

# Cesar Chavez and the UFW

## 1. Question & Research Task

In the 1930s, migrant farm workers like Esperanza and her family faced harsh living conditions in the migrant camps where they lived. They worked long hours under dangerous work conditions for very little pay.

In this lesson, you will explore how Cesar Chavez's experiences as a migrant farm worker influenced his beliefs and motivated him to fight for the rights of other farm workers. You'll learn about how his work led to the formation of the United Farm Workers Union (UFW) and make connections to the characters in *Esperanza Rising*.

Click on the picture of Cesar Chavez in order to view a short background video.



Image Source: Library of Congress

**In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:**

**How did community and culture influence Cesar Chavez's development and perspective?**

## 2. Information Sources

You will use these resources to complete the Student Activity on Slide 3.

[United Farm Workers Flag](#)

[Biography](#)

[The Story of Cesar Chavez](#)

[Dream to Organize Farm Workers](#)

[Historic Victories for Unions](#)



Image Source: Library of Congress

### 3. Student Activity

Use this [graphic organizer](#) to take notes on the Information Sources from Slide 2.

You will be applying this learning to your reading of *Esperanza Rising* when you complete the Assessment Activity on Slide 4.



Image Source: Library of Congress



## 4. Assessment Activity

***How would Esperanza's situation have been different if the United Farm Workers Union had been in place during the setting of the novel?***

You teacher may choose, or let you choose one of the following formats to share your response:

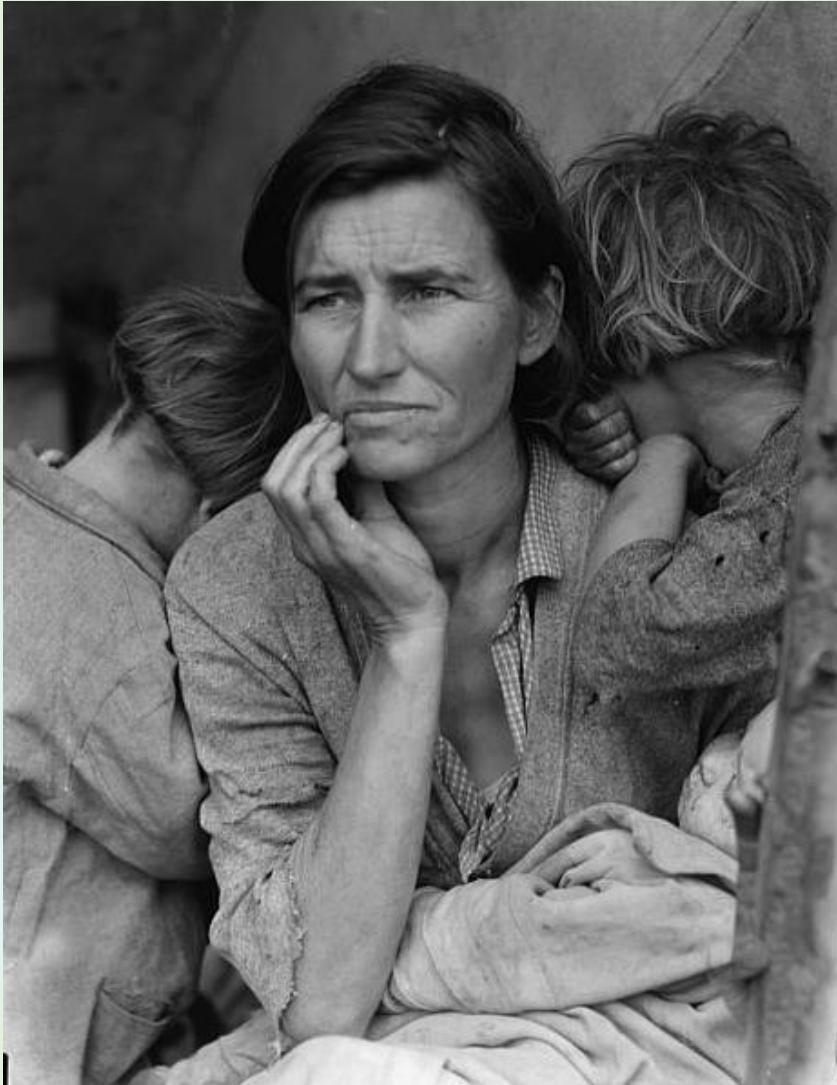
- Voice Thread
- Google Docs
- Google Slides
- Jamboard

Your response will be scoring using this [rubric](#) or another rubric provided by your teacher.



Image Source: [US Dept of Agriculture, Public Domain](#)

## 5. Enrichment Activities



Migrant farm worker Florence Thompson photographed by  
Dorothea Lange

Image Source: Library of Congress

Learn more about the Dust Bowl, migrant workers, and the historical setting for *Esperanza Rising*, by exploring these resources.

- [Dust Bowl](#)
- [Voices from the Dust Bowl](#) audio interviews
- [“Memories of the Dust Bowl”](#)
- [Dust Storm Photographs](#) (Kansas Historical Society)
- [Living in the Dust Bowl, 1934](#)
- [Surviving the Dust Bowl](#)

# 6. Teacher Resources

## Learning Standards Alignment

### [MCCR ELA Standards for Grades 6-8](#)

**RI.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**[AASL Standards Framework for Learners](#)** Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

### **[P21 Framework: 21<sup>st</sup> Century Student Outcomes](#)**

**3. Information, Media & Technology Skills: Information Literacy:** Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

**ICT Literacy:** Use technology as a tool to research, organize, evaluate and communicate information.

## SLIDE NAVIGATION

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## Grade 6 English Language Arts

**Objective:** Students will conduct brief, focused research in order to synthesize information on the effect a union might have had in *Esperanza Rising*.

**Time Frame:** Two or three 45-minute class periods

### **Differentiation strategies for this lesson:**

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

### **Notes to the teacher:**

- Collaborate with your school library media specialist to plan and implement this lesson.
- Consider using the [Schoolology Assignment Apps](#) feature to assign Google Docs for students to access, edit, and submit through Schoolology.
- Access BCPS Digital Content from the [Apps Portal](#)