Unit Title: Migrant Farm Workers
Lesson Title: Cesar Chavez: A hero to migrant farm workers
Theme: Farm workers rights
Content: Social Studies
Culture: All
Topic: Cesar Chavez Biographic Timeline
Language: English
Grant: BEST
Grade: Middle School

A Brief Lesson Description: Through a biographic video of Cesar Chavez, classroom discussions, and a handout of Cesar Chavez, students will work with a partner to create a timeline of important events in the life of this civil rights leader.

Complete Lesson Plan:

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BME 530

CESAR CHAVEZ: A hero to migrant farm workers.

Introduction:

In the unit of migrant farm workers, students have been reading about these people’s way of life, their struggles, their children, and their achievements. Living in an area where farming is a huge economic contributor, students may not know how much farming has changed over the years. It is important to know that how wages, working conditions, and rights have changed over the years. It is important especially if anyone close to them is a migrant worker. In this lesson, students will first compare and contrast their lives to the lives of the children of migrant workers through a Venn diagram. Through a video documentary, students will become familiar with Cesar Chavez and how he fought for farm workers rights.

Behavioral Objectives:

Students will participate in an activity where a Venn diagram will be drawn on the board, and they will tell the teacher how their lives are different and similar to the lives of migrant children. After the completion of the Venn diagram, students will see that it was not very
easy for these children to move from city to city. Cesar Chavez fought to make situations for farm workers a little easier. Students will draw in their Social Studies notebooks a three column chart labeling the first column: “What I know about Cesar Chavez”, the second: “What I want to know” and the third: “What I learned” (KWL). After students have seen the documentary of Cesar Chavez, with the help of a partner, they will begin construction of a timeline with important dates in the life of this leader.

Arizona State Standards:

Social Studies Standard 1SS-E8: Demonstrate and apply the basic tools of historical research, including how to construct timelines, frame questions that can be answered by historical study and research, and analyze and evaluate historical materials offering varied perspectives, with emphasis on:

PO 2: constructing various timelines of key events, people, and periods of the historical era being studied

PO 3: framing questions that can be answered by historical study and research.

Anticipatory Set:

Students have been previously introduced to migrant farming and its history. We have located on maps the most important farming areas and the routes farm workers often traveled. From various readings we have also discussed the farm workers way of life and that of their children.

Teacher will begin lesson by referring to previous topics such as the constant moving and long working hours for farm workers. Teacher will ask students how they think migrant farming affected the children. Teacher will ask students to consider their lives and the lives of these children. A Venn diagram will then be drawn on the board and students will be asked to give examples of how their lives are different to those of migrant children, filling in the students’ answers in the Venn diagram. Then the teacher will ask students how their lives are similar, again recording the answers in the diagram. Teacher will then inform students how often times children had to go work in the fields to help their parents financially. One such person was Cesar Chavez.

Teacher Input:

Teacher explains that there were several people that were farm workers and later became advocates for their rights. There was much discrimination towards farm workers, especially since most of them were Hispanics. Explain to students that there was one particular person that made the biggest impact in farm workers lives. After students have filled in their chart, they will watch a documentary on Cesar Chavez and together with a partner, they will work on a timeline that shows important dates in the life of this man.

Teacher: “How many students have heard of Cesar Chavez?”

Students: (Several students will raise their hands)
Teacher: “Can anyone tell me why he was famous?”

Students: “He helped farm workers”

Teacher: “What sort of things did Cesar Chavez do for the farm workers?”

Students: Answers may vary, for example, “He fought for their rights”

Teacher: “I can see that many of you know who this person was and what he did. We will learn more about Cesar Chavez and how he became a leader to farm workers everywhere. We will see how his fight and determination gave workers more rights and made working conditions better. What I would like you to do now is to take out your Social Studies notebook and make three columns labeling the first one “What I know about Cesar Chavez” the second “What I would like to know” and the third “What I learned. Are there any questions?”

*Answer questions*

Teacher: “I will then need you to fill in things that you know about Cesar Chavez, what you would like to know, and when we have finished watching the documentary, you will fill in what you learned. I will give you ten minutes to work on your lists.”

*Allow some time for students to work on their lists*

Teacher: “I am now going to put on the video and you need to make sure you have a paper and pencil out so you can write down important information. You will use this information plus the information from the handout and together with a partner you will work on a timeline which illustrates important dates in Cesar Chavez’ life. Are there any questions?”

*Answer questions*

Teacher: “The timeline will be due in two days.”

**Modeling Behavior:**

On the board, teacher may draw three columns for the KWL chart labeling each column and at the same time explaining to the students what needs to be done in their notebooks. Teacher may ask for a few inputs from the students, filling in their answers under the correct headings. After the video, teacher will use the overhead projector to show a sample time line of another famous figure in history such as Martin Luther King. Teacher will explain to the students that a timeline can show the events in a horizontal format or vertical format. It is important to indicate that dates must be as exact as possible with a short description of the event and also indicating that dates must be in chronological order. It is also important to start with the date that the person was born. On the board, teacher may draw a time line starting with the birth of Cesar Chavez; this will help students get started.

**Check for comprehension:**
Teacher will check for comprehension by checking their notebooks to ensure that the KWL charts are filled in properly. Teacher may also ask questions about the video. Teacher may ask what forms of protests Cesar Chavez used. Who was Cesar Chavez inspired by? Randomly choose a student to share with the class what he/she feels was the biggest impact of Cesar Chavez’ on the farm workers. Ask students how things would be different for farm workers if Cesar Chavez had not become an advocate for their rights. Ask students what is one important event they would include in their timeline.

Guided Practice:

Teacher will guide students through the activity with the Venn diagram by drawing the diagram on the board and filling in the answers as they are given by the students. Teacher will get the students started on their KWL chart by drawing one on the board and filling it in with some of the answers students give. After watching the video, teacher should indicate to students that they can now fill in some information about the things they learned in their third column. Allow students to work with their partners to begin comparing notes on the information that they have been given so far.

Closure:

Students will have further knowledge of migrant farm workers and their famous leader Cesar Chavez. They will have enough information from discussions, readings, and the video to compare this civil rights leader with other famous leaders in history. The information obtained through this lesson and the entire unit in general can make students more aware and sensitive to what farm workers have dealt with and will continue to deal with. Most of the students will be able to relate to farm workers lives because they are either experiencing it themselves or know people who work in the fields.

Independent practice:

On their own, students will fill out the third column of their chart with the information they learned. Students should write words in their social studies notebooks that are unfamiliar and then find their definitions (ex. boycott, protest, strike…). Students will get with their partners and read the handout either to their own or two each other and share the information attained. With their partner, students will decide what important events they should include in their timeline. Teacher should suggest websites that students could refer to in case they need more information on the subject.

Assessment:

Students will be assessed on the accuracy, format, and detail of their timeline. Students will also be assessed on their participation in classroom discussions and the information included in their social studies notebooks. Students will later be tested on their understanding of the topic.

Materials:
Social Studies notebooks, pencils, board, overhead projector, transparency with a sample time line, TV, video (there are several videos about Cesar Chavez that can be found at your school library or city library. A suggestion is “The Fight in the Fields: Cesar Chavez and the Farm Workers’ Struggle.”) and handout on “The Story of Cesar Chavez” from the web site www.ufw.org/cecstory.htm.

**Modifications for students with disabilities:**

Individual assistance will be available for students with disabilities. Students will work on the timeline with a partner. A video will provide the information needed if the student has a hard time reading the handout. Classroom discussions will allow students to demonstrate their understanding of the topic orally. When filling out the third column of their notebook, they can list two things they learned and tell the teacher two other things. For the timeline, LD students can get a copy of the structure of a timeline with a few important dates on it and all they have to do is fill in other important dates. Several Spanish terms will be used in the lesson such as huelga (strike), protesta (protest), “Viva la Causa” (long live the cause). These are terms that will assist EL students in the understanding of the lesson.

**Technology Integration:**

Overhead projector, television, video player