

Part I: Thematic Primary Source Set





Goal: Demonstrate how primary sources can support at least one teaching strategy.

Topic/Big Idea: Cesar Chavez and the United Farmworkers

Grade Level and Subject Area: Social Studies, Grade 2

Author: Lucy Adams

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Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
	<p>Title: Unsanitary privy in potato pickers' camp near Shafter, California Creator(s): Lange, Dorothea, photographer Date Created/Published: 1937 May. http://www.loc.gov/pictures/item/fsa2000001039/PP/</p>
	<p>Title: Migratory Mexican field worker's home on the edge of a frozen pea field. Imperial Valley, California Creator(s): Lange, Dorothea, photographer Date Created/Published: 1937 Mar. http://www.loc.gov/pictures/item/fsa2000001016/PP/</p>
	<p>Title: Boycott lettuce and grapes Creator(s): Chicago Women's Graphics Collective Date created/published: Chicago: [Women's Graphics Collective, 1978] http://hdl.loc.gov/loc.pnp/ds.03091</p>
	<p>Title: Farm workers during a strike in Delano, California Creator: Fusco, Paul, photographer. Date created/published: 1966 http://www.americaslibrary.gov/aa/chavez/aa_chavez_huelga_3_e.html</p>



Part II: Classroom Activity Plan

Goal: Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.

Essential/Investigative Question:

What is a boycott and how did the boycott used by Cesar Chavez and the UFW help make things better for farmworkers?

Objective(s):

The students will be able to define the term “boycott” and will describe how a boycott works. They will understand its cause and effect: a boycott causes farmers to make a change in the conditions of their workers.

The students will be able to explain how Cesar Chavez and the boycott made life better for farmworkers.

The students will be able to describe the role of posters and advertising in promoting a message or a cause.

Standard(s) Addressed: Virginia Standards of Learning

http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/

2.1F Recognize direct cause and effect relationships.

2.1G Make connections between past and present.

2.4I Students will describe how the contributions of Cesar Chavez changed the lives of Americans.

2.10 Students will explain how scarcity requires people to make choices about producing and consuming goods and services.

Procedure(s):

Prior Knowledge: The students in the class will know the term “farmworker” and will have learned about the conditions that farmworkers lived in before the arrival of Cesar Chavez and the United Farmworkers. This material can be taught using the first two photographs in my primary source set, or a secondary source, such as a picture book on Cesar Chavez’s life. The students in the class will use the [Library of Congress Analysis Tool Worksheet](#) to complete this analysis.

Part I: Review: The teacher will prompt the students to remember various aspects of their prior knowledge, by asking questions that include:

- What was life like for the farmworkers in the story we read and the photographs that we looked at?



- Would you want to live in conditions like this?
- If you were a farmworker, what do you think you could do to make things better for yourself?

The teacher will then set the context by explaining that the lesson will explain one thing that Cesar Chavez and farmworkers did to improve their lives.

Part II: Teach Concept of “Boycott.”

Setting Up: The teacher will hand out index cards to the class. These index cards will have one of three things written on them: farmworker, grocer, or customer. The “grocers” are directed to sit at the front of the classroom, behind a table covered with photographs of different fruits, vegetables, and other food items. The customers are asked to line up at the table. The farmworkers will then sit at the back of the classroom.

Providing Background: The teacher is the farm owner, whose goal is to sell to the grocer. The goal of the grocers is to sell as many things as they can to the customers. The goal of the customers is to buy food for their families. The farmworkers work in the fields farming one of the foods that are sold in the grocery stores. They would like to persuade the farm owner to give them better working conditions, so they are going to try to persuade the customers to not buy that food item until the farm owner improves their conditions. The food item is a secret that is kept from everyone but the farmworkers. The teacher then secretly tells the farmworker group what the food item is (grapes).

Activity: The customers will go up to the table one by one. At the table, they are allowed to select two food items. While they are standing in line, however, the farmworkers will try to communicate with them about what food item they should not buy. However there is a catch: the farmworkers are not allowed to speak. They may use paper and markers or can attempt to act things out.

Debrief: After students return to their seats, the teacher debriefs the activity with the following guiding questions:

- Grocers: When you need to buy more food from your store, what are you going to need more of? What are you **NOT** going to need more of?
- Customers: What were the farmworkers telling you not to buy? How did they communicate that? Did you understand what they were trying to tell you?
- Grocers: Did anyone buy that item?
- Farmworkers: Why don’t you want anyone to buy the grapes?

The teacher then will explain that what just happened was called a boycott, and that if farmworkers were being mistreated, they would communicate to members of the public not to buy whatever goods they were farming until the farm owner improved their working and their living conditions.

Part III: Assess Learning. Introduce primary sources in the context of the activity that just occurred. The teacher will use guiding questions to help the students understand the primary source “Boycott Lettuce and Grapes,” while simultaneously assessing learning from Part II.



- What do you notice in this poster?
- What is the purpose of this poster? Who made it? Why?
- What does “boycott lettuce and grapes” mean?

In order for the students to assess both their knowledge of a boycott and primary sources, the students will be instructed to use the above guiding questions to complete a Library of Congress Primary Source Analysis Tool Worksheet. The students will work in groups of 3 to 4 students to complete the analysis. Each group will be responsible for selecting a single reporter to report their findings to the rest of the class.

Part IV: The students can make their own boycott posters. The teacher will explain to the students that the purpose of the poster should be to communicate 1) What goods should the customers not buy? and 2) Why they should not buy the good(s)? The students will be provided both time and materials for this activity. The students will be given one class period to complete this activity. The student will then be given a chance to provide positive comments on each other’s work: “Joey’s boycott poster is very effective because it clearly shows that I shouldn’t buy grapes because they are crossed out with an X.”

