student interest at the start of a lesson, prompting careful observation and reflection before introducing the historical context. Encourage students to notice both small details, like housing conditions or protective gear in the fields, and broader themes, such as inequality, health risks or family life. Their initial wonderings can serve as entry points into class discussions and make the historical content more relevant. Connecting the images and video clips to prior units on labor, immigration or social movements can also help students situate the farmworkers’ struggle within a broader narrative of U.S. history.

Two options are provided to give students background knowledge about the labor movements. Choose the one that best meets your teaching goals. Two readings, *The Terrain of Farmworker Life* and *A New Era of Farmworker Organizing*, can be paired together to provide a detailed historical narrative of farmworker life in Delano, California, with strong emphasis on social, economic and racial divisions, as well as the experiences of Filipino and Mexican workers leading into the Delano Grape Strike. It situates the farmworker struggle within the broader history of California agriculture and racial discrimination, making it well-suited for classes that want deep historical context and connections to place. By contrast, Jessica Man’s *United Farm Workers and the Delano Grape Strike* reading and questions offer a broader overview of immigrant labor history before narrowing down to the Delano Grape Strike, highlighting the cooperation between Filipinos and Mexicans, the organizing strategies of key figures and

the strike's long-term legacy. It's more concise, connects the strike to global labor and civil rights movements and emphasizes themes of solidarity and social justice.

If time allows, the extensions provide opportunities to deepen students' critical thinking about perceptions of migrant labor and the role of organizing in effecting social change. Scaffold as needed for reading levels, and leave space for students to make personal connections, particularly those who have family or community ties to farm work or labor struggles.

As with any material that students might connect with on a personal level, consider the makeup of your class before introducing the topic. If there are children of migrant workers or others in the class who may have experience with farm work or labor struggles, preview the content with families and ask for input and feedback.

Lesson Plan:

Evidence From the Fields: Why Did Farmworkers Demand Change?

Objectives

- Students will explain why farmworkers began organizing and demanding better wages, rights and protections.
- Students will describe the working and living conditions that farmworkers faced in the 1960s.

Guiding Question

- What challenges and working conditions did farmworkers in the United States face in the 1960s?

Common Core Standards

Grade 6-8

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

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Common Core Standards (continued)

Grade 9-10

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Grade 11-12

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Materials

Opening activity materials

- Images of farmworkers in the 1960s

Printable versions of these images are provided [at the end of this lesson plan](#). There is also a printable handout with QR codes for these images in the [Print-Friendly Guide to Resources](#) section at the end of this resource.

- ▶ [Workers Harvesting Carrots](#) (César Chávez Research Center, California Department of Education)
- ▶ [Farm Worker Housing 1972](#) (César Chávez Research Center, California Department of Education)
- ▶ [Plane Spraying Field & Workers with Ammonium Nitrate](#) (César Chávez Research Center, California Department of Education)
- ▶ [Unsanitary Privy in Potato Pickers' Camp Near Shafter, California](#) (Dorothea Lange, Library of Congress)
- [See Feel Think Wonder Worksheet](#) (Project Zero, Harvard Graduate School of Education)
- [Film Clips from the Farm Labor Movement - 1960s-1970s](#) (Center for Sacramento History)
- [Huelga!](#) from 8:55 to 15:03 (American Archive of Public Broadcasting)

Reading and analysis materials

- [The Terrain of Farmworker Life](#), article three from the series [The Road to Sacramento: Marching for Justice in the Fields](#) (National Park Service)
- [The Terrain of Farmworker Life Worksheet](#)
- [A New Era of Farmworker Organizing](#), article four from the series [The Road to Sacramento: Marching for Justice in the Fields](#) (National Park Service)
- [A New Era of Farmworker Organizing Worksheet](#)
- [United Farm Workers and the Delano Grape Strike Readings and Questions Worksheet](#)

Activities

Opening

Display [the set of images of the farmworkers in the 1960s](#). Students will do a [See Feel Think Wonder](#) routine on the images. Project, prompt or print out the questions if this is a new routine or activity for students.

Questions in a See Feel Think Wonder:

- ▶ Look closely. What do you see? Make many observations.
- ▶ What feelings emerge for you as you look at this piece?
- ▶ What does this piece make you think about?
- ▶ What questions do you have? What do you wonder about?

Additional prompts:

- ▶ How could this connect to subjects you study in school?
- ▶ How could this connect to your personal interests or hobbies?

Give students a few minutes to write down their observations and wonderings.

After a few minutes with the images, play a few segments of the video, [Film Clips from the Farm Labor Movement - 1960s-1970s](#), as time allows. This video documents the working conditions farmworkers faced daily (4:00 minute mark) as well as some of the famous allies the movement worked with including Walter P. Reuther, president of the United Auto Workers union (1:08 minute mark) and Senator Robert F. Kennedy (2:56 minute mark). Play as much of the video as time allows.

Next, play a six-minute clip from the documentary [Huelga! \(8:55 to 15:03\)](#). The documentary highlights the challenges farmworkers faced at home and in the fields where they worked. Ask students to add to their See Feel Think Wonder after viewing the documentary clips.

Ask students to share their answers to the See Feel Think Wonder with tablemates or nearby partners. Take volunteers or choose students and ask them to share their answers with the class and discuss as a group. Students might notice and wonder about who the workers were, where they were working, who lived in these homes, what they were doing, what the plane was for, etc. They might make connections to other social studies topics like labor unions, the Industrial Revolution, the institution of slavery, agriculture and farming, science topics, the Great Depression, the Dust Bowl, rural life and others from prior knowledge and experience. These images and videos give a small glimpse into the working conditions and living arrangements of farmworkers in the 1960s.

Activities (continued)

Reading and Analysis with Worksheet:

Individually, in pairs or in groups, have students read a brief background history of the Bracero Program, Delano Grape Strike and the labor movement. Two options are provided. Choose the one that best meets your teaching goals and your students' needs. For option one, students read [The Terrain of Farmworker Life](#) and [A New Era of Farmworker Organizing](#) from the National Park Service series *The Road to Sacramento: Marching for Justice in the Fields*. This pairing is longer and more in depth. For option two, students read [United Farm Workers](#), which is shorter and provides a broader overview.

Students can annotate as they read if this is classroom procedure. Have them answer the discussion questions that are embedded in each reading.

Discussions:

As time allows, have a full class discussion on the reading and information presented. Class discussion topics to potentially highlight and/or discuss in more detail might include: the conditions the farmworkers dealt with in the field (connect back to images and videos), how the farmworkers were treated by the owners/farmers, the strategies they used to fight for better working conditions, how the Bracero Program impacted farmworkers, how immigration impacted farmworkers, the Delano Grape Strike, etc. Discussing the worksheet questions can help ensure students are all understanding the reading and the key concepts presented in the reading, as well as assist students in making connections between the images, video clips and the reading.

Extension

For an additional perspective, read the article [When the U.S. Government Tried to Replace Migrant Farmworkers With High Schoolers](#) from NPR. Have students discuss the article in small groups or as a whole class.

Discuss questions:

- ▶ What motivated the United States government to launch the A-TEAM program after the end of the Bracero Program in 1964?
- ▶ Describe the working conditions the high school students encountered. Consider factors like heat, housing and pay.
- ▶ What led many of the students in the article to quit, and how did some respond to the difficult conditions?
- ▶ Why do you think the government assumed U.S. teenagers could do the work of migrant farmworkers? What does this reveal about perceptions of migrant labor?
- ▶ How does this failed experiment reflect on the broader issues of labor, immigration policy and racial/ethnic division in the 1960s?

Additional Resources



[Viva La Causa](#) (Zinn Education Project)

This 39-minute film produced by Learning for Justice (formerly Teaching Tolerance) uses primary sources, firsthand accounts and re-enactments to describe the Delano Grape Strike, César Chávez, Dolores Huerta and the techniques used to achieve victories for farmworkers and to create unions. The teacher's guide has film questions and related lesson plans to use in the classroom. For a shorter/less involved discussion, we have included [samples of video questions](#) to share with your students.



["Delano Manongs"](#) (Public Broadcasting Service)

This 27-minute episode from the PBS series *ViewFinder* highlights the role Larry Itliong and a group of Filipino farmworkers played in the Delano Grape Strike of 1965.



[1962: United Farm Workers Union](#) (Library of Congress)

Part of the *Latinx Resource Guide: Civil Rights Cases and Events in the United States*, this page provides a brief background of the United Farm Workers union, a timeline and links to related resources from the Library of Congress.



[La Lucha: A History of Hispanic Migrant Farm Workers](#) (Northern Arizona University)

This virtual exhibit includes photos, videos, oral interviews, artworks and artifacts about the experiences and legacies of Mexican field laborers in the United States during the 20th and 21st centuries.



[Labor Matters](#) (Learning for Justice)

This lesson for grades 6-12 draws on students' prior knowledge to help them understand the importance of the labor movement.

Supporting Materials



Workers Harvesting Carrots, UFW, César Chávez Research Center, California Department of Education, <https://chavez.cde.ca.gov/researchcenter/DocumentDisplayRC.aspx?docId=12c8d9:e9724dfdo8:-7e88>



Farm Worker Housing, 1972, UFW, 1972, César Chávez Research Center, California Department of Education, <https://chavez.cde.ca.gov/researchcenter/DocumentDisplayRC.aspx?docId=12c8d9:e9724dfdo8:-7fo3>



Plane Spraying Field and Workers with Ammonium Nitrate,
UFW, César Chávez Research Center, California Department of Education,
<https://chavez.cde.ca.gov/researchcenter/DocumentDisplayRC.aspx?docId=12c8d9:e9724dfdo8:-7f26>



Unsanitary Privy in Potato Pickers' Camp Near Shafter, California, Dorothea Lange, 1937, retrieved from Library of Congress, <https://www.loc.gov/pictures/item/2017769902/>

The Terrain of Farmworker Life Worksheet

Answer using complete sentences. **Highlight** or underline evidence from the text.

1. Describe in your own words the living conditions of farmworkers in Delano during the 1960s.

2. What kinds of discrimination did Filipino and Mexican farmworkers face? Explain the impact the discrimination had on immigrant farmworkers.

3. In what ways did the owners use race, ethnicity and immigration status to maintain control over workers?

4. If you were a farmworker at the time, what changes would you demand, and how might you organize to achieve them?

A New Era of Farmworker Organizing Worksheet

Answer using complete sentences. **Highlight** or underline evidence from the text.

1. What was the original purpose of the Bracero Program? Why do you think the end of the Bracero Program was such a turning point for farmworker activism?

2. What challenges did farmworkers face when they tried to strike or organize?

3. What successes did the farmworkers have as a result of their efforts?

4. Explain the significance of the Delano Grape Strike in 1965 and how it brought about changes for the labor movement.

5. How did Chávez and others in the movement build community and community support? Why was building community support just as important as organizing the workers themselves?

United Farm Workers and the Delano Grape Strike Readings and Questions

By Jessica Man

Section 1: Immigrants and the Unions

United States organized labor has had a complex relationship with migrant workers. Some of the earliest unions in the United States held racist, anti-immigrant positions, believing that Asian, Latin and Southern European migrant workers were racially predisposed to lower standards of living, allowing bosses to use them to break strikes and undercut the wages of white Americans. The Order of the Knights of St. Crispin, a cobbler’s union in Boston, struck for higher wages in 1870, only to be fired and replaced with young Chinese men.¹ Samuel Gompers, leader of the American Federation of Labor (AFL, later AFL-CIO), wrote a 1902 pamphlet titled *Meat vs. Rice*, arguing that the Chinese biologically required a lower standard of living than white workers. Instead of holding the bosses to higher standards, American union members blamed immigrant workers, who had no bargaining power, for lowering their quality of life and threatening their employment status.

However, immigrants have also unionized to secure better working conditions, higher wages and anti-discrimination policies. Union actions have also historically worked to bridge the divides of racial enmity. For example, the O’ahu Sugar Strike of 1920 was jointly carried out against exploitative sugarcane plantation owners by the Filipino Labor Union and the Federation of Japanese Labor. Despite enduring the ravages of the influenza epidemic of 1918 and violence from plantation owners, the unions succeeded in negotiating a wage increase through mutual trust and cooperative action, as Filipinos refused to break Japanese strikes and vice versa.²

Section 1 Questions:

Answer using complete sentences. Highlight or underline evidence from the text.

1. How did racist ideas about immigrants affect the ways unions viewed and treated immigrant workers?

2. What can we learn from the O’ahu Sugar Strike about the power of cooperation between different groups?

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United Farm Workers and the Delano Grape Strike Readings and Questions

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Section 2: The Path to La Causa

Migrant workers from the Philippines and Mexico led the Delano Grape Strike, one of the most powerful union actions of the 20th century. Along with the Montgomery Bus Boycott, it fundamentally shaped American views on the power of collective action. It lasted five years, from 1965 to 1970, and ultimately created the United Farm Workers (UFW) union, catapulting the cause of exploited Mexican farmworkers to the forefront of political discourse on workers' rights.

Delano is a city in the southern half of California's Central Valley, a region of the United States that provides the nation with more than half of its fruits and vegetables. Farms that operate in the Central Valley require complex and intensive irrigation networks due to the use of European-style farming techniques, and continue to rely on a migrant workforce to cheaply plant and harvest crops.³

In the 1960s, grape companies of the Central Valley mostly hired Mexican and Filipino men to pick grapes during the harvest season. The Filipino men were from the "manong" (Ilocano for "older brother") generation, the first to arrive in the United States after the Spanish-American War resulted in the annexation of the Philippines by the United States in 1898. The United States government actively sought Mexican labor through the Bracero Agreement (1942-1964). This program was instated to facilitate the hiring of millions of Braceros (Spanish for "laborer") from northern Mexico in order to mitigate agricultural labor shortages during World War II.

Both the Manongs and Braceros arrived at the Delano vineyards to work the harvest in 1965. The Manongs had struck several times earlier that season,⁴ particularly against grape growers in the Coachella Valley that provided the barest accommodations to itinerant workers and severely underpaid them, especially in comparison to white workers hired in the same positions. In Delano, grape growers offered Filipinos a wage that was 30 cents below the federal minimum wage, and refused to provide adequate meal support, health care, sufficient housing or workplace safety protections.⁵

The Filipino workers, who were getting older and felt they had nothing left to lose by protesting their exploitation,⁶ called on the Filipino-led AFL-CIO Agricultural Workers Organizing Committee (AWOC) to commit to a strike in Delano until the companies agreed to raise the hourly wage to \$1.40 and compensate workers with an additional \$0.25 for every box of grapes picked.⁷ Under the service of organizers such as Larry Itliong and Philip Vera Cruz, the AWOC voted to strike and extended an invitation to the Mexican-led National Farm Workers of America (NFWA) to participate, in part to prevent the company from using Mexican workers to break the strike as in the past.⁸ The recently created NFWA joined the strike and refused to scab for the grape growers. The two parties soon merged their organizations to form the United Farm Workers.

United Farm Workers and the Delano Grape Strike Readings and Questions

(continued)

Section 2 Questions:

Answer using complete sentences. **Highlight** or underline evidence from the text.

1. Describe the working and living conditions the Manongs and Braceros experienced in Delano, California.

2. Why was it important for Filipino and Mexican workers to join together instead of striking separately?

Section 3: ¡Huelga!

The strike did not occur spontaneously but was carefully organized by union members with experience in worker organizing and strike actions. César Chávez, Dolores Huerta, Larry Itliong, Philip Vera Cruz and other labor activists involved in the Delano actions had worked with various communist and anarchist organizations, such as the Industrial Workers of the World (IWW) and the Communist Party of the United States of America (CPUSA), and participated in successful strike actions by other unions.⁹ Itliong, Vera Cruz and other Filipino workers in the AWOC leadership had personally participated in the multi-ethnic International Longshore and Warehouse Union (ILWU) Local 37 strike to protect Filipino cannery workers in Alaska.¹⁰ Chávez and Huerta were both trained to mobilize communities from the ground up through the Community Service Organization (CSO), a Los Angeles-based Latino civil rights activism group.¹¹ In order to prepare for NFWA strikes, they directed union registration drives, created relationships with local Catholic parishes and trained workers in non-violent resistance.¹²

When the strike began, Filipino farmworkers participated in a “walk-off,” abandoning the vineyards and refusing to complete contracted work until they received the higher wages AWOC demanded from the growers.¹³ As negotiations went on, companies hired scabs to break the strikes and complete the harvest, but the UFW used union networks to gather resources, funds and personnel

United Farm Workers and the Delano Grape Strike Readings and Questions

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to help participants last through the next five years.¹⁴ The strike was inherently tied to the Civil Rights Movement and used its successful nonviolent tactics of boycotting and picketing to put financial pressure on the companies, raise class consciousness amongst workers and prevent scabs from accessing the fields. The farmworkers also recognized that their cause was tied up in issues of racial, social, economic, and political justice, including the formation of the Chicano Movement, which tied Mexican American identity to anti-imperial and anti-capitalist politics, and other global liberation movements. In this context, Chicanos referred to the strike as “la causa” (“the cause”) to represent the plight of Mexican farmworkers across the country.¹⁵

The strike received massive news coverage. Footage of thousands of farmworkers chanting “¡Huelga!” (“Strike!”) and picketing the fields was broadcast nationwide. Communities of Mexicans and Latinos supported the strikes with targeted boycotts of DiGiorgio Fruit Growers and Schenley Industries, the main employers in Delano,¹⁶ decorating everything from posters to banners to buttons with boycott slogans, including the legendary “Uvas No” (“No Grapes”). Through worker marches, speeches, theatrical productions, physical nonviolent resistance, picketing, boycotting and other forms of collective action, UFW forced 36 grape growers to sit at the negotiating table and agree to fair terms on contracts. By the end of the strike in 1970, UFW workers were not only paid better wages, but were guaranteed a higher standard of workplace safety and occasionally given pensions and vacation time, depending on the terms of each company’s contract.¹⁷

Section 3 Questions:

Highlight or underline evidence from the text.

1. What strategies did the workers use to make their strike successful? _____

2. What does “la causa” mean, and why do you think workers used that phrase to describe their struggle?

United Farm Workers and the Delano Grape Strike Readings and Questions

(continued)

Section 4: After the Strike

Just as the O'ahu Sugar Strike could not have succeeded without the cooperation of Japanese and Filipino plantation workers, the Delano Grape Strike could not have succeeded without the cooperation of AWOC and NFWA. Both Filipino and Chicano members sat on the founding committee and were crucial in organizing pickets and boycotts across the country. They also framed the strike as part of a greater liberation movement that included racial equity, social justice, anti-assimilation and in some cases, women's liberation. However, although the UFW continues to advocate for Mexican farmworkers today, the Filipino cause fell by the wayside. As members of a much smaller minority group, the voices and needs of the Manongs went unheard, leading to the departure of Itliong and other Filipino leaders after the end of the strike.¹⁸

The legacy of unionized labor in immigrant communities remains complex and multifaceted. White supremacists have used the power of the union to advocate for immigration bans. Unions led by immigrants have created incredible bonds and accrued massive amounts of bargaining power for disempowered groups previously in conflict. Although not every strike or negotiation is successful, unions that promote trust and solidarity amongst their members and build alliances between their communities can withstand previously unimaginable hardships and continue working toward creating a better world.

Section 4 Questions:

Highlight or underline evidence from the text.

1. Why do you think Filipino workers' voices were less recognized after the strike, even though they helped start it? _____

2. What do you think is the overall legacy of unionized labor in immigrant communities? _____

Jessica Man is a PhD candidate in History at the Morrissey College of Arts and Sciences at Boston College. Her research interests include Asian American regional histories, Asian American religious life, race and ethnicity in pop culture, and critical refugee studies.

United Farm Workers and the Delano Grape Strike Readings and Questions

(continued)

Endnotes

- ¹ Anthony W. Lee, *A Shoemaker's Story: Being Chiefly about French Canadian Immigrants, Enterprising Photographers, Rascal Yankees, and Chinese Cobblers in a Nineteenth-Century Factory Town*, 2008
- ² Masayo Umezawa Duus, *The Japanese Conspiracy: The Oahu Sugar Strike of 1920*, 1999
- ³ Marc Reisner, *Cadillac Desert: The American West and Its Disappearing Water*, 1986
- ⁴ PBS, "Delano Manongs", 2014
- ⁵ National Park Service, *The Road to Sacramento: Marching for Justice in the Fields*, <https://www.nps.gov/articles/000/workers-united-the-delano-grape-strike-and-boycott.htm>
- ⁶ PBS, "Delano Manongs"
- ⁷ National Park Service, *The Road to Sacramento: Marching for Justice in the Fields*
- ⁸ Ibid.
- ⁹ Jacques M. Levy, *César Chávez: Autobiography of La Causa*, 2007, pg. 151
- ¹⁰ Patricia Brown, *Forgotten Hero of Labor Fight; His Son's Lonely Quest*, *The New York Times*, Oct, 18, 2012
- ¹¹ Levy, pg. 3
- ¹² Levy, pg. 314
- ¹³ Inga Kim, *The 1965-1970 Delano Grape Strike and Boycott*, United Farm Workers, March 7, 2017, <https://ufw.org/1965-1970-delano-grape-strike-boycott/>
- ¹⁴ Levy, pg. 315
- ¹⁵ Levy, pg. 175
- ¹⁶ Levy, pg. 202
- ¹⁷ Irving J. Cohen, *La Huelga! Delano and After*. *Monthly Labor Review* 91, no. 6 (1968): 13–16.
- ¹⁸ PBS, "Delano Manongs", 2014

Viva La Causa Video Worksheet

1. What kind of injustices did the workers hope to undo by going on strike? How did these injustices undermine their humanity? _____

2. What is nonviolence, and what role did it play in the struggle? _____

3. Why did the strikers need help from others? What kinds of things did the strikers ask them to do in support of "la causa"? _____

4. Why were the actions of these allies important? _____

5. What factors motivated people to get involved in "la causa"? _____

6. What did workers gain as a result of the strike and boycott? What did our country gain? _____

Lesson Two

Fighting From the Fields: Huerta, Itliong and the People of the Labor Movement

Educator Notes

In this lesson, students are introduced to César Chávez, Dolores Huerta, Larry Itliong, the everyday workers and the United Farm Workers (UFW) union, as well as their efforts to change the working conditions and lives of the farmworkers in California. A large percentage of people working in agriculture in California and the Southwest of the United States were migrant farmworkers and/or undocumented farmworkers from Mexico, Central America, South America and other countries like Yemen and the Philippines. Students will understand how various people and groups worked together using various strategies to create sustainable changes for farmworkers and laborers.

This lesson is designed to be flexible, with options for collaborative group posters or independent rotation through stations. Both structures encourage active student engagement, but teachers may choose the gallery walk if they want more opportunities for student creativity and peer-to-peer teaching, or the stations if they need a tighter, more structured format that fits into a single class period. Additionally, the use of primary sources supports inquiry-based learning, helping students practice historical thinking skills.

Lesson Plan:

Fighting From the Fields: Huerta, Itliong and the People of the Labor Movement

Objectives

- Students will analyze how leaders like César Chávez and Dolores Huerta used nonviolent strategies to lead the labor movement.
- Students will connect the struggles of farmworkers in the 1960s to modern labor and immigration issues.

Guiding Questions

- Who were the farmworkers and the leaders of the labor movement and what roles did they play in creating change?
- What techniques did migrant farmworkers use to overcome the challenges they faced?

Common Core Standards

Grade 6-8

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Grade 9-10

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

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Common Core Standards (continued)

Grade 11-12

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Materials

Opening activity:

- [Primary Source Analysis Tool](#) (Library of Congress)
- Analyzing Primary Sources or Analyzing Photographs and Prints from [Teacher's Guides and Analysis Tool](#) (Library of Congress)
- One or more posters from [¡Viva La Huelga!: Artwork of the United Farm Workers](#) (*Amadeus Magazine*)

Group Posters and Gallery Walk activities:

- Chart or poster paper
- Markers
- Tape
- [People of the Labor Movement Gallery Walk Organizer](#)
- [Post-Gallery Walk Questions Worksheet](#)

Group Posters and Gallery Walk activities:

- [People of the Labor Movement Stations Worksheet](#)
- [Connections & Questions Worksheet](#)

Student resources for the Group Poster and Gallery Walk and Stations activities:

Printable versions of some of the images are provided [at the end of this lesson plan](#). There is also a printable handout with QR codes for these images in the [Print-Friendly Guide to Resources](#) section at the end of this resource.

- César Chávez Resources for Group/Station 1
 - ▶ [The Story of Cesar Chavez](#) reading (United Farm Workers)
 - ▶ [Cesar Chavez - The Life Behind A Legacy Of Farm Labor Rights](#) reading with timeline (CommonLit)
 - ▶ [Interview with César Chávez. 4/20/1979](#) photograph (Library of Congress)

(Continued on next page)

Materials

Student resources for the Group Poster and Gallery Walk and Stations activities: (continued)

- Dolores Huerta Resources for Group/Station 2
 - ▶ [Biography of Dolores Huerta](#) primary source ([California Department of Education César Chávez Research Center](#))
 - ▶ [Dolores Huerta, First Vice President of the United Farm Workers Union, Hospitalized After Beating by San Francisco Police](#) primary source ([California Department of Education César Chávez Research Center](#))
 - ▶ [Dolores Huerta using a Bullhorn](#) image ([California Department of Education César Chávez Research Center](#))
 - ▶ [Dolores Huerta](#) image (Tom Hilton)
- Larry Itliong Resources for Group/Station 3
 - ▶ [Larry Itliong](#) reading (U.S. National Park Service)
 - ▶ [Larry Itliong](#) biography (Britannica Kids)
 - ▶ [Larry Itliong Quote](#) (NBC News)
 - ▶ [Larry Itliong](#) image (California Museum)
- Everyday Farmworkers Resources for Group/Station 4
 - ▶ [UFW Martyrs](#), Nagi Daifallah (United Farm Workers). A [printable PDF](#) is available from the Arab American National Museum.
 - ▶ [What about Maria Moreno?](#) (The Association of Farmworker Opportunity Program) **OR** [Meet Maria Moreno: The First Farm Worker Woman in America To Be Hired As A Union Organizer](#) (Colorlines)
 - ▶ [Philip Vera Cruz](#) reading (U.S. National Park Service)
- United Farm Workers (UFW) Resources for Group/Station 5
 - ▶ [UFW History](#) (United Farm Workers)
 - ▶ [A poster calling for a “boycott for democracy” of grapes, 1975](#). (University of California Los Angeles, Library Special Collections, Charles E. Young Research Library via California Digital Library)
 - ▶ [1962 United Farm Workers Union - Research Guides at Library of Congress](#) (Library of Congress)
 - ▶ [UFW Boycott Lettuce](#) image (Library of Congress)

Activities

Opening

Print handouts and/or project on the board the poster(s) you selected from [¡Viva La Huelga!: Artwork of the United Farm Workers](#) and the [Primary Source Analysis Tool](#) from the Library of Congress for students. Use the [Teacher's Guides and Analysis Tool](#) to help students through the Observe-Reflect-Question protocol. You can use the general Analyzing Primary Sources guide or the Analyzing Photographs and Prints guide as the questions are similar. Some of the posters are in Spanish, so ask students who do not speak Spanish to use visual clues as needed. Some students might need additional scaffolds to help them access the images so it may help to include background information on the posters, define new vocabulary or translate the Spanish alongside the posters as needed.

After a few minutes of analyzing individually, ask students to share with a partner and/or share in a whole group discussion. During the discussion, students may ask what words mean or what the Spanish writing says. If it does not come up through student responses, guide students to notice the posters' imagery, the words of protest in some posters and that the posters themselves were forms of protest. Ask students, "Why do people protest? Why did the farmworkers protest? What are other forms of protest that people have used throughout history?" These questions set the scene for this lesson and activate prior knowledge from the previous lesson, if used.

Activities & Discussions:

This lesson focuses on the people and groups of the labor movement. There are two options for this lesson: group posters and a gallery walk or stations. The resources and tools are the same, but depending on time, your students and other factors, you might prefer one option over the other. Both are presented below.

Option One: Group Posters and a Gallery Walk

Split the class into five groups of students and assign each group a person or group of the labor movement: César Chávez, Dolores Huerta, Larry Itliong, everyday farmworkers and the United Farm Workers union. Each student group will create a poster about their labor movement person or group to hang on the wall for a gallery walk. Each group of students will need markers, poster paper or chart paper, and the resources for their group outlined in the materials section. An enhancement opportunity for the posters is allowing students to do their own guided research beyond what is in the readings and sources in front of them.

Using their group resources or research they have conducted, students create a poster to hang up for classmates to use in a gallery walk activity. Students can organize their information on the poster in whatever creative way makes sense to them. Teachers can change or update the requirements as they see fit.

(Continued on next page)

Activities

Activities & Discussions: (continued)

The poster must include:

1. Person/Group name (example: Dolores Huerta)
2. Two to three complete sentences describing their life and background, including information such as where they are from, where they lived, languages they spoke, what their life was like growing up, experience with farm work or labor, etc.
3. Two to three complete sentences describing their role in the labor movement, making note if they were involved in any events or legislation.
4. One or more complete sentences describing the obstacles they faced in their lives or during their involvement in the labor movement.
5. One important quote from them or about them from the readings or sources. Cite the source (article name).
6. One or more complete sentences describing what you think their legacy is and what people remember about them. Explain your answer.
7. Optional: add a picture, color, additional questions as needed.

Once groups complete their posters, hang the posters or place them on tables around the room for students to walk to during the gallery walk. Students will walk around the room visiting each group's poster. They will complete the worksheet entitled [People of the Labor Movement Gallery Walk Organizer](#) as they visit the posters. Students will likely need three to five minutes at each poster to answer the chart questions. The post-gallery walk portion of the worksheet can be completed after the charts are filled out. A class discussion would also be beneficial as time allows.

(Continued on next page)

Activities

Activities & Discussions: (continued)

Option Two: Stations

Create five stations. Have the resources and readings for each station available in printed or digital form. Students rotate to each station to answer questions about the various leaders of the labor movement. This option can be done in one class period. As students rotate to stations, they will complete the [People of the Labor Movement Stations Worksheet](#). Students will need about eight to 10 minutes per station to gather information, process the information and respond on their sheets. After students complete the stations and additional questions, hold a class discussion on common themes they noticed, the role immigration played in the movement and the legacies of these leaders and groups. Make connections to today's farmworkers and labor concerns.

Extension

As an extension, students could research and present on current immigration or labor concerns in the United States through newspaper and magazine articles or social media posts. Students could also research and present on the continued work of the United Farm Workers Union and its members as well as its impact over the last 60+ years. Lastly, students could also research and present on how Americans celebrate the legacy of the labor movement and its leaders through murals, statues and museums. Some examples of murals from the Library of Congress:

[*Lincoln, Statue of Liberty and César Chávez, Restaurant Paseo San Miguel, Salvadorian Cuisine, 1560 West Martin Luther King Blvd. at La Salle St., Los Angeles, 2016*](#)

[*Celebrating Hispanic Heritage in Murals*](#)

[*Mural, Mission District, San Francisco, California*](#)

Additional Resources

General resources



[The Barrier, Labor Issues](#)

(The Delano Grape Strike website)

Brief overview of working conditions on farms in Southern California in the 1960s. It is part of a student-created website about the Delano Grape Strike.



[California's Dependence of Immigrant Farmworkers](#)

(ASCCC Open Educational Resources Initiative)

An exploration of the connections between immigration, labor rights and social justice, with an emphasis on the advocacy by and discrimination of the Filipino workers.



[Filipino American Farmworkers Fight for Their Rights](#)

(The Asian American Education Project)

Lesson plan for grades 1-6 that could be easily adapted for older grades about Filipino American farmworkers.



[César Chávez and the Delano Grape Strike | Teaching with Primary Sources](#)

(PBS Learning Media)

Inquiry kit featuring Library of Congress sources that examines the role of migrant farmworkers and the impact of their nonviolent civil rights protests.



[The United Farm Workers and the Delano Grape Strike](#)

(Digital Public Library of America)

Primary sources and a related teaching guide with discussion questions about the United Farm Workers and the Delano Grape Strike.



[Latino Civil Rights and Labor Activism](#)

(Khan Academy)

Article for middle and high school students about labor activism, specifically the work of César Chávez and Dolores Huerta.

Additional Resources (continued)



[When Mexicans and Filipinos Joined Together](#)

(United Farm Workers)

First-person account by Andy Imutan, recounting his experiences as a Filipino farmworker who went on strike in 1965.



[Connected Causes: Civil Rights](#)

(Arab American National Museum)

This lesson plan situates Naji Daifallah, an immigrant from Yemen and member of the UFW, in the Arab American civil rights movement. Access the lesson, supplemental materials and more at the [Museum's For Educators page](#).



Resources About Dolores Huerta



[Viva la Causa! Dolores Huerta and Hispanic Heritage Month](#)

(Library of Congress)

Article about Dolores Huerta highlighting her lifelong leadership in civil, women's, immigration and labor rights activism.



[Dolores Huerta: The Civil Rights Icon Who Showed Farmworkers 'Sí Se Puede'](#)

(NPR)

Transcript of excerpts of an interview with Dolores Huerta in 2017.

Additional Resources (continued)

Resources About Larry Itliong



[Interview with United Farm Worker leader Larry Itliong](#)

(California Revealed)

Hour-long interview with Larry Itliong, recorded in 1970.



[Larry Itliong](#)

(California Museum)

Virtual exhibit pairing images of Larry Itliong and descriptive captions.

Resources About Maria Moreno



[Who Was Maria Moreno?](#)

(PBS Learning Media)

Interactive site uses short video clips to teach students about the many facets of Maria Moreno's life.



[Agricultural Workers Organizing Committee \(AWOC\),
Maria Moreno interviewed by Ernest Lowe, ca. early 1960s](#)

(Walter P. Reuther Library, Wayne State University)

Five-minute audio clip of Maria Moreno discussing agricultural workers' wages and living conditions, among other things. The interview took place before the start of a union meeting in the early 1960s.

Resources About United Farm Workers



[The UFW and Farm Worker Actions in Washington, Oregon, Idaho 1965-1976](#)

(Civil Rights and Labor History Consortium, University of Washington)

Interactive map and timeline



[United Farm Workers History and Geography](#)

(Mapping American Social Movements Project, University of Washington)

Interactive maps, timeline and geography related to the UFW union.

People of the Labor Movement Gallery Walk Organizer

Instructions: As you explore the posters made by classmates, fill in the graphic organizer with what you have learned about the people of the labor movement. After completing the chart, answer the post-gallery walk questions using complete sentences.

	How did this person/group's background (where they came from, their culture or early life experiences) shape their role in the labor movement? Explain in detail.	What strategies did this person/group use to fight for farmworkers' rights (boycotts, strikes, lawsuits, community organizing, etc.)?	Summarize the quote on the poster in your own words.
César Chávez			
Dolores Huerta			
Larry Itliong			
Everyday farmworkers			
United Farm Workers Union (UFW)			

Post-Gallery Walk Questions

1. What common themes do you notice across different posters and people? Describe two. _____

2. Do you notice similarities and differences in how leaders of different ethnic or immigrant backgrounds approached the labor movement? Provide an example. _____

3. What obstacles related to immigration status, language differences or discrimination did the people or groups face? Explain two examples. _____

4. Which strategies do you think were the most effective for the movement? Explain with reasoning. _____

Post-Gallery Walk Questions (continued)

5. Which quote do you find the most powerful or inspiring from the posters you've seen? Why? _____

6. How do you think the efforts of these labor leaders connect to issues workers face today? What might be some similarities between the struggles they faced and those faced by workers today? _____

7. What lessons from their fight for farmworker and immigrant rights are still relevant today? _____

People of the Labor Movement Stations Worksheet

Instructions: As you explore each station, fill in the graphic organizer with what you have learned about the people of the labor movement. Answer all of the questions using complete sentences.

	Describe their life and background: where they were from, where they lived, languages they spoke, what life was like growing up, experience with farm work or labor, etc.	Describe their role in the labor movement making note of any events or legislation they may have been involved with.	What strategies did this person/group use to fight for farmworkers' rights (boycotts, strikes, lawsuits, community organizing, etc.)?	What do you think their legacy is? What will/do people remember about them? Explain your answer.
César Chávez				
Dolores Huerta				
Larry Itliong				
Everyday farmworkers				
United Farm Workers Union (UFW)				

People of the Labor Movement Connections & Questions

1. What common themes do you notice across different people and groups? Describe two. _____

2. Do you notice similarities and differences in how leaders of different ethnic or immigrant backgrounds approached the labor movement? Provide an example. _____

3. What obstacles related to immigration status, language differences or discrimination did the people or groups face? Explain two examples. _____

4. Which strategies do you think were the most effective for the movement? Explain with reasoning. _____

People of the Labor Movement Connections & Questions (continued)

5. How do you think the efforts of these labor leaders connect to issues workers face today? What might be some similarities between the struggles they faced and those faced by workers today? _____

6. What lessons from their fight for farmworker and immigrant rights are still relevant today? _____

Supporting Materials



Interview with César Chávez. 4/20/1979. [Chávez talking and pointing downwards], retrieved from Library of Congress, <https://www.loc.gov/pictures/item/2016646409/>



DOLORES HUERTA
1st Vice president

BIOGRAPHY OF DOLORES HUERTA

"Totally fearless, both mentally and physically"
- Cesar Chavez

Dolores Huerta is the Co-founder and First-Vice President of the United Farm Workers of America, AFL-CIO. She is currently directing the UFW's Collective Bargaining Department which includes farm worker organizing, ranch elections, strikes, and collective bargaining. In addition to being the UFW's First Vice President, she is a board director of the Farm Workers Credit Union (the first credit union for farmworkers in the United States which has lent over 12 million dollars to workers of their own monies); a Board member of the National Farm Workers Service Center (which built the first Farmworker retirement home, has built over 500 single family homes for first time farmworker home owners, owns and manages over 500 low income dwellings; and owns three Spanish radio stations which broadcasts educational programs for farmworkers); and she serves as a trustee for the Robert F. Kennedy Medical Plan, and the Juan de la Cruz Pension Fund (the first medical and pension plans for farmworkers).

Dolores was born in 1930 in a small mining town in New Mexico. Her father was a miner, field worker, and union activist. Her parents divorced when she was five and moved to Stockton, California where she, along with her brothers and sisters were raised by her mother, Alicia Chavez. Her mother worked as a waitress, cannery worker, cook, and later ran a 70 room hotel, which often housed farm worker families at no cost.

Thanks to the labor of her mother, Dolores attended the University of Pacific in Stockton, California. Thereafter she taught grammar school but quit because in her words, "I couldn't stand seeing kids come to class hungry and needing shoes. I thought I could do more by organizing farm workers than by trying to teach their hungry children."

She was a founding member of the Community Service Organization in Stockton, California, a grass roots

Source: California Department of Education César Chávez Research Center, "Dolores Huerta Biographies, File 4"
<https://chavez.cde.ca.gov/researchcenter/>



NEWS FROM UFW

UNITED FARM WORKERS OF AMERICA, AFL-CIO
LA PAZ, KEENE, CA 93531 (805) 822-5571

OFFICE OF THE PRESIDENT

CONTACT:

FOR RELEASE:

(805) 822-5571

FOR IMMEDIATE RELEASE
9-15-88

DOLORES HUERTA, FIRST VICE PRESIDENT OF THE UNITED FARM WORKERS UNION, HOSPITALIZED AFTER BEATING BY SAN FRANCISCO POLICE

On Wednesday night, September 14, 1988, Dolores Huerta, First Vice President of the United Farm Workers Union was severely beaten by the San Francisco police outside the Saint Francis Hotel where Vice President George Bush was making a campaign appearance.

Ms. Huerta was rushed to San Francisco General Hospital and operated on that same evening to stop internal bleeding. Her spleen was removed and she suffered three broken ribs.

Ms. Huerta was attempting to speak to members of the press (see enclosed statement) in order to respond to Bush's open attacks on the UFW and the UFW's grape boycott when she was herded into an area where police were beating anti-Bush demonstrators.

Source: California Department of Education César Chávez Research Center, "Dolores Huerta, File 2"

<https://chavez.cde.ca.gov/researchcenter/>



Dolores Huerta, Tom Hilton, <https://www.flickr.com/photos/tomhilton/27357470045/>

"I feel we are just as good as any of them. I feel we have the same rights as any of them. Because in that Constitution, it said that everybody has equal rights and justice. You've got to make that come about. They are not going to give it to you."

Larry Itliong

Source: *Larry Itliong Day Celebrated in Honor of Filipino American Labor Leader*, NBC News, October 23, 2015, <https://www.nbcnews.com/news/asian-america/larry-itliong-day-celebrated-honor-filipino-american-laborer-leader-n450046>

Boycott for Democracy

Under the leadership of Cesar Chavez, farm workers in California have been struggling for a decade to win union recognition. Consumers throughout the world have joined in a boycott of grapes, lettuce, and Gallo wine to end such abuses as child labor, low wages, sub-human housing, and exposure to dangerous chemical pesticides.

Many thought California's new Agricultural Labor Relations Act, giving workers the right to choose their own union in secret ballot elections, would bring a peaceful settlement of the dispute. But farm owners have openly defied the law.

In a last desperate attempt to frustrate the desires of their workers, farm owners and their Teamster allies have conducted a massive campaign of violence and intimidation throughout rural California. They have:

Blocked UFW organizers from entering labor camps to talk with the workers.

Threatened workers and organizers with rifles and shotguns.

Threatened to fire workers if they vote for the UFW.

Forced workers to attend anti-UFW meetings as a captive audience, or lose their jobs.

Fired workers for attending UFW meetings.

Blocked counting of ballots at many ranches (including one where the ballot box has now "disappeared.")

Prevented pro-UFW workers from voting. (At one ranch 500 workers did not vote. At another, 67 workers fled in the middle of the night, giving up their jobs because they did not dare to vote the next day.)

Despite all intimidation, an absolute majority of workers have cast their votes for the United Farm Workers. But the ranchers will not negotiate in good faith with the UFW.

The farm workers have chosen their union. Now they need your help to win contracts. Please boycott grapes and lettuce, unless you see the farm workers' union label right on the box,

BOYCOTT GRAPES

UNLESS YOU SEE THIS LABEL → 

United Farm Workers, AFL-CIO
1611 N. Olympic, L.A. 381-1136

A poster calling for a "boycott for democracy" of grapes, 1975, courtesy of University of California Los Angeles, Library Special Collections, Charles E. Young Research Library via California Digital Library
<https://dp.la/primary-source-sets/the-united-farm-workers-and-the-delano-grape-strike/sources/1326>



UFW Boycott lettuce, retrieved from Library of Congress, <https://www.loc.gov/pictures/item/2015649388/>

Handout

Print-Friendly Guide to Resources

Lesson One:

Lesson Plan – Materials – Opening activity materials (page 6)



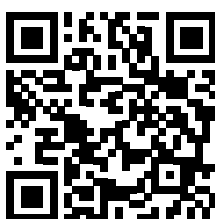
[Workers Harvesting Carrots](#)



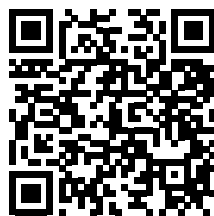
[Farm Worker Housing 1972](#)



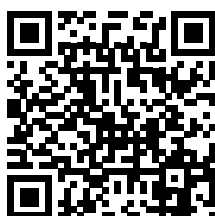
[Plane Spraying Field & Workers with Ammonium Nitrate](#)



[Unsanitary Privy in Potato Pickers' Camp Near Shafter, California](#)



[See Feel Think Wonder Worksheet](#)



[Film Clips from the Farm Labor Movement - 1960s-1970s](#)



[Huelga!](#)

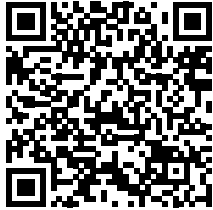
Lesson One: Lesson Plan – Materials – Reading and analysis materials (page 6)



[The Terrain of Farmworker Life](#)

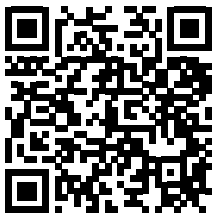


[The Road to Sacramento:
Marching for Justice in the Fields](#)



[A New Era of Farmworker Organizing](#)

Lesson One: Lesson Plan – Activities – Opening (page 7)



[See Feel Think Wonder](#)



[Film Clips from the Farm Labor
Movement - 1960s-1970s](#)



[Huelga!](#)

Lesson One: Lesson Plan – Activities – Reading and Analysis with Worksheet (page 8)



[The Terrain of Farmworker Life](#)



[A New Era of Farmworker Organizing](#)



[The Road to Sacramento:
Marching for Justice in the Fields](#)

Lesson One: Lesson Plan – Activities – Extension (page 8)



[When The U.S. Government Tried
To Replace Migrant Farmworkers
With High Schoolers](#)

Lesson Two: Lesson Plan – Materials – Opening activity materials (page 26)



[Primary Source Analysis Tool
and Teacher's Guides](#)



[¡Viva La Huelga!: Artwork of the
United Farm Workers](#)

Lesson Two: Lesson Plan – Materials – Student resources for the Group Poster and Gallery Walk and Stations activities (pages 26-27)

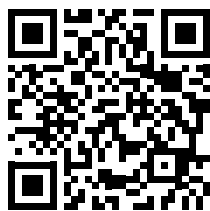
César Chávez Resources for Group/Station 1



[The Story of César Chávez](#)

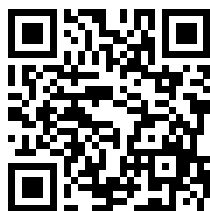


[César Chávez -The Life Behind A Legacy Of
Farm Labor Rights](#)

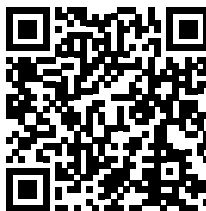


[Interview with César Chávez.
4/20/1979](#)

Dolores Huerta Resources for Group/Station 2



[California Department of
Education César Chávez
Research Center](#)



[Dolores Huerta](#)

Lesson Two: Lesson Plan – Materials – Student resources for the Group Poster and Gallery Walk and Stations activities (pages 26-27)

Larry Itliong Resources for Group/Station 3



[Larry Itliong](#)

(U.S. National Park Service)



[Larry Itliong](#)

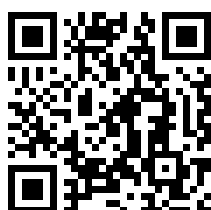
(Britannica Kids)



[Larry Itliong](#)

(California Museum)

Everyday Farmworkers Resources for Group/Station 4



[UFW Martyrs](#)



[Nagi Daifallah printable PDF](#)



[What about Maria Moreno?](#)



[Meet Maria Moreno:](#)

[The First Farm Worker Woman in America](#)

[To Be Hired As A Union Organizer](#)



[Philip Vera Cruz](#)

Lesson Two: Lesson Plan – Materials – Student resources for the Group Poster and Gallery Walk and Stations activities (pages 26-27)

United Farm Workers (UFW) Union Resources for Group/Station 5



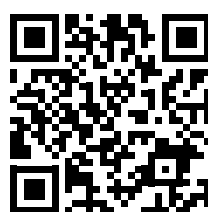
[UFW History](#)



[A poster calling for a “boycott for democracy” of grapes, 1975](#)



[1962 United Farm Workers Union - Research Guides at Library of Congress](#)



[UFW Boycott Lettuce](#)

Lesson Two: Lesson Plan – Activities – Opening (page 28)

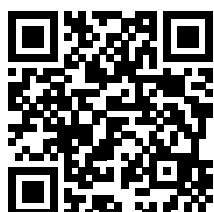


[¡Viva La Huelga!: Artwork of the United Farm Workers](#)



[Primary Source Analysis Tool and Teacher's Guides](#)

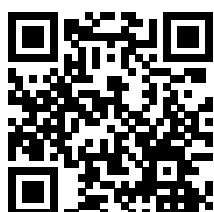
Lesson Two: Lesson Plan – Extension



[Lincoln, Statue of Liberty and César Chávez, Restaurant Paseo San Miguel, Salvadorian Cuisine, 1560 West Martin Luther King Blvd. at La Salle St., Los Angeles, 2016](#)



[Celebrating Hispanic Heritage in Murals](#)



[Mural, Mission District, San Francisco, California](#)



About The Immigrant Learning Center

The Immigrant Learning Center, Inc. of Malden, MA, is a not-for-profit organization that gives immigrants a voice in three ways. The English Language Program provides free, year-round ESOL (English for Speakers of Other Languages) classes to help immigrant and refugee adults in Greater Boston become successful workers, parents and community members. The Public Education Institute informs Americans about immigrants and immigration in the United States, and the Institute for Immigration Research, a joint venture with George Mason University, produces valid, reliable and objective multidisciplinary research on immigrants and immigration to the United States. For more information, visit the website <http://www.ilctr.org>.

About the Writer Erin Connors

Erin Connors wrote and provided guidance for this resource. She is a high school social studies teacher from Dearborn, Michigan. She also teaches science and social studies for the district's evening Adult Education GED classes. She has 20+ years of experience in education and holds teaching endorsements in 6-12 social studies, history and English as a Second Language. She holds bachelor's degrees and a master's degree in education as an Inclusion Specialist (special education) from the University of Michigan-Dearborn. When she is not teaching, she is working at The Henry Ford (museum), where she has worked for 21 years. She currently works in the accessibility department of guest services focusing on sensory-friendly programming.

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