



César Chávez Campaign

Stepping Up for Social Justice

March 31-April 23, 2006
Elementary Level



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

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March 2006

Dear Friends and Supporters:

We would like to invite you to join tens of thousands of people across the country in the Cesar Chavez Campaign by stepping up for social justice in your community. Chavez Day, a holiday in eight states (AZ, CA, CO, MI, NM, TX, UT, WI) and dozens of cities and counties throughout the nation, marks the kick off for the Chavez Campaign providing an opportunity for all students to honor the legacy of Cesar Chavez by getting involved in their communities.

As natural and man-made catastrophes like Hurricane Katrina, the achievement gap, and environmental degradation continue to impact our communities, it is critical now more than ever for young people to become actively involved in bringing about social justice, peace, and environmental sustainability. What better way to continue Cesar's legacy than to empower young people to address social justice issues in their own communities.

With the help of amazing educators and social justice advocates, we have created an age-appropriate, standards-based toolkit to assist you in the exciting work of planning and organizing a Chavez Campaign project. We hope it is a helpful resource!

Don't forget to share your successes and experiences with us through student letters, photos, and other forms of student and participant reflections that we can post on our website and include in our newsletter. We'll be sure to send you a poster and book on Chavez as a small token of our appreciation for your efforts.

In addition, we'd like to invite you to participate in our culmination celebration at the National Chavez Center on Saturday, April 22, 2006. The celebration will include the opening of the 1966 Peregrinación Photo exhibit, as well as a panel discussion by veterans of the original march about the significance of the 350-mile trek. For directions and more detailed information visit www.NationalChavezCenter.com.

Thank you in advance for continuing Cesar's legacy of social justice and non-violence. We look forward to working with you on the Chavez Campaign 2006!

Together, Sí SE PUEDE!

A handwritten signature in cursive script that reads "Helen F. Chavez".

Helen F. Chavez
Founder

César Chávez Campaign

Stepping Up for Social Justice

Thank you for your interest in participating in the 2006 César Chávez Campaign and taking a step toward social justice in your community!

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

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

Imagine a vision for the world around you.

Inspire others to join your vision.

Create your vision.

In honor of the César E. Chávez holiday, the Campaign begins on Cesar's birthday, March 31, and concludes on April 23, the day of his death. Now you too can become part of this great event to celebrate César E. Chávez's life by "stepping up for social justice" through participation in the César Chávez Campaign. The curriculum will lead you and your students through planning and implementing a service-learning project that addresses a social justice issue in your community. Modeled after the work that César devoted his life to, students will take action on an issue that they identify, seeking to improve the quality of life for those around them. The active involvement of people from all walks of life in the César Chávez Campaign reflects the significance of César's legacy and his special place in American history. Nearly thirteen years after his passing, Cesar's philosophy of service to others continues to thrive. He once said, "We can choose to use our lives for others to bring about a better world for our children...in giving of yourself you will discover a whole new life full of meaning."

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

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

~ César E. Chávez

Thank you for celebrating Chávez Day 2006!
¡Sí Se Puede! (It Can Be Done!)

What Is Service-Learning?

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

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

What Is Service-Learning's Research Base?

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

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

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

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

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

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

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

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

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

Service-Learning and the Arts

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

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

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

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

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

Standards-Based Curriculum

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

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

Historical Understanding

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

Civics

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

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

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

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

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

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

Language Arts

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

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

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

Art Connections

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

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

Dance

Standard 1. [Identifies and demonstrates movement elements and skills in performing dance](#)

Standard 3. [Understands dance as a way to create and communicate meaning](#)

Standard 4. [Applies critical and creative thinking skills in dance](#)

Music

Standard 2. [Performs on instruments, alone and with others, a varied repertoire of music](#)

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

Theater

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

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

Visual Arts

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

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

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

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

The Core Values of César E. Chávez

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

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

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

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

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

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

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

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

Implementing the César E. Chávez Campaign

Timeline: March 31 – April 23, 2006

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

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

Each day's lesson encompasses three pieces:

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

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

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

By the end of the Campaign, students will:

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



March 2006

Dear Friends,

Thank you for stepping up for social justice in honor of my grandfather Cesar Chavez.

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

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

Throughout my life I have taken an active role in advocating for social justice just like my grandfather! Many people call him a hero not because of the things he said but because of what he did and how he lived his life.

Now you can be heroes by joining the Cesar Chavez Campaign 2006! I look forward to hearing about all of your wonderful projects and the important issues going on in your community.

Together, Sí Se Puede!

A handwritten signature in cursive script, appearing to read "Julie Chavez Rodríguez".

Julie Chavez Rodríguez

Day 1

Core Value: Acceptance of all People

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

LEARN

Using the biography on the *Freedom Heroes: César Chávez*, found on the internet at http://myhero.com/myhero/hero.asp?hero=c_chavez, provide students with a short historical overview of the life of César E. Chávez and farm labor issues. Review the timeline found in the Resources section of this guide and ask students to find the year they were born and compare it to the time period of César's life. Lead students through a discovery of why labor rights are important to address and how these issues have changed over the years.

REFLECT

Make comparisons between César's life and the context of their (the student's) own world. Discuss the significant events, personal beliefs, and the people who helped to shape who César was using *The Life of César Chávez* concept map found in the Resources section of this guide. Compare these concepts with the events, people, and ideas that shape their own life.

Reflect upon the following quote as it relates to this discussion:

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

~ César E. Chávez

SERVE

Small Step

Discuss with students how they can broaden their acceptance of others by who they choose to sit with at lunch and play with during free time. Challenge them to extend their peer community by inviting someone they don't normally spend time with to join their group at lunch or on the playground. Be sure to guide them through appropriate strategies for doing this and help them move toward making this inclusivity a natural part of who they are.

Big Step

Ask students to define the various communities they are a part of and the various people and elements that comprise those communities. In small groups, develop and present their definitions of "community" using one of the seven multiple intelligences. From these definitions, identify the core elements that exist in all communities: citizens, business and industry, government, etc. (or for younger students, focus on people, places, and things) using the Elements of a Community handout in the Resources section of this curriculum guide. Discuss the structures that are in place within these elements which help people live, work, and play.

Ask students to identify the community they would like to focus on in creating change through a service-learning project. Give students 10 minutes to draw a picture or write a descriptive paragraph depicting as many details as possible about what the community is like, how it functions, and what they would like to see it look like. Be sure to include physical descriptions as well as the human, natural, and man-made resources that are available to the community.

Day 2

Core Value: Celebrating Community

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

LEARN

Discuss the context of César's work and the difference between farms owned by families and farms owned by corporations. Point out the difference between rules that are followed on a family farm and laws that govern a corporate farm to help students understand the need for and historical significance of labor laws. On the T-chart found in the Resources section of this guide, ask students to outline the difference between rules and laws. Addressing the following questions may prove helpful in filling out the left (Rules) side of the T-chart:

- Why do we have rules?
- Give some examples of rules in your life.
- Who determines what rules you must follow?
- What happens if you break a rule?

Using the information entered on the left side of the T-chart, ask students to compare and contrast the answer to the same questions regarding laws.

REFLECT

Discuss the need for laws to protect individual rights as well as the common good. Reflect upon the following quote as it relates to this discussion:

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

~ César E. Chávez

SERVE

Small Step

Assign each of a small group of students a different culture to research. Provide them with video, print and internet resources to gather information about the values and beliefs, traditions, food, and lifestyle of the various cultures. As they gather information, ask each group to take notes and then share this information with the rest of the class. Follow-up projects may be to create a picture book, poster display, PowerPoint presentation, or game representing what they have learned. Host a cultural fair for other classes to invite them to share in your learning by coming to view the projects and discuss them with your class. You may even want to arrange to have them put on display in the school or local library for others in the community to enjoy.

Big Step

Use the discussion carried out during your “REFLECT” time to provide a foundation for students to consider in creating a vision for their community. In small groups, ask students to create a mural or other visual representation of what they would like their community to look like, using butcher paper. Be sure to incorporate each of the elements of a community from Day 1, changing existing problems or issues into positive statements of potential that they might reach.

Day 3

Core Value: Respect for Life and the Environment

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

LEARN

Read and discuss the picture book of the *Historical Life of a Farm Worker* found in the Resources section of this guide. Be sure to discuss with your students that this is a historical account and talk about the difference between corporate and family farms. Discuss the changes in the working conditions of migrant farm workers that were brought about by César's work.

REFLECT

Discuss what César meant by the following quotes:

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

~ César E. Chávez

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

~ César E. Chávez

Define fairness. Work together with students to determine that fairness is "each person getting what they need." It may be helpful to use concrete examples to increase students' understanding, such as giving some students a snack based on some arbitrary criteria. Bring the discussion around to understanding that it would be "fair" to give a snack only to those who were hungry, because it reflects the definition of each getting what they need. Point out that "fair" is not the same as "equal", and that both concepts are important in creating a just society. Reflect upon examples of unfair conditions that students observe/experience in the world today and changes that could be made to create a more just society.

SERVE

Small Step

Ask students to identify an environmental issue that is relevant in their community. Discuss how this issue results in access to resources, such as having access to parks and playgrounds. Help them to discover the interconnections between caring for our environment and ensuring that use of the environment is "fair" to all.

Big Step

Ask the students to identify the elements in their vision created on Day 3 that do not exist in their community today. Determine one issue that they feel is important to address that they feel

they could “step up” on. Ask each small group to share their identified issue. Using a consensus building process, determine one issue that the entire class will work to address through a service-learning project in honor of César Chávez. You may wish to use a formalized process such as the Decision Making Chart found in the Resources section of this guide. Each group uses the chart to assess their issue ideas and then presents their top choice to the entire class. The class then uses the chart to evaluate each of the proposals presented.

Day 4

Core Value: Non-violence

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

LEARN

Discuss the concept of “non-violence.” How did Cesar demonstrate non-violence through his ways of expressing himself? What made his methods so effective? What effect did his example have on others? Share stories of other important leaders that led through non-violent methods (Martin Luther King, Jr., Ghandi, etc.). Talk about some of the non-violent strategies that have been used to create change in our country, such as boycotts, marches, and fasts. Share the story of the Grape Boycott and its effect on the industry and farm labor working conditions. Discuss the power of public opinion and how joining people together can encourage change to happen.

“Non-violence is not inaction. It is not discussion. It is not for the timid or weak ... Nonviolence is hard work. It is the willingness to sacrifice. It is the patience to win.”

~ César E. Chávez

REFLECT

Ask students to think about what violence means. What happens when people express their feelings through violence? What are some non-violent ways to express your feelings? Ask students to reflect upon how our world is changed when we chose to resolve conflict through non-violent actions. Who are leaders in our school and/or community today that display similar values as César E. Chávez? What does it mean to be a courageous leader? Reflect upon the following quote as it relates to this discussion:

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

~ César E. Chávez

SERVE

Small Step

Through a class discussion, lead students in generating a concept map which outlines common problems on the playground. Guide students through outlining the typical responses to these conflicts and the subsequent consequence of those actions. Connected to each of these concepts, ask students to identify an alternative path of non-violence for each response that results in another person getting physical or emotionally hurt. Compare the differences in results for each type of response, leading students toward an understanding of how they might make choices in reducing violence in the world around them.

Big Step

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

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

Sample Project 1

IMAGINE

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

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

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

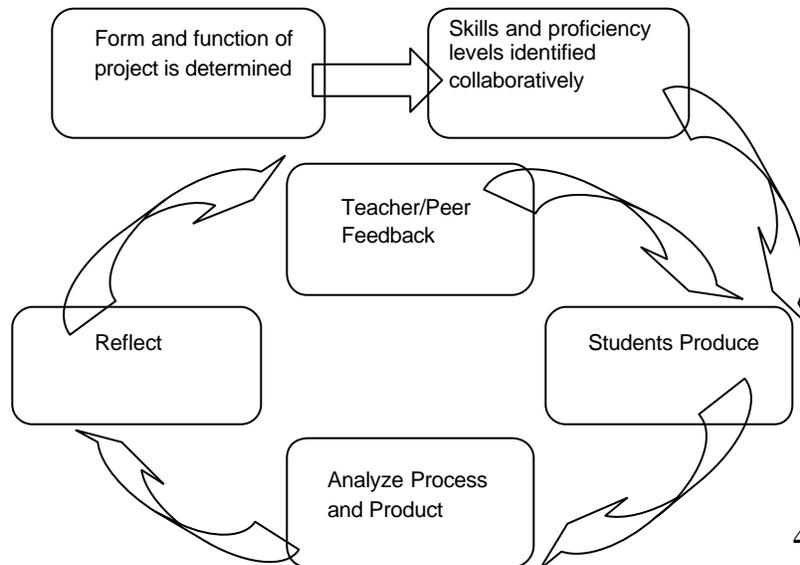
Our target audiences are students, consumers, and news media. We would like them to help us by educating residents in our area about current issues and conditions of farm workers.

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

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

Sample Project 2

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



IMAGINE

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

We are concerned about the amount of bullying on our playground. We would like to create a playground that is fun and safe for all students.

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

Our target audience is the students and teachers at our school.

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

We are a group of fourth graders who would like to make our playground a fun and safe place to play.

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

Day 5

Core Value: Innovation

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

LEARN

Share with students some of the ways that César tried to find out other peoples' opinions on issues. Discuss why it is important to listen to others' perspectives and how this can lead to new ideas and creative ways of looking at problems/solutions.

Have students develop a question that they have about how students feel about a topic of interest in their school and conduct a census to learn about others' opinions.

REFLECT

Reflect upon the following quote as it relates to this discussion:

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

~ César E. Chávez

SERVE

Small Step

Develop students' ability to listen to other people's ideas and opinions. As a class, develop a set of sample listening and clarifying questions they might use in order to truly understand someone else's ideas. Group students in pairs. Ask them to each draw a picture about something that is important to them. Now ask them to interview their partner about the issues their drawing. Instruct them to refrain from offering feedback or suggestions, but to focus on listening and asking clarifying questions. The goal is to gain a thorough understanding of the other person's perspective and be able to paraphrase their opinions. After each pair has finished interviewing each other, ask volunteers to share what they heard and reflect on the experience. Ask students to discuss what it felt like to really listen. Lead students to an understanding of the importance of silencing their own voice in order to truly listen to another's.

Big Step

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

Sample Project 1

IMAGINE

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

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

Description of the project:

Our project is to begin making this happen by researching current conditions of farm workers and campaigns to improve farm worker conditions. Using this information we will create informational pamphlets that can educate people about this issue. We will pass the pamphlets out at local supermarkets and community events informing people about the conditions of farm workers and showing them how they can support improving conditions for farm workers.

Sample Project 2

IMAGINE

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

Our goal is to create playground games and a creative play space that uses art to share our vision, provide fun things to do, and helps all students feel like this is a place that they belong and are welcomed.

Description of the project:

We will work with our art teacher to design boards painted with murals that can be hung on the fences. These boards will be filled with pictures of all different kinds of kids playing together and getting along. We'll also have some of the boards painted with rules for games kids might like to play together, like hopscotch, different kinds of relay races, and kickball. On the blacktop, we'll paint different cooperative games and fitness activities. We might even paint a running track so kids can stay in shape.

Day 6

Core Value: Preference to Help the Most Needy

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

LEARN

Show students the picture of the migrant worker using a short-handled hoe in the *Historical Life of a Farm Worker* used on Day 3. Ask students to recall what they discussed in regards to this photo. With students in pairs, provide each group with a small bag of confetti or other small object. Instruct one student to spread the confetti on the floor. Instruct the other student to bend over like the man in the photo and pick up the confetti without standing up or kneeling. Repeat the simulation with the other partner. Hold a discussion about the simulation: How did it feel to be in that position? Could you do that for an hour? A morning? A whole day? That type of work is called “stoop labor.” The man in the photo, as well as thousands of others including César E. Chávez, worked like that all day long in the fields. The short-handled hoe is no longer legal to use in the fields. That was one working condition that César E. Chávez worked hard to change. Lead students in a discussion of the following questions: What were the reasons that César E. Chávez wanted to help farm workers? Why did César E. Chávez think farm workers needed his help? What difference did he make in their lives?

REFLECT

Reflect upon the following quote as it relates to this discussion:

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

~ César E. Chávez

Discuss with your students the concept of a socially just world, what that world might look like, and why it is important. What does it mean to be poor? Who are the needy? What types of groups tend to be overlooked? Who are the “forgotten people of our community”? Why is it our responsibility to look after all people and to especially make sure that we help the most needy?

SERVE

Small Step

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

Big Step

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

Sample Project 1

INSPIRE

How will our project inspire others to join our vision?

What form will the artwork take?

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

What will be the function of the art?

The initial function of our poster will be to inform the public of the problem and inspire key groups to take action on issues in support of farm workers. We will ask local supermarkets if they will display our posters in their stores to help to educate and inform their customers.

Sample Project 2

INSPIRE

How will our project inspire others to join our vision?

What form will the artwork take?

The artwork will be a visual art form. We will create murals on painted boards that can be hung on the fences and patterns for different kinds of games that can be played on the blacktop.

What will be the function of the art?

The function of our art will be to decorate our playground and also help inspire kids to be safe and play cooperatively with others.

Day 7

Core Value: Knowledge

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

LEARN

Talk with your students why it is important for every citizen to be involved in their community. What makes a community a good one? How can we as citizens help create a better world? César E. Chávez understood the answers to these questions. His leadership was rooted in a system of American civic values. Seeing his people denied Constitutional rights moved him to action. These actions included registering people to vote and writing about his concerns, and speaking out against these injustices. How did his actions help make the world a better place?

REFLECT

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

~ César E. Chávez

Help your students understand that their city, state, and country is a good place to live only because many people work hard to keep it that way. Discuss the responsibilities of being a good citizen, including concepts such as getting a good education so that they can become productive members of the community. Reflect upon the quote above as it relates to the rights and responsibilities of citizenship.

SERVE

Small Step

Guide students through a discussion of the basic rights of citizens: the right to life, liberty, and the pursuit of happiness. Compare how these rights are provided or not provided to various groups, and discuss the importance of each individual's rights being protected. As a way to educate the community on the rights and responsibility of citizens, instruct small groups of students to create a poster identifying these rights and our responsibility in ensuring these rights for each other. Display the posters at the local library to share them with the community.

Big Step

Using the INSPIRE section of the Chavez Campaign Action Plan contained in the Resources section of this guide, work with students to determine the skills they will gain through the project they have identified. Engage students in the process of identifying not only which skills they will address, but what evidence of mastery will look like and how they will demonstrate those skills.

Sample Project 1

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

Sample Project 2

INSPIRE	
What skills will we develop through this project?	How will we assess the skills and knowledge we're developing?
Learning about different kinds of paint and creating waterproof materials	Assessment of how our materials hold up in the weather
Writing for different purposes	Peer review, editing conferences with the teacher, self-assessment
Learning about cooperation, conflict resolution, and cooperative games	Self-assessment, descriptive essay
Understand effective use of visual arts	Teacher and peer feedback
Writing narrative and descriptive essays; writing directions	Peer review; teacher evaluation
Understand how to take leadership on community issues	Journals, self-assessment

Day 8

Core Value: Sacrifice

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

LEARN

Lead students in a discussion of the sacrifices made by César throughout his lifetime. What sacrifices did César make in order to help others? What does it mean to put others before yourself? What are some of the sacrifices you have made in your life that have helped to make someone else happier or healthier? Be sure to point out to students the difference between voluntary fasting and starvation. Draw out a discussion about how the choices they make in their own lives can help them reach their vision.

REFLECT

Reflect upon the following quote as it relates to this discussion:

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

~ César E. Chávez

SERVE

Small Step

Challenge students to identify one sacrifice that they are willing to make for the betterment of the community, such as spending ½ hour picking up trash at a local park instead of watching cartoons on Saturday morning. Ask each student to write their pledge on a commitment card and display it on the bulletin board. Be sure to recognize students as they meet their commitment through a special sticker or other recognition on their commitment card.

Big Step

Using the CREATE section of the Chavez Campaign Action Plan contained in the Resources section of this guide on work with students to plan the major steps they will take in carrying out this project. This planning document should be viewed as a process which will change and adapt as students embark on completing and reflecting upon their work. It is most meaningful if students are allowed to take ownership of this process as much as possible and make these changes as a natural result of their learning, even if their tasks and timelines are unrealistic at first. Encourage them to set goals knowing they can be adjusted as needed at a later time. Discuss what sacrifices they might have to make in order to complete their project. What will you choose to do or not do in order to make this happen?

Sample Project 1

CREATE			
Identify the steps you will take in carrying out this project:			
Major Project Steps	Who will be responsible for completing this step?	What resources do we need?	What is the deadline?
Research facts and information on farm workers	Small groups - each work on one category (wages, living conditions, child labor, pesticides)	Internet, various texts	April 5
Research efforts to improve farm workers working and living conditions	Small groups - each work on one category (wages, living conditions, child labor, pesticides)	Internet, various texts	April 10
Create text/messages for posters	Ms. Hernandez' English class	Research Notes	April 15
Create art work/graphics for poster	Mr. Warren's graphic art class	Computer and/or art supplies	April 15
Identify and contact local supermarkets that can display the posters	Outreach Committee	Internet or phone book; community calendar	April 15
Contact media	Outreach Committee	Internet or phone book	April 20

Sample Project 2

CREATE

Identify the steps you will take in carrying out this project:

Major Project Steps	Who will be responsible for completing this step?	What resources do we need?	What is the deadline?
Research conflict resolution , cooperative playground games, and fitness activities	Small groups	Internet, resources provided by Mr. Larsen, activities from Ms. Bauer's Phy. Ed. class	April 5
Get permission from the principal	Suzanne and Cheng		April 5
Hold bake sale to raise money for our supplies	Fundraising Committee	Donated bake goods	April 4
Research types of paint, wood, and other materials	Building Committee	Mr. Kleinschmidt's art supply catalogs	April 7
Design murals	Mr. Kleinschmidt's art class		April 10
Order materials for games	Building Committee	Money from our bake sale	April 5
Select games to include on murals and blacktop	Whole class		April 9
Order paint, wood, and other materials to hang boards	Mr. Larsen	Money from our bake sale	April 10
Write directions for games to include on boards and blacktop	Writing Committee	Peaceful Playground materials	April 15
Create lessons to teach other classes about cooperative games and conflict resolution	Students Teaching Students Committee (work with teachers	Internet	April 20

	to create and teach the lessons)		
Schedule and teach classes	Students Teaching Students Committee		April 23
Paint murals and games on the blacktop	Building Committee	Pant and wood	April 20

Day 9

Core Value: Service to Others through empowerment, not charity

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

LEARN

Using the biography discussed on Day 1, identify the steps César took which empowered others. How did he help others help themselves? How might things have been different if he had chosen to provide them with food and money instead of working to change the conditions of their work? Why is it important to help people improve their lives instead of just giving them money?

REFLECT

Engage students in a discussion of the difference between empowerment and charity. Give examples of each, such as writing the answers for someone who has difficulty spelling vs. helping them learn how to spell. Reflect upon the following quote as it relates to this discussion:

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

~ César E. Chávez

Discuss the helpers that your students can identify in your community. Lead your students in brainstorming as many types of help that they can, such as social services, the local food pantry, police, etc. What are some ways that these people give their lives to helping others? How might the students themselves give of themselves to make someone else’s life better?

SERVE

Small Step

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

Big Step

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

Sample Project 1

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

- Getting supermarkets to display our posters - it may help to create images that supermarkets will want to display
- Encountering people who don't agree with our point of view - include facts and data on the posters
- Paying for duplication of posters - get the principal and other administrators excited about the project
- Keeping our work coordinated between different classes and committees - it may be a good idea to schedule a meeting once a week to review and update plans

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

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

How will we celebrate our success?

- Articles published in the paper
- School and district newsletters
- Have a community celebration with fresh fruits and vegetables harvested by farm workers for all of the groups that join in to help

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

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

Sample Project 2

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

- Finding games that everyone can agree on and will enjoy playing - offer lots of choices and get input from all of the students
- Getting permission to create the murals and paint the playground - get the principal excited about the project
- Paying for materials - get lots of people involved in the bake sale, maybe hold another bake sale in a public place
- Keeping our work coordinated between different classes and committees - it may be a good idea to schedule a meeting once a week to review and update plans
- Getting kids to use conflict resolution when they have a problem on the playground - make sure we stay committed to helping kids work through their problems, ask teachers to talk about it often in their classes

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

- Journals
- Focus groups to offer ideas for games and murals
- Feedback from teachers
- Self and peer reviews of the murals and games we create
- Class discussions and weekly meetings

How will we celebrate our success?

- Articles published in the paper
- School and district newsletters
- Have a schoolwide celebration on the new playground

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

- Look into starting a peer mediation program at our school
- Work with the other elementary schools to create safe playgrounds
- Plan activities and events that encourage kids to get physically fit and use the fitness activities
- Get adults involved in helping our community become more physically fit

Day 10

Core Value: Determination

¡Si Se Puede!

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

LEARN

Discuss what is meant by “Si Se Puede” (Yes, it can be done). How might this statement have helped César’s to not give up? What are some ways that he showed he was determined to make a difference in people’s lives?

REFLECT

Reflect upon the following quote as it relates to this discussion:

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

~ César E. Chávez

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

SERVE

Small Step

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

Big Step

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

RESOURCES



César E. Chávez Timeline

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1970, December 10 -24 – César was jailed in Salinas, California for refusing to obey a court order to stop the boycott against one of the major lettuce growers in the area. Coretta Scott King, widow of Dr. Martin Luther King, Jr., and Ethel Kennedy, widow of Robert F. Kennedy, visited César in jail to offer their support for his non-violent struggle for social justice.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

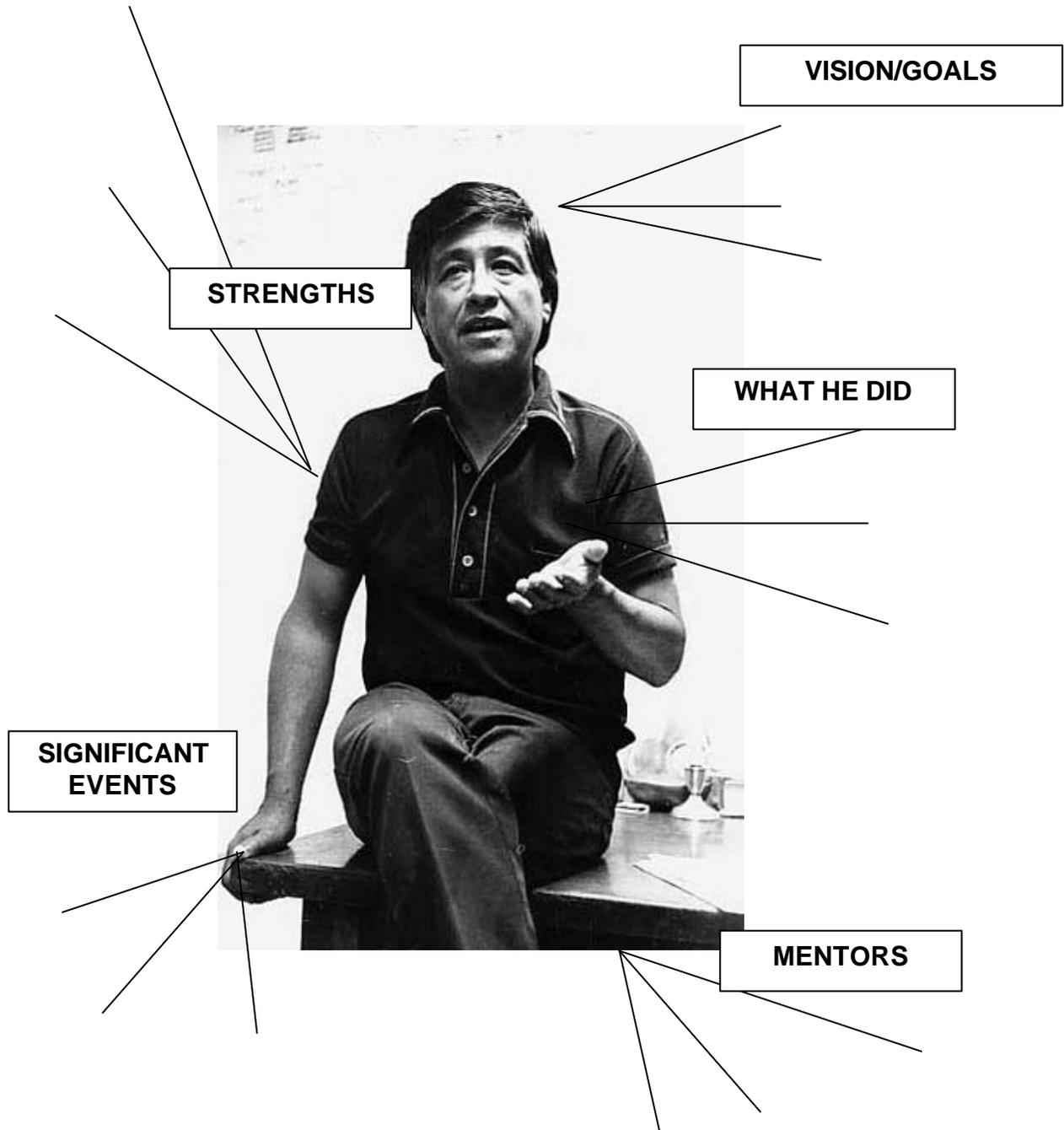
2001, March 30 – The first ever César Chavez Day of Service and Learning was celebrated in California on March 30. Sixty-six service-learning projects were funded by the César Chavez Day Grants statewide, engaging K-12 youth in meaningful service activities that correspond to César's 10 core values.

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

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

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

The Life of César Chávez



Day 1

Elements of a Community

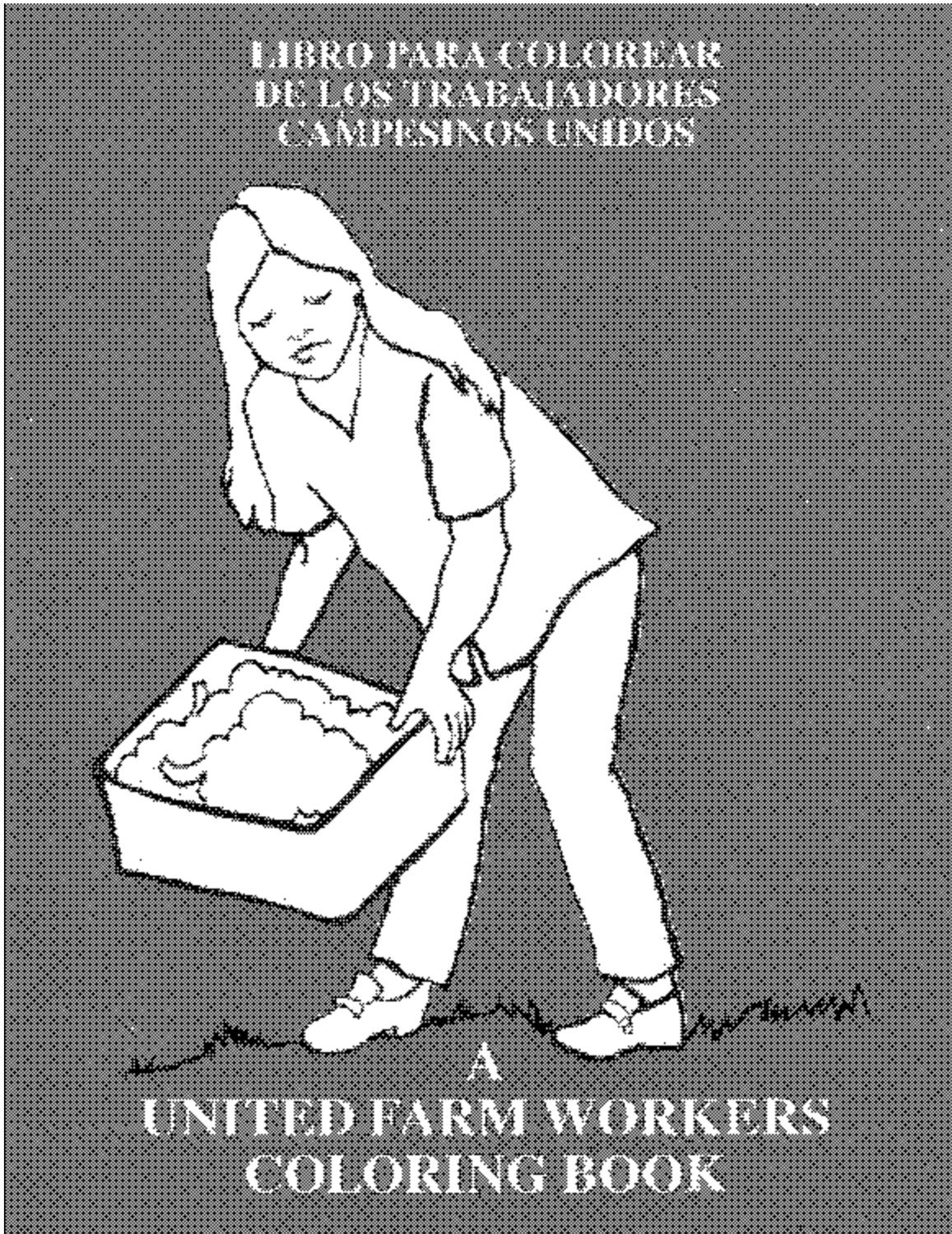
Community Element	Definition⁵	Examples
Citizen	An inhabitant of a city or town.	People living in the Community
Business and Industry	A distinct group of productive or profit-making enterprises.	Local manufacturers Restaurants Businesses
Environment	The circumstances, objects, or conditions by which one is surrounded.	Parks and playgrounds Roads Natural environment
Government	The complex of political institutions, laws, and customs through which the function of governing is carried out.	Police Department Fire Department Court System Transportation Department

⁵ [Source](#): Merriam-Webster's Dictionary of Law, © 1996 Merriam-Webster, Inc.

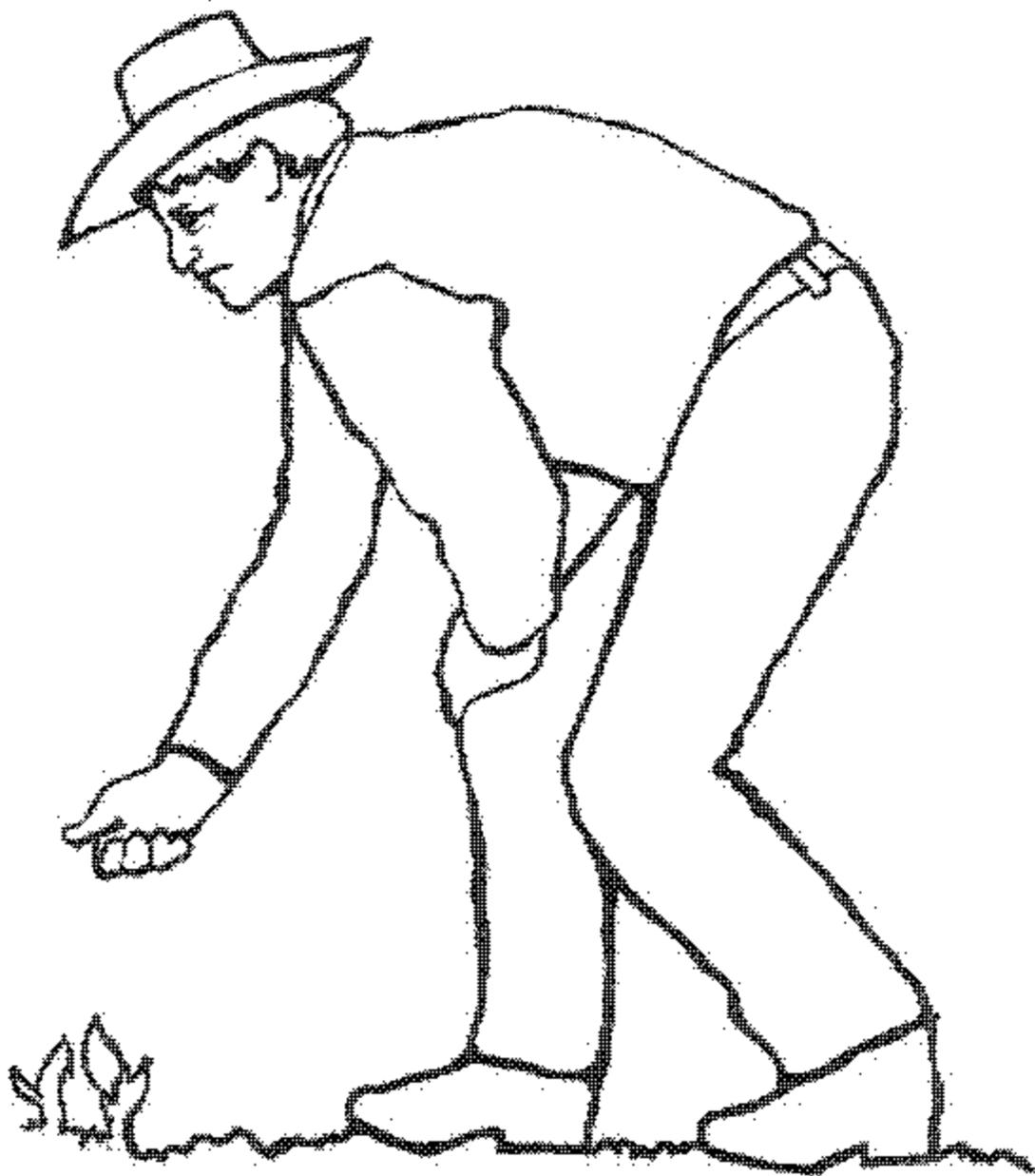
Comparison of Rules and Laws

Rules	Laws
Why do we have rules?	Why do we have laws?
Give some examples of rules in your life.	Give some examples of laws in your life.
Who determines what rules you must follow?	Who determines what laws you must follow?
What happens if you break a rule?	What happens if you break a law?

The Historical Life of a Farm Worker



Los campesinos trabajan muy duro.



Farm workers do hard work.

2

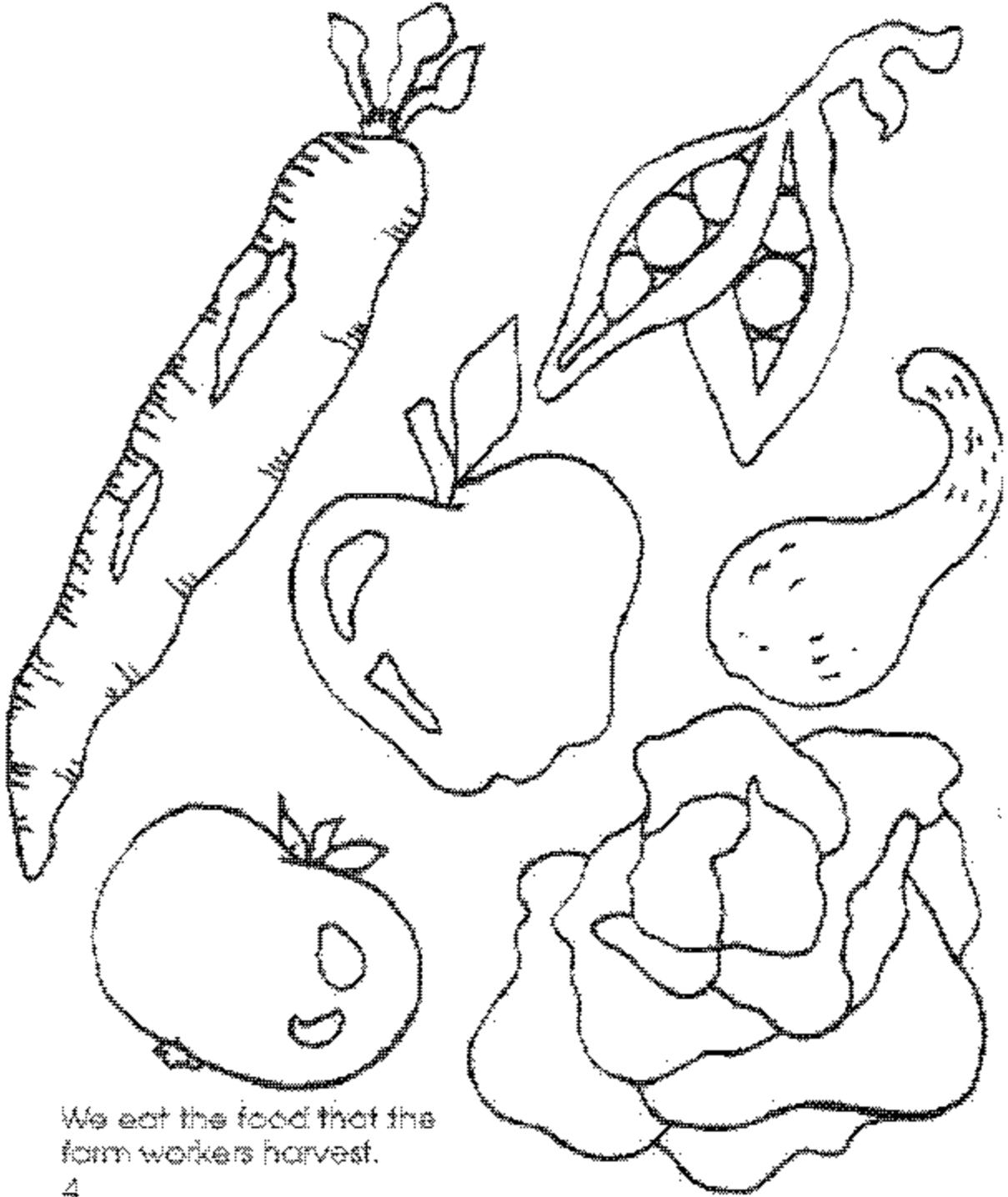
Sus hijos tambien tienen que trabajar.



Their children work, too.

3

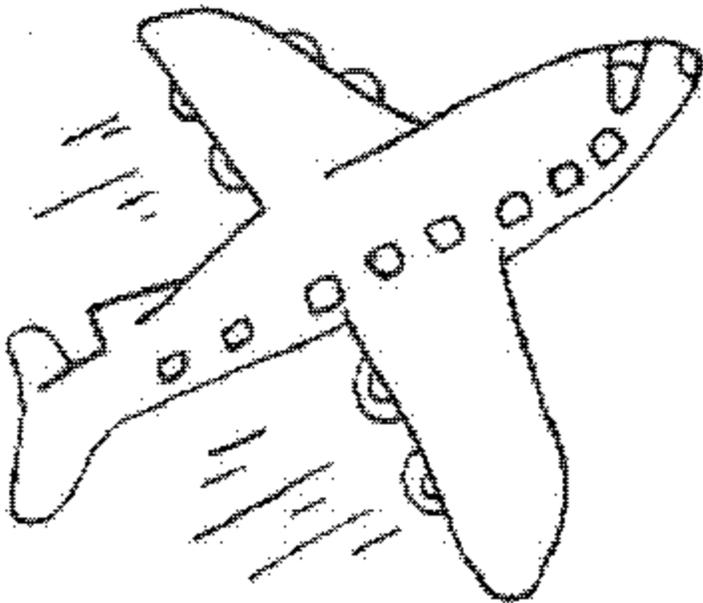
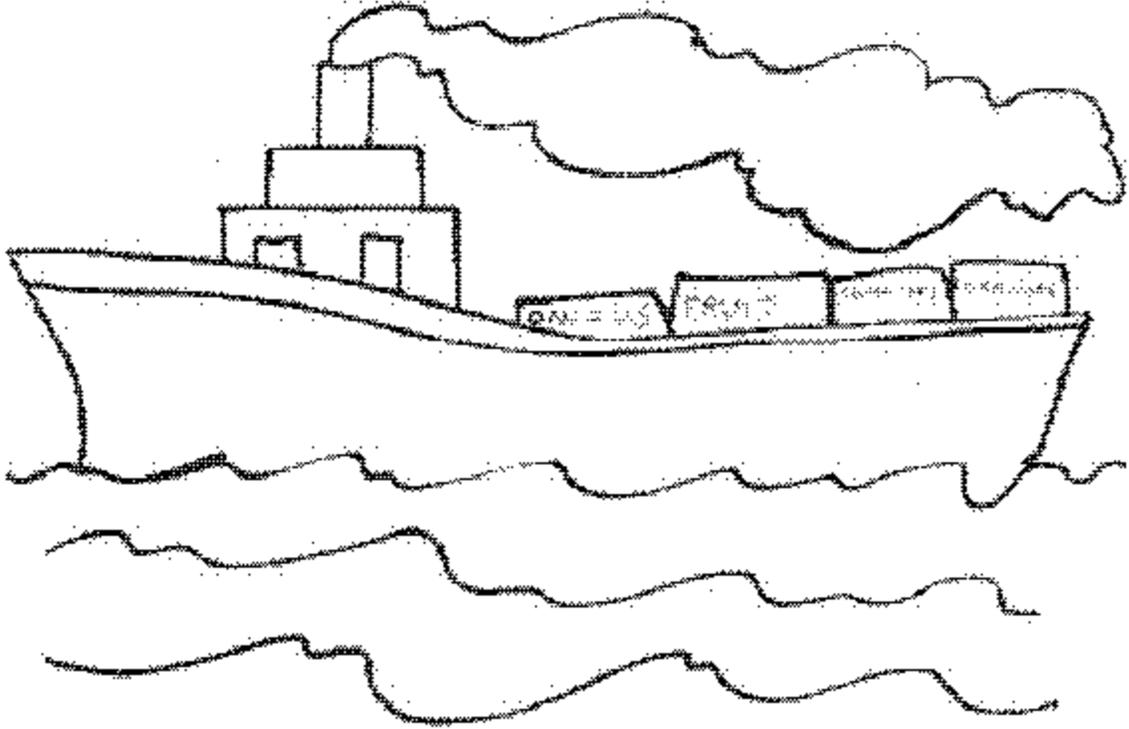
Nootros nos alimentamos con la comida que cosechan
los trabajadores campesinos.



We eat the food that the
farm workers harvest.

4

Los trabajadores campesinos dan de comer a la gente de otros países.



Farm workers feed people in other countries.

5.

A pesar de que los campesinos trabajan tan duro, son gentes muy pobres y su salud esta dañada por los pesticidas.



Although farm workers do hard work, they are very poor and their health is hurt by pesticides.

6

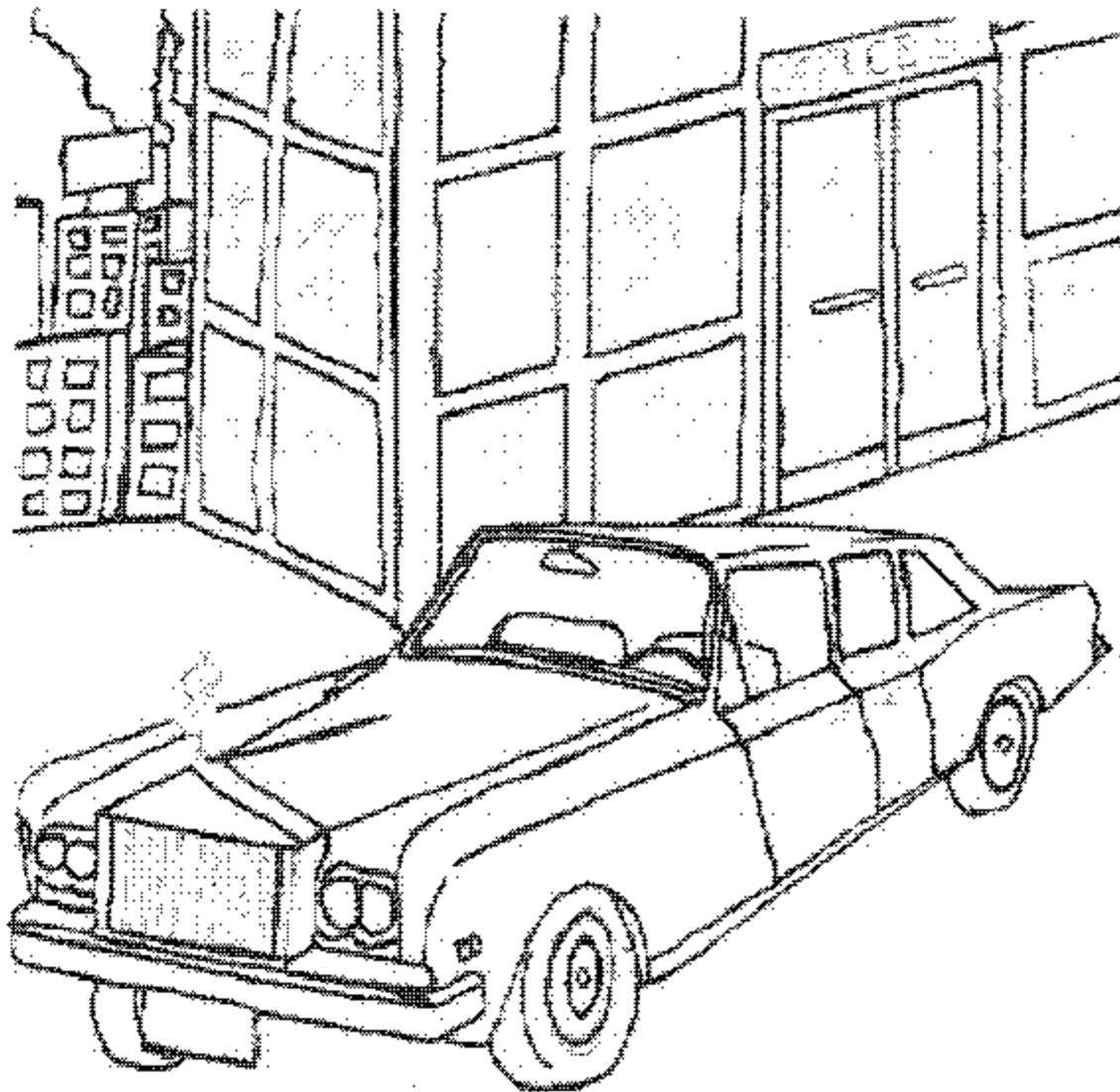
Algunas veces los trabajadores campesinos no tienen suficiente dinero para dar de comer a sus hijos.



Sometimes farm workers do not have enough money to feed their children.

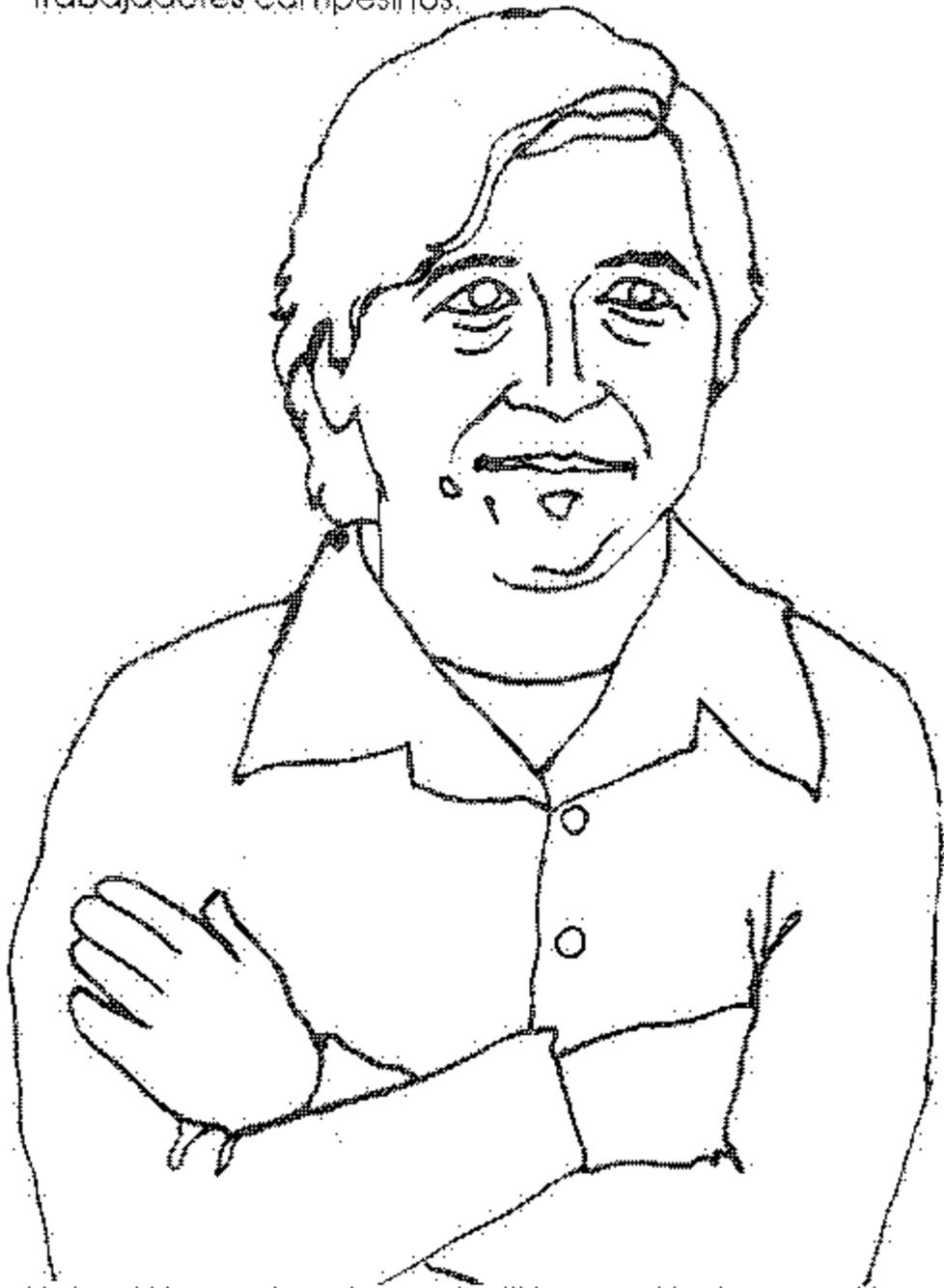
7

Los ricos dueños de la tierra ganan todo el dinero y viven muy lejos de los campesinos.



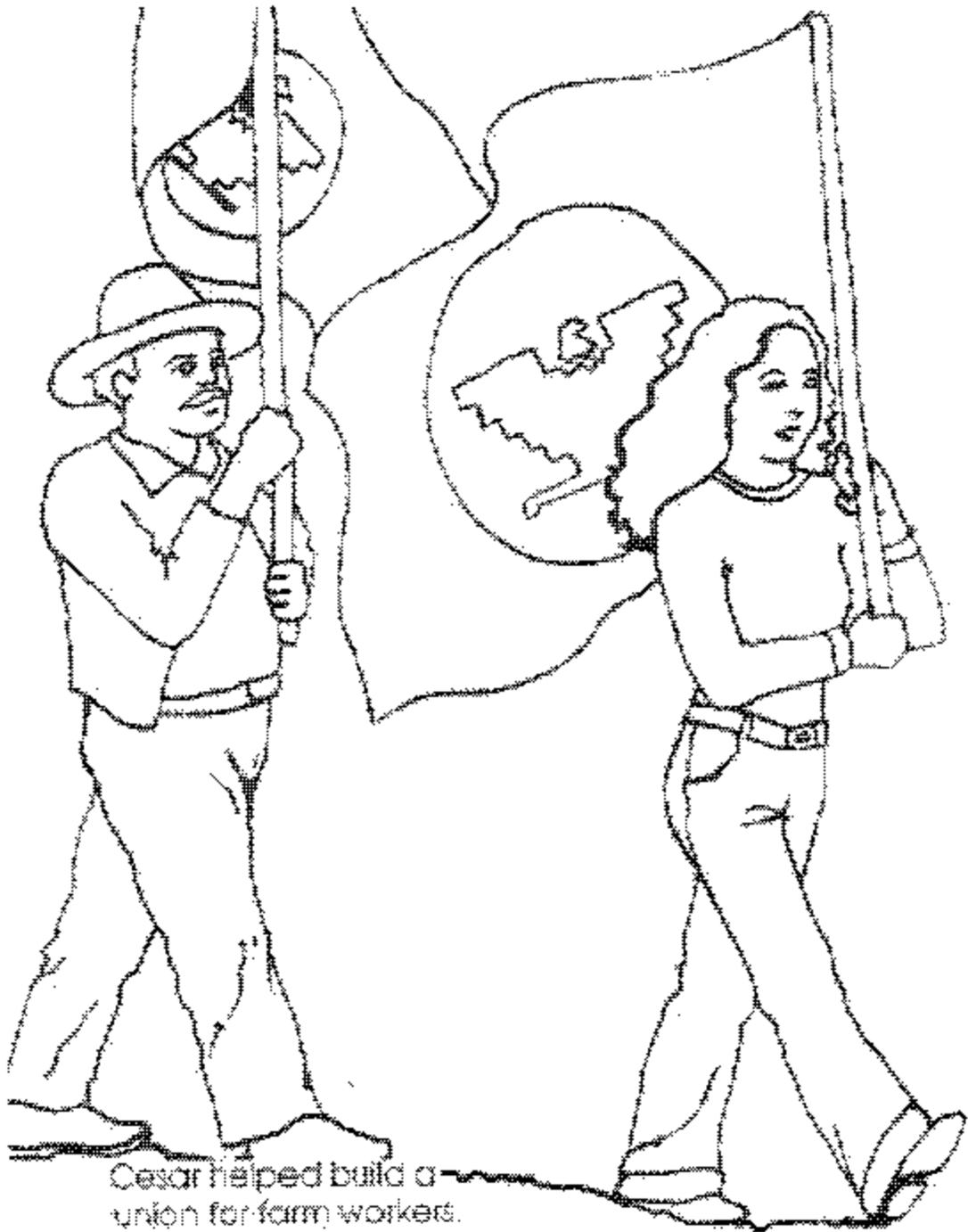
Rich people who own the land make all the money and live far away from the farm workers.

Cesar Chavez ha cambiado las cosas para los
trabajadores campesinos.



Cesar Chavez has changed things for the farm workers. 9

Cesar Chavez ayudo a formar la union de los
campesinos.



Cesar helped build a
union for farm workers.

10

Una union es un grupo de gente que se junta para defenderse.



A union is a group of people who have joined together.

Ahora los campesinos tienen una vida mejor porque ya tienen union.



Farm workers have better lives because of the union.

12

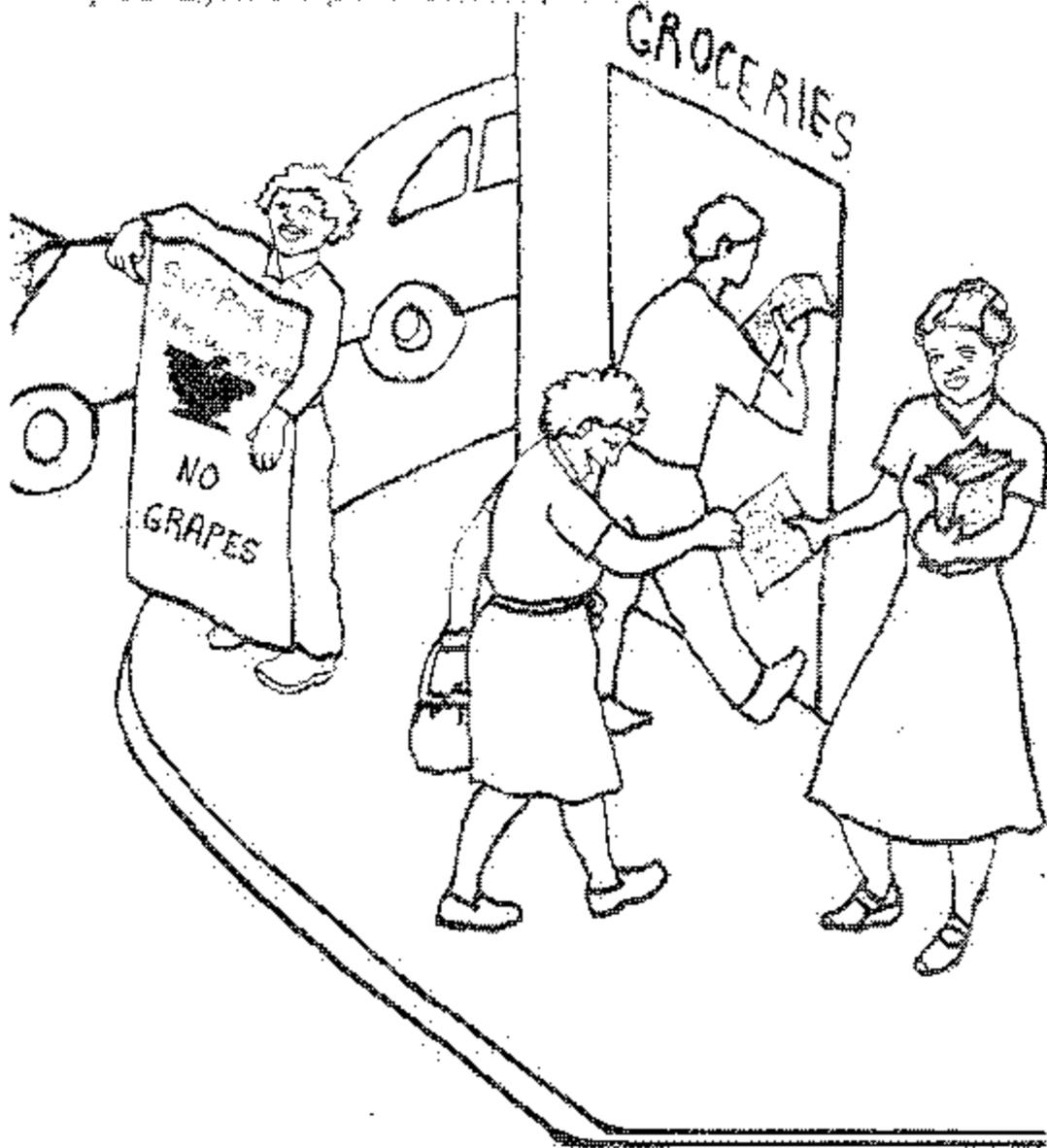
Gente de la ciudad ayuda a los trabajadores campesinos.



People in the cities help the farm workers.

13

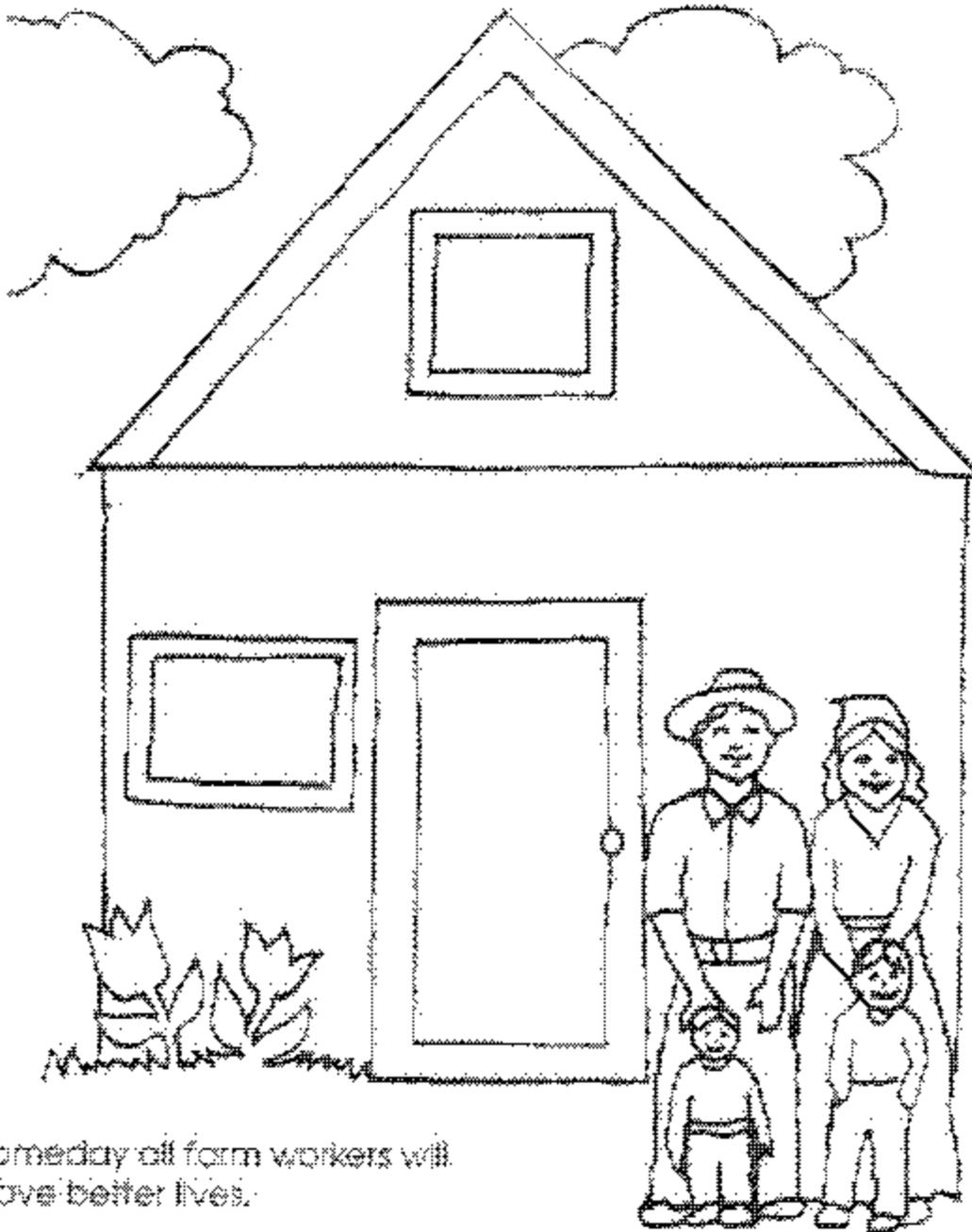
Hacen saber a todos acerca de los pesticidas en las uvas
y de la justicia para los campesinos.



They let everyone know about the pesticides on the
grapes and about justice for farm workers.

14

Algún día todos los trabajadores campesinos tendrán una vida mejor.



Someday all farm workers will have better lives.

Decision Making Chart

Criteria to evaluate choices in making decisions:

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

Affordable (Is it within the allotted budget?)

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

Effective (Does it meet an identified need?)

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

Issue Options	SALEABLE	AFFORDABLE	WORKABLE	EFFECTIVE	TOTAL

CHÁVEZ CAMPAIGN ACTION PLAN

IMAGINE

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

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

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

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

Description of the project:

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

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

How will we celebrate our success?

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



CERTIFICATE OF ACHIEVEMENT

PRESENTED TO

FOR YOUR PARTICIPATION IN THE
Cesar E. Chavez Foundation's 2006 Chavez Campaign

"THE END OF ALL EDUCATION SHOULD SURELY BE SERVICE TO OTHERS"

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

PROJECT PROFILE FORM

Contact Information

Name of Organization: _____

Contact Person: _____ Phone: _____

Address: _____ Fax: _____

_____ E-mail: _____

_____ Web: _____

Project Information

Students Engaged _____ Grade _____

Did you take "Big Steps" _____ or "Small Steps"? _____

Our participation was worthwhile Yes _____ No _____

Additional Comments _____

**** Please Fax to Julie Chavez Rodriguez at 818-265-0312 ****

Chavez Foundation's Educational Programs

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

The primary goals of the program are:

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

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

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

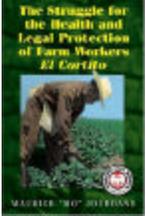
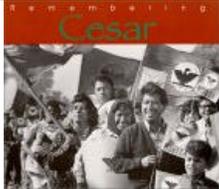
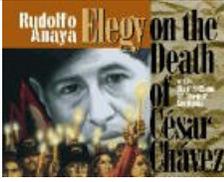
National Chavez Center Programs are available to schools, districts, youth groups, and community organizations. Please note that all Chavez Foundation educational programs are tied to California Curricular Content Standards in Language Arts and History Social Science.

Programmatic offerings include:

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

To learn more about the Chavez Foundation's Programs and how you can support the Foundation, please contact our Programs Director, Julie Chavez Rodriguez at (818) 265-0300, Ext. 233 or by E-mail at jrodriguez@cecfmail.org.

MERCHANDISE ORDER FORM

 <p>Chavez Stamp Poster</p> <p>\$15 (# Ordered _____)</p>	 <p>CEC Field Poster</p> <p>\$20 (# Ordered _____)</p>	 <p>Official 2001 Chavez Day Poster</p> <p>\$5 (# Ordered _____)</p>	 <p>La Causa (Book)</p> <p>\$5 (# Ordered _____)</p>	 <p>The Struggle for the Health and Legal Protection of Farm Workers (Book)</p> <p>\$18 (# Ordered _____)</p>
 <p>Sal Si Puedes (Book)</p> <p>\$18 (# Ordered _____)</p>	 <p>Remembering Cesar (Book)</p> <p>\$25 (# Ordered _____)</p>	 <p>Cesar Chavez: A Triumph of Spirit (Book)</p> <p>\$16 (# Ordered _____)</p>	 <p>Elegy on the Death of Cesar Chavez (Book)</p> <p>\$20 (# Ordered _____)</p>	 <p>Cesar E. Chavez Pride of the People (Book)</p> <p>\$2 (# Ordered _____)</p>
 <p>Harvesting Hope (Book)</p> <p>\$20 (# Ordered _____)</p>	 <p>Cosechando Esperanza (Book)</p> <p>\$20 (# Ordered _____)</p>	 <p>Nosotros Venceremos (DVD)</p> <p>\$15 (# Ordered _____)</p>	 <p>Common Man Uncommon Vision: The Cesar Chavez Story (DVD)</p> <p>\$20 (# Ordered _____)</p>	 <p>Folder</p> <p>\$1 (# Ordered _____)</p>
 <p>Pens</p> <p>\$1 for 3 (# Ordered _____)</p>	 <p>Pencils</p> <p>\$1 for 3 (# Ordered _____)</p>	<p>Name: _____</p> <p>Address: _____</p> <p>Phone: _____ Fax: _____</p> <p>E-MAIL: _____</p>		
<p align="center">TO SUBMIT YOUR ORDER PLEASE FAX OR MAIL THIS FORM TO:</p> <p align="center">NATIONAL CHAVEZ CENTER P.O. BOX 62 KEENE, CA 93531 PHONE: 661 823-6134 FAX: 661 823 6246 E-MAIL: chavezcenter@cecfmail.org</p>			<p align="center">PLEASE VISIT OUR ONLINE STORE AT: www.chavezfoundation.org</p>	

SPECIAL THANKS TO:

Our amazing curriculum development team:

Thanks to **Teri Dary**, Education Consultant for Service-Learning, Wisconsin Department of Public Instruction for her vision and curriculum development expertise in creating the Chavez Campaign.

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Educators

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

Our financial supporter:



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