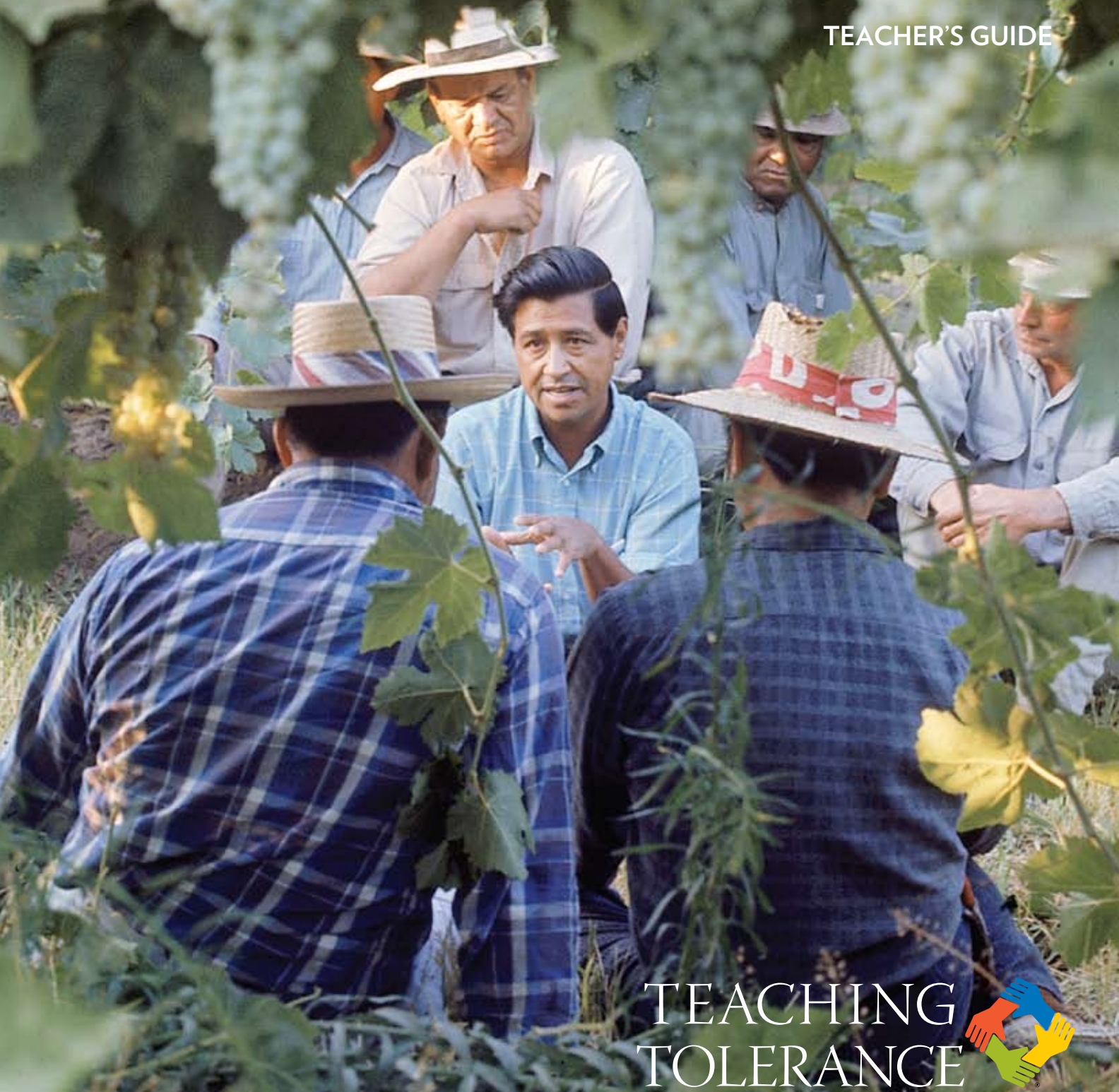


VIVA LA CAUSA

TEACHER'S GUIDE



TEACHING
TOLERANCE





VIVA LA CAUSA

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TOLERANCE 

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

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The lessons in this teacher's guide support content standards. For a complete listing, please see pages 51-55.

Spanish versions of this guide's handouts are available online at www.teachingtolerance.org/viva





INTRODUCTION

On a warm evening in 1965, hundreds of Mexican farmworkers packed into a church hall in the small farming town of Delano, California. A momentous decision lay before them — should they join a strike against California grape growers started 11 days prior by their Filipino counterparts? Would this improve their appalling working conditions in the fields and help them earn enough to feed their families?

The struggle of the farmworkers was about more than wages. It was about respect, justice and equality; it was about pitting the powerless against the powerful. Two thousand workers walked out of the fields. Eventually, tens of thousands more joined the fight. Together they would unite around *la causa* and demand that their voices be heard.

The strike would unfold over five years, testing not just the will of the farmworkers or their bosses in agriculture, but the very morality of the American people and their collective willingness to heed core values of fairness and equality.

Viva La Causa tells the story of how the powerless stood up to the powerful and gained their victory, not by violence and weapons, but by their strong will. A dedicated coalition of people from diverse classes, races and religions stood together for justice, proving that the mightiest walls of oppression can be toppled when people are united and their cause is just.

The film also serves as a call-to-action, alerting a new generation to issues of worker exploitation that continue to unfold throughout the United States and the world today.

Materials

Your *Viva La Causa* package includes a 39-minute video, this accompanying teacher's guide and an evaluation form. Once you have used the film and lesson plans in your classroom, *please complete and return the evaluation form*. Your feedback will aid us in making improvements to future editions.

Updates

To receive updated lessons for *Viva La Causa*, sign up for our e-newsletter at www.teachingtolerance.org/newsletter, or visit www.teachingtolerance.org/viva.



INTO THE FILM

POWER TO THE PEOPLE

LESSON ONE**EXPLORING THE FILM****Objectives**

1. Using the common literary strategy of prediction, students will write descriptive compositions based on visual prompts and will connect symbolically with one of the farmworkers or allies depicted in *Viva La Causa*.
2. Through active classroom discussion, students will understand and deconstruct the main concepts of the film, including the importance of labor unions, the basic tenets of nonviolence, and the power of collective action across lines of race, class, gender and faith.
3. Students will understand that people from all walks of life have a role to play in social change and that, by joining together to support a just cause, individuals can advance equality and justice.

Time and Materials

- One class period
- One photo for each student, found here on page 12. Teachers can copy the photo sheet, cut the photos out and laminate them ahead of time, if desired. Additional copies also are available for free download at www.teachingtolerance.org/viva

Framework

Viva La Causa tells the story of a dedicated coalition of people from diverse classes, races and religions who stood together for justice, proving that the mightiest walls of oppression can be toppled when people are united and their cause is just. In this lesson, students will connect with farmworkers and allies who participated in *la causa* and explore key themes of the film.

Before Viewing the Film

At least one day before viewing the film and before introducing the lesson to students, provide each student with a photo. As an in-class free-write or as a homework assignment, ask each student to write a short description about the person who appears on his or her photo, based solely on the image provided. Prompts could include:

- What does this person do for a living?
- Where were they born, and where do they live?
- What is this person passionate about?

On the Day of the Viewing

Introduce the film to students using the framework above, and ask students to take out their photos. View the film as a whole class.

STANDARDS

This lesson supports standards and benchmarks in Language Arts, Civics, Economics, Consumer Science, and Business Education. For a complete listing, see pages 51-55.

After viewing the film, discuss:

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

(Workers endured long hours without rest breaks, had little access to water or restrooms, had toxic pesticides sprayed on them, and endured hard labor for very little pay and no health benefits. These injustices communicated to the workers that they were sub-human and not deserving of even the most common dignities offered to others.)

- What is non-violence, and what role did it play in the struggle?

(Nonviolence is a philosophy of resistance where you do no physical harm to others. Those in the movement leveraged nonviolent strategies to dismantle the stranglehold of the growers.)

- Why did the strikers need help from others? What kinds of things did the strikers ask them to do in support of *la causa*? Why were the actions of these allies important?

(The strikers felt there was power in numbers, and they felt that the more diverse their movement was, the more people outside the movement might listen to their cause. Others were invited to join them in striking, boycotting and picketing. The actions of allies were important because they told the workers they were not alone and that their actions were supported by moral people everywhere.)

- What factors motivated people to get involved in *la causa*?

(They wanted a fair wage and good working conditions for themselves. They also realized that rights won today for themselves would be enjoyed by future generations. Many people of faith became involved in the cause because it was a way to physically manifest their faith. For many, being involved in the cause was a moral imperative.)

- What did workers gain as a result of the strike and boycott?

(Pragmatically, they won cold drinking water in the fields, rest periods, grievance procedures, pesticide controls, a hiring hall, a wage increase and the right to be represented by a union. Morally and spiritually, they won dignity and the realization that a group dedicated to a cause can make a difference.)

- What did our nation gain in the process?

(Our nation gained a measure of dignity by treating the workers with the respect they deserved. The movement highlighted the need for, and value of, labor unions.)

- The title of the film is *Viva La Causa*, which means “Long live the cause.”

What message is the filmmaker trying to send to you?

(The filmmaker is highlighting the fact that worker exploitation continues and that we must remain vigilant in securing justice for workers who continue to be exploited today.)

Closing Activity

Ask students to reflect again on their photos and refer to their compositions. Ask volunteers to share elements from their compositions and what they learned about the real individual while watching the film. How were students' first impressions similar to and different from the persons' actual lives? How did the individual support *la causa*? As a class, discuss how it took the actions of these individuals — and tens of thousands more — to bring justice to farmworkers.

Invite students to write letters to the individuals on their photo cards. Student letters can be submitted by mail to: Teaching Tolerance, 400 Washington Avenue, Montgomery, AL 36104, or by email at viva@tolerance.org. We will share student letters with appropriate parties.



PHOTO CARD “CHEAT SHEET” FOR TEACHERS



Roberto Bustos was a founding union member and striker who also served as captain of the historic march from

Delano to Sacramento in 1966.



Richard Estrada Chávez, brother of union co-founder César Chávez, volunteered as a full-time union activ-

ist and boycotter. He also designed the UFW’s “Black Eagle” logo.



LeRoy Chatfield left religious life to join the farmworker movement, played a key role in Chávez’s fast for nonviolence and

ran boycott efforts in Los Angeles.



Ed Chiera was a graduate student at Stanford University who left to volunteer as a researcher for the union and later served

as a boycott organizer in New York and other cities in the United States.



Jerry Cohen was the general counsel for the union and played pivotal roles in the strike and boycott and in the events that led

up to the contract signings in 1970.



Carolina Franco de Vasquez began working in the fields when she was just 12 years old and served as a picket captain

during the strike. She was also a boycotter in Los Angeles and New York.



Wendy Greenfield became a volunteer when she was just 14. Wendy and her

high school friends pressured grocery stores in and around Syosset, N.Y., to remove grapes from the shelves. Their efforts were successful.



Vivian Harris was a boycott organizer in Oakland and played a key role in getting grapes out of the Bay Area.



Rev. Chris Hartmire, a Presbyterian minister, was director of the California Migrant Ministry (lat-

ter the National Farm Worker Ministry), which helped create a network to support strikers, boycotters, volunteers and organizers.



Dolores Huerta co-founded the United Farm Workers with César Chávez and coined the phrase

“Si Se Puede” (Yes We Can).



Emilio J. Huerta, son of union co-founder Dolores Huerta, was just a child during the strike, but he still participated in many of its activities, including leafleting in the fields.



Lori de León, daughter of union co-founder Dolores Huerta, was just 13 years old when the strike began. Still, she took ac-

tion as a picketer, boycotter and El Teatro Campesino member. She also helped care for her six siblings.



Andy Imutan was an original striker and a member of the Filipino union that

launched the strike. He was a vice president in the merger of AWOC and NFWA. He also participated in the march from Delano to Sacramento.



Marcos Munoz was a grape striker and organizer. He led the grape boycott in the Boston area, which was instrumental in the defeat of the growers.



Jan Peterson was a student at the University of California at Irvine, where she went door-

to-door asking for donations to support farmworkers. She began as a field organizer and later became a boycott organizer.



Gloria P. Terronez began working in the fields when she was just 13 years old and was among the founding mem-

bers of the farmworker union.



Esther T. Uranday was a grape striker and a member of the NFWA (later to become United Farm Workers), and was re-

crutted by Dolores Huerta to run the union’s membership efforts.



Luis Valdez, founder and artistic director of El Teatro Campesino, was an early picket captain in the Delano

Grape Strike who presented short plays called “actos” for the farmworkers, which helped keep strikers and their allies motivated.

LESSON TWO

ECONOMIC INJUSTICE AFFECTS US ALL

Objectives

1. Students will understand how economic disparities affect us all.
2. Students will understand how tables and graphs represent patterns.
3. Working in groups, students will reinterpret the data in artistic form.

Time and Materials

- Two class periods
- One table or chart for each small group, p. 17
- Various art and craft supplies

Framework

Economic injustice was at the heart of *la causa*. Growers made their fortunes while farmworkers struggled to get by. Such disparity is common not just in the fields, but throughout the U.S. economy.

In 1998, hundreds of people from around the country went to Washington, D.C., to lobby Congress about the wage gap — the disparity in wages between workers and corporate executives. While there, to raise public awareness about the issue, they descended on the Washington Monument — which stands 555 feet tall. The Monument, they told onlookers, represented CEO pay. Organizers then placed a much, much smaller replica of the Washington Monument next to the real thing. The replica represented worker pay. In 2003, it would have stood just 16 inches tall, a ratio of 419 to one; the typical CEO's annual income was equivalent to the incomes of 419 people who worked for him or her.

In 1965, during the farmworkers movement, the workers monument would have been 13 feet, six inches, or a ratio of 41:1.

In this activity, students will come to see that economic disparities affect us all and that we should all be concerned with economic justice.

Suggested Procedures

Introduce the activity objectives to students and then divide the class into five diverse small groups.

Give each group one of the tables or charts from the handout. Ask each small group to review its chart, create a simple statement about the chart's meaning and then explain it to the whole class.

Share the "Washington Monument" story with students. (See the Framework, above.) And ask each small group to come up with one or more ways the data on their charts could be presented creatively (see the example on page 16.)

Students can use any kind of art technique for which there are supplies — draw, paint, collage, sculpture. Encourage students to be creative.

Allow time for students' to conduct necessary research and create their replicas. Display students' art projects in the classroom, school library or elsewhere, and hold a forum where students explain the meanings of their artwork to others.

Encourage students to ask clarifying questions and provide feedback to each other.

STANDARDS

This lesson supports standards and benchmarks in Mathematics, Visual Arts and Life Skills. For a complete listing, see pages 51-55.

Reconnecting to the Film

Bring the activity back to *la causa* by having students reflect on how the inequities of today mirror those that the farmworkers were working against. Prompts might include:

- Our chart reminded us of the farmworkers because...
- The way our graph mirrors what was going on in *la causa* is...
- Like the farmworkers in *la causa*, today's workers ...

The Washington Monument story included in this activity is drawn from Economic Apartheid in America: A Primer on Economic Inequality in the U.S., Chuck Collins and Felice Yeskel with United for a Fair Economy and Class Action (The New Press, 2005.)



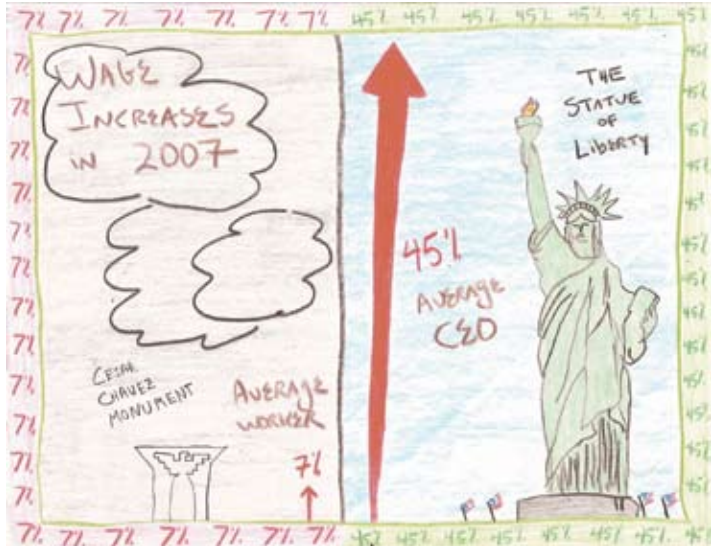
EXAMPLE

Our group chose to do an artistic representation of the increase in CEO pay and worker pay. Our chart tells us that CEO wages increased by 45% during 1997-2007, while worker pay increased only 7%.

A monument to labor leader César Chávez was erected in 2008 at San Jose State University, to honor Chávez for his nonviolent action for workers' rights.

The Statue of Liberty was built in the late-1800s and is one of America's most visible architectural icons. Ironically, she is known for proclaiming, "Give me your tired, your poor, your huddled masses yearning to breathe free..."

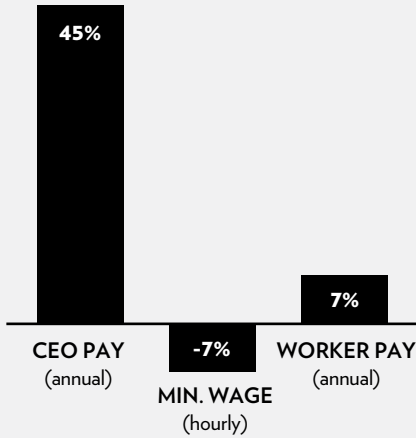
The César Chávez monument is an arch 22 feet high. The Statue of Liberty is in New York harbor and stands about 155 feet high. That makes the Statue of Liberty about 7 times higher than the Chávez monument, close to the difference between CEO and worker wage increases. We also chose these two pieces of public art for their cultural heritage and how they mirror the visibility of privilege and poverty.



CHARTS FOR STUDENT USE

Increase in CEO Pay, Worker Pay, and the Minimum Wage¹

1997-2007 (adjusted for inflation)



Includes minimum wage increase to \$5.85 in 2007.

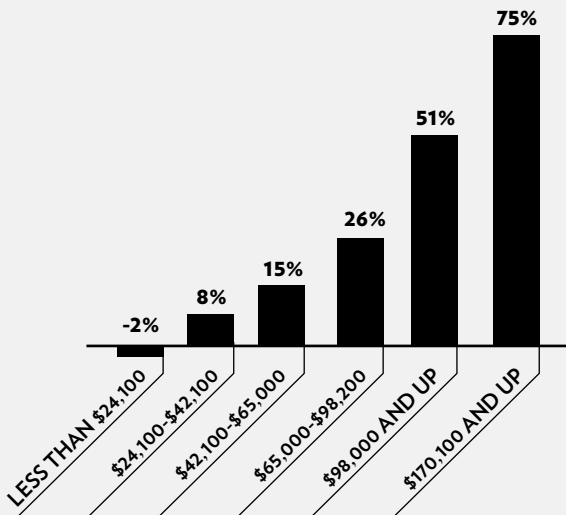
Pay and Actual Value of Typical U.S. Worker²



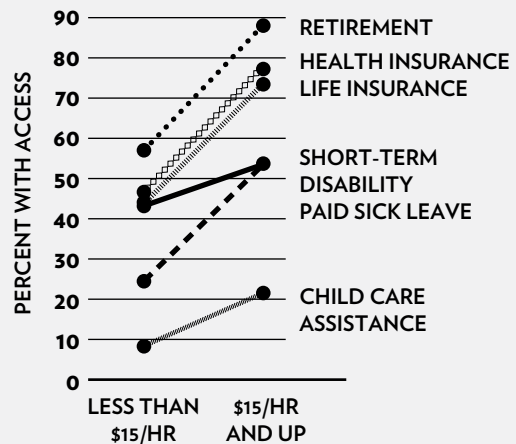
Increase in Workers' Earnings & Productivity³



Between 1979 and 2003, Income Growth for Families Making...⁴



Access to Employer Benefits⁵



In 2007, the median hourly wage for U.S. workers was \$15.17, which means that half of workers likely fell into the "Less than \$15 an hour category."

¹From *Executive Excess*, <http://www.faireconomy.org/files/ExecutiveExcess2007.pdf>

²From *Executive Excess*, <http://www.faireconomy.org/files/ExecutiveExcess2007.pdf> and Key Indicators of the Labour Market, 5th edition, International Labour Organization.

³From Steven Greenhouse's *The Big Squeeze: Tough Times for the American Worker* (Knopf, 2008) ⁴From *Economic Apartheid in America: A Primer on Economic Inequality in the U.S.*, Chuck Collins and Felice Yeskel with United for a Fair Economy and Class Action (The New Press, 2005.)

⁵From National Compensation Survey: Employee Benefits in Private Industry in the United States, March 2007, U.S. Department of Labor, U.S. Bureau of Labor Statistics, and *Economy's Gains Fail to Reach Most Workers' Paychecks* by Jared Bernstein and Lawrence Mishel, Economic Policy Institute.



THROUGH THE FILM

**TOGETHER
WE STAND**

LESSON THREE

FARMWORKERS & THE UNION

Objectives

1. Students will understand the organizational and agenda issues common among labor unions, with particular focus on techniques central to the United Farm Workers during *la causa*.
2. Students will explore the tension between employers' interests and those of workers.
3. Students will conduct research and develop class presentations to deepen their shared understanding of organized labor in the U.S.

Time and Materials

- One class period, more with extension activity
- One copy of the Farmworkers and the Union Handout for each student, p. 23

Framework

A union is an organization of workers who have come together to achieve common goals in key areas such as wages and workplace conditions. The union bargains with the employer on behalf of workers and negotiates a labor contract guaranteeing workers certain rights and benefits. In this lesson, students will delve deeper into the three objectives and activities typical among unions: collective bargaining, industrial action, and political activity.

Procedures

After viewing the film, ask students the following questions and list their responses on the board.

- Based on your viewing of *Viva La Causa*, why did the farmworkers strike? (*Answers will vary, but may include: They wanted better working conditions, fair pay and the dignity accorded to them as human beings.*)
- Why do you think the growers resisted the workers' needs for better wages and working conditions? How did the growers exercise power over workers before and during the strike? (*Answers will vary, but may include: The growers resisted because it would cost them more money and because they didn't think things needed to change and it was OK to treat workers that way. That's how things had always been. During the strike, the growers used threats, guns, intimidation and strikebreakers to exercise their power.*)
- How did the farmworkers place pressure on the growers to address their concerns? (*Answers will vary, but may include: The farmworkers went on strike, educated the public, boycotted products and sought allies.*)
- Why did the farmworkers get involved in national politics? How did this benefit the union? (*Answers will vary, but may include: The farmworkers' struggle came to the attention of Senator Robert Kennedy, who brought national attention to the cause. When the public learned of the farmworkers' plight, many of Americans were sympathetic and ultimately joined in actions like the boycott. Because Kennedy believed in treating workers fairly, many volunteered for his presidential campaign.*)
- When the strike finally ended after five years of struggle, what did the workers

STANDARDS

This lesson supports standards and benchmarks in Language Arts, Civics, Economics and Behavioral Studies. For a complete listing, see pages 51-55.

gain? What did the growers gain? (*Answers will vary, but may include: The farmworkers won toilets in the fields, cold drinking water, rest periods, grievance procedures, pesticide controls, a hiring hall, a wage increase and the right to be represented by a union. They also gained their dignity and the respect of growers. The growers got their product back into the market and learned a lesson on treating people with dignity.*)

- What were some of the sacrifices farmworkers made during the struggle? (*Answers will vary, but may include: Farmworkers paid a great price for their involvement in the movement. Most lost their jobs, cars and homes.*)

Emphasize that the everyday worker makes a union the powerhouse that it is. Also emphasize that unions operate through dialogue and nonviolent means to make life better for workers.

Distribute the *Farmworkers and the Union* handout to students. Explain that three main areas of focus for unions typically are collective bargaining, industrial action and political activity.

Ask students to draw from the class discussion and pencil in specific actions undertaken by the farmworkers and their union. Ask students to write a summary sentence about why unions are important.

As a culminating activity, give students an audience and purpose beyond the classroom to share what they've learned. Students can either (a) write their summary statements on postcards and mail them to local unions to show support, or (b) write statements on large protest signs and place them in strategic areas of your community. When feedback comes to you, be sure to share the impact of the students' actions with them.

Extension Activity

To deepen students' understanding of labor unions, divide them into five diverse small groups. Ask each group to research one of the following "Fast Facts" and to uncover at least five details related to its theme.

Groups should consolidate their findings on poster board or large sheets of paper, using words and illustrations to communicate key facts and issues. Groups should present their findings to the whole class. Students' posters also can be displayed in school common areas to educate others about unions in the U.S.

Fast Fact: Unions have made life better for all working Americans by helping to pass laws ending child labor, establishing the eight-hour work day, the five-day work week, protecting workers' safety and health and helping create Social Security, unemployment insurance and the minimum wage. — *AFL-CIO*

Fast Fact: Dolores Huerta co-founded the United Farm Workers with César Chávez. It was a pioneering role. Then and now, women tend to be underrepresented in union leadership. Today, women represent 44 percent of all union members in the U.S., but hold just 21 percent of lead organizer positions. — *The Institute for Women's Policy Research*

Fast Fact: When workers seek to join unions today, 90 percent of private employers oppose their efforts, according to Cornell University researcher Kate Bronfenbrenner. Some employers harass workers. Others threaten to close facilities, and an astounding 25 percent illegally fire workers seeking to join a union.

Fast Fact: According to a 2007 Gallup poll, 60% of Americans approve of labor unions, while 32% disapprove. The highpoint in approval occurred in the mid-1950s, with a 75% rating in 1953 and again in 1957. The low point was 55% in 1979 and 1981.

Fast Fact: The Universal Declaration on Human Rights affirms, “Everyone has the right to form and to join trade unions for the protection of his interests.” In the U.S., however, the National Labor Relations Act, which governs unionization, excludes certain workers, including agricultural laborers, and leaves more than three million agricultural workers without federal protections to organize. Some states, like California and Arizona, have laws regulating at least some aspects of collective bargaining for workers excluded from the federal law. — *Human Rights Watch*



FARMWORKERS AND THE UNION

Draw from our classroom discussion to complete the worksheet below. How did the farmworkers' efforts reflect these typical – and powerful! – union techniques toward social change?

Collective Bargaining: When unions are able to operate openly and are recognized by employers, they can negotiate with employers over wages and working conditions.

Industrial Action: Unions may enforce strikes and engage in other nonviolent efforts to further their goals.

Political Activity: Unions can undertake lobbying or financially support individual candidates or parties for public office to advance the interests of their members.

Summarize the Importance of Unions to Workers
I believe that unions...

LESSON FOUR

COMMITTING TO NONVIOLENCE

Objectives

1. Students will explore how the concept of nonviolence affected and united social change movements in the 20th century.
2. Students will understand how nonviolence informed the farmworker movement.
3. Students will apply principles of nonviolence to an issue affecting their lives or community.

Time and Materials:

- Two class periods
- Three copies of *A Trilogy of Nonviolent Movements*, page 26-27, one for each group
- Index cards or sheets of paper
- Tape or string

Framework

Viva La Causa introduces students to nonviolent resistance, a philosophy and social change strategy that rejects the use of physical violence. Nonviolence serves as an alternative to just accepting things as they are (passive acceptance) and to armed struggle. As illustrated by the farmworker movement, nonviolent tactics include strikes, marches and boycotts.

The film also refers to two nonviolent leaders and movements that inspired the farmworkers. Mahatma Gandhi, widely seen as the “father of nonviolence,” introduced the general concept of nonviolent action and consciously applied it on a societal level. A lifelong Hindu, Gandhi organized a successful nonviolent struggle against British colonial rule of India, which ended in 1947.

In the 1950s, a young preacher in Montgomery, Ala., called upon Gandhi’s model to counteract another injustice: racial apartheid in the U.S. The Rev. Dr. Martin Luther King, Jr., who later received the Nobel Peace Prize for his leadership in the Civil Rights Movement, recalled: “Gandhi was probably the first person in history to lift the love ethic of Jesus above mere interaction between individuals to a powerful and effective social force on a large scale.”

In this interactive lesson, students will identify shared techniques of nonviolent resistance in the movements to bring independence to India, end American racial segregation, and secure greater economic justice for farmworkers. As a closing activity, students will write a personal essay applying nonviolent techniques to an issue affecting their community.

Procedures**Day One**

Ask students to share what they know about Mahatma Gandhi, Martin Luther King, Jr. and nonviolent resistance. Write student observations on the board.

Explain that the class will delve more deeply into nonviolent resistance by looking at the movement for India’s independence (led by Gandhi), the Civil Rights Movement (led by King) and the farmworker movement (led by Chávez.)

Divide the class into three groups. Provide each group with a copy of the

STANDARDS

This lesson supports standards and benchmarks in Historical Understanding, Language Arts, Civics, and Life Skills. For a complete listing, see pages 51-55.

handouts, *A Trilogy of Nonviolent Movements* handout along with an index card for each student. Assign Gandhi, King or Chávez to each group.

Ask each group to review their leader's entries on *A Trilogy of Nonviolent Movements* and list:

- What nonviolent techniques did this movement employ?
- What obstacles had to be overcome?
- What were the outcomes of the movement?

Each student should transfer one item from the group's discussion onto an index card. Students should write their names on their cards. Collect the index cards for use during the following class period.

Day Two

Before students enter the class, move desks out of the way to create an open space in the center of the room. Use tape or string to create a large Venn Diagram on the floor. The circles should be big enough to allow students to stand in them. Teachers also can consider using chalk to create a Venn Diagram on outdoor P.E. courts. (See the visual example, p. 28)

As students enter the classroom, ask them to stand with their group and return each student's index card.

Ask the Gandhi team to step forward and provide a brief summary of the Indian independence movement. Each student should then read from his or her card and step inside the "Gandhi circle" on the floor.

The King and Chávez groups should follow. As students discover aspects they share in common across groups, they should move into the shared spaces between the circles on the floor.

When every one has had a turn, allow students a moment to look around. Then invite them to move their chairs back to their normal places and have a seat.

Conclude the activity with a whole-class discussion on the following themes:

- What did these movements share in common? Were the motivations the same? Did they encounter similar obstacles? Which techniques were the same?
- How were the movements different?
- What did the movements achieve?
- It took all of us working together to complete this activity. How does that relate to successful nonviolent resistance?

Closing Homework Activity

Distribute the following writing prompt to students as a homework assignment, asking them to apply nonviolent techniques to an issue affecting their lives or community.

- *Think about an issue of discrimination, injustice, or conflict that affects your life or community. Topics may be personal or local in scope, or address issues of national or global concern.*
- *Describe the problem, and then describe three nonviolent techniques that could be used to address the issue. Explain how your personal philosophy of nonviolence influenced the techniques you've chosen.*
- *Conclude by describing how these efforts can lead to, in Gandhi's words, "an overflowing of love for all."*

Use students' essays to identify issues of common concern. Create opportunities for students to connect with others and act on their ideas.

A TRILOGY OF NON-VIOLENT MOVEMENTS

Independence Movement

MAHATMA GANDHI

Gandhi led a successful nonviolent campaign, known as Swadeshi (self-sufficiency), to liberate India from British colonialism.

1928 Gandhi challenges the British to declare India an autonomous state or face non-cooperation. Britain did not respond.

1930 Protesting the British tax and monopoly on salt, Gandhi leads a 24-day, 248-mile march to Dandi. Once there, he breaks the law by producing salt with evaporated sea water. More than 60,000 people are imprisoned for protesting and violating salt laws.

1931 The Gandhi-Irwin Pact is signed, releasing all political prisoners in exchange for civil obedience.

Civil Rights Movement

MARTIN LUTHER KING, JR.

The U.S. Civil Rights Movement, led by Dr. King, ended state-mandated segregation in the U.S. Dr. King modeled Gandhi's efforts.

1955 Rosa Parks refuses to give up her seat to a white man on a city bus in Montgomery, Ala. Her subsequent arrest launched a 381-day bus boycott — and the Civil Rights Movement.

1959 Dr. and Mrs. King spend a month in India studying Gandhi's protest techniques of nonviolence.

1960 Four black college students from North Carolina A&T organize a sit-in at a segregated drug store lunch counter, launching a desegregation effort that spread across the South.

Farmworker Movement

CÉSAR CHÁVEZ

The farmworker movement, led by Chávez, countered exploitation and abuse in the fields. His efforts were informed by Gandhi and King.

1965 The National Farm Worker Association joins the Filipino union in the Delano strike.

Growers and their allies in law enforcement harass strikers, many of whom are arrested and jailed. Strikebreakers continue the harvest.

1966 Acknowledging that the strike alone would not compel growers to act, Chávez leads a 250-mile protest march from Delano to Sacramento, Calif., to raise awareness of the farmworkers' struggle. As a result, one grower agrees to sign an agreement with the union.

1967 The national boycott of California table grapes begins. In the coming years, sales of California grapes decline drastically as shoppers across the U.S. and Canada stop buying them.

1932-1934 A new campaign of British control lands Gandhi in jail. While imprisoned, Gandhi protests the British government's treatment of India's lowest caste — the "untouchables" — through multiple fasts.

1939-1941 During World War II, Gandhi declares independence is "Do or Die" and that the British should "Quit India." During this time, more than 100,000 Indians are jailed, injured and killed by police for engaging in "Quit India" protest activities.

1942-1947 Muslims in India align themselves with the British, fearing their interests will not be protected by the Hindu majority. Fighting breaks out. Gandhi fasts to bring an end to the fighting in what is known as the "miracle of Calcutta."

1947 India gains independence from Britain after centuries of oppression.

Independence Movement
MAHATMA GANDHI

1961 Over a thousand student "Freedom Riders," black and white, take bus trips through the South to test segregation laws. Following mob attacks on riders, Dr. King renews calls for nonviolence.

1963 In Birmingham, Ala., nonviolent protesters — most of them children — are attacked by police dogs and knocked down by fire hoses. Many are jailed. The brutality shocks the nation and the world.

1964 President Johnson signs the Civil Rights Act of 1964, the most sweeping civil rights legislation since the Civil War.

1965 Law enforcement officers beat hundreds of protestors as they attempt to march from Selma, Ala., to Montgomery to demand voting rights. The march is completed weeks later when 25,000 arrive at the Alabama State Capitol. The march leads to the passage of the Voting Rights Act.

Civil Rights Movement
MARTIN LUTHER KING, JR.

1968 After property violence erupts, Chávez begins a 25-day hunger strike to rededicate his movement to nonviolence. Senator Robert F. Kennedy, along with thousands of farmworkers and supporters, join Chávez in breaking the fast by taking a public mass.

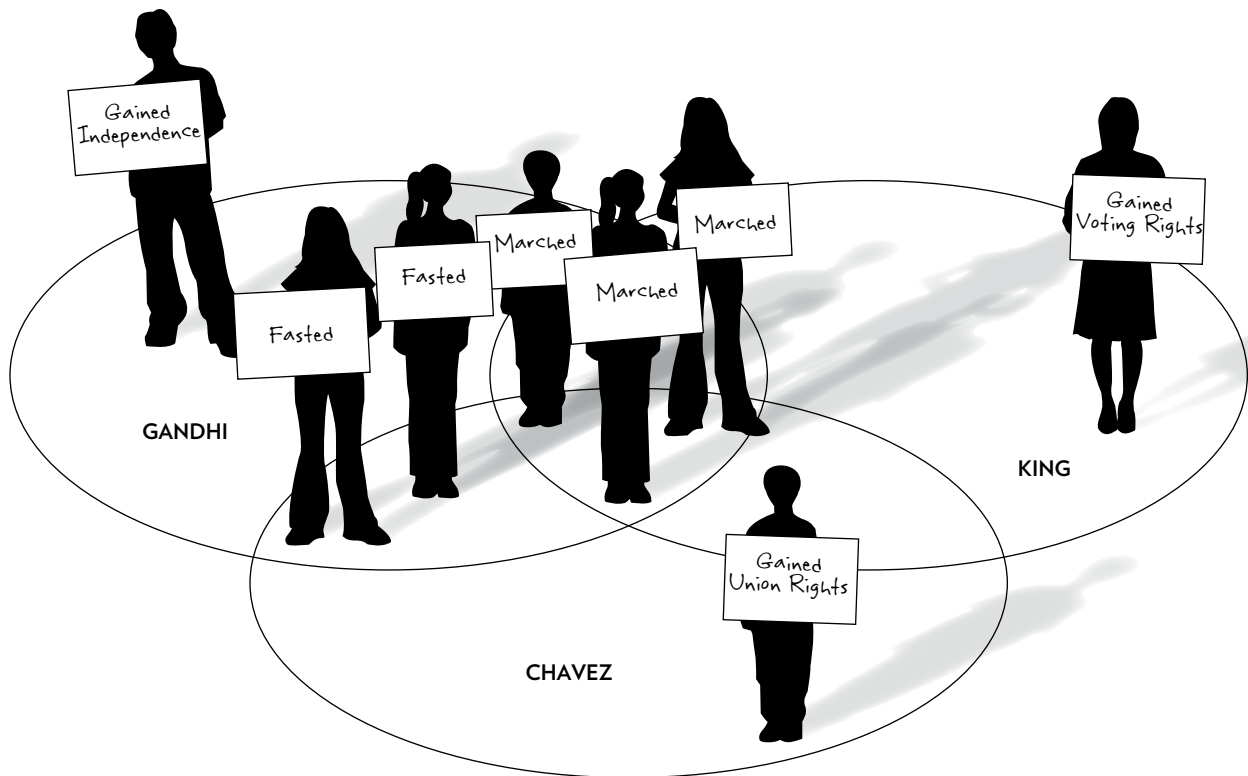
1969 After workers developed symptoms of pesticide poisoning, Chávez and union leaders picket the U.S. Food and Drug Administration to protest pesticide hazards.

1970 The grape strike and boycott ends with a three-year contract signed between the Delano growers and the United Farm Workers.

1975 California passes the Agricultural Labor Relations Act (ALRA), the first law in the nation recognizing the right of farmworkers to unionize.

Farmworker Movement
CÉSAR CHÁVEZ

NONVIOLENT RESISTANCE IN ACTION VENN DIAGRAM



LESSON FIVE**ALLIES FOR JUSTICE****Objectives**

1. Students will understand the power of allies in civil and human rights movements.
2. Students will understand the importance of working well across ethnic groups, religious orientations and cultures.
3. Students will draw on a primary source to write a poem about the importance of allies.

Time and Materials:

- One class period
- A copy of the *Proclamation of the Delano Grape Workers for International Boycott Day* Handout for each student, p. 32-33

Framework

The farmworkers purposefully sought people outside their immediate group to help them. First, the Filipino and Mexican farmworkers reached out to each other. Then, knowing that they needed public support in order for the strike to succeed, the farmworkers reached out to religious groups, clergy, other labor groups, students and civil rights workers. And like the movements of all good and ethical people, their call for allies caused a wave of support to roll over them, and it was, many believe, one of the main reasons the strike succeeded.

Suggested Procedures

Ask students to define “ally,” and try to draw out the following points:

- An ally supports other people and groups against discrimination and oppression.
- We are all potential allies. Most of us interact regularly with people who experience some form of oppression.
- To be an ally, you have to take action. Those who are concerned, but do nothing, are part of the problem.

**Standards**

This lesson supports standards and benchmarks in Language Arts, Civics, and Life Skills. For a complete listing, see pages 51-55.

Draw three circles on the board:



As a class, reflect on *Viva La Causa* and brainstorm a list of who should be in each circle, and how their actions or behaviors sought to advance injustice or justice. Write responses on the board. Some answers include:

- The growers supported injustice by harassing strikers.
- Some law enforcement officers supported injustice by arresting strikers.
- Some Americans supported injustice by continuing to buy grapes.
- Farmworkers worked for justice by marching to Sacramento.
- César Chávez worked for justice by fasting to remind everyone about the importance of nonviolence.
- Students worked for justice by helping to picket grocery stores.
- Priests worked for justice by offering mass when César broke his fast.

Encourage students to consider how *behavior* can move a person or a group from one category to another. The Catholic Church, for example, at first stood on the sidelines, pulled in two directions by its affiliations with both the farmworkers and owners, most of whom were practicing Catholics. Priests and the Church ultimately lent their support to the farmworkers' cause through actions like public mass and the appointment of a Bishop's Committee on farmworker issues.

Closing the Lesson

Give students the *Proclamation* Handout written by union co-founder Dolores Huerta in 1969. Let students read it silently and tell them to highlight or underline phrases that speak to them. Emphasize that they are looking for *phrases*, not full sentences. Once they have phrases chosen, students should arrange them in poetic form, creating an aesthetic reminder of why it's important to be an ally.

Example

We have been farmworkers for hundreds of years
And strikers for four
We threw down our plowshares
We mean to have our peace
To win it without violence
Equals

We called our fellow men and were answered
As all men of conscience must

We marched alone
But today we count men of all
Creeds,
Nationalities,
And occupations
In our number

The time is ripe
For our liberation

Lesson Extension

Students have opportunities every single day to be an ally to someone in their school. Name-calling, exclusion, harassment and bullying are common occurrences on school campuses.

Ask students about their daily lives on campus. What do they do when they hear an oppressive joke? What do they do when they hear oppressive language? Or see harassment? Do they participate in these behaviors, are they passive and silent, or do they act as an ally? Ask students to share scenarios or, if they are more comfortable, write them anonymously on paper.

Next, ask them to brainstorm actions they can take to be an ally to victims of injustice in those situations. Allow time for students to role-play their responses, so that the next time they face a real situation of oppression, they have a planned response.



PROCLAMATION OF THE DELANO GRAPE WORKERS FOR INTERNATIONAL BOYCOTT DAY, MAY 10, 1969

by Dolores Huerta

We, the striking grape workers of California, join on this International Boycott Day with the consumers across the continent in planning the steps that lie ahead on the road to our liberation. As we plan, we recall the foot-steps that brought us to this day and the events of this day. The historic road of our pilgrimage to Sacramento later branched out, spreading like the unpruned vines in struck fields, until it led us to willing exile in cities across this land. There, far from the earth we tilled for generations, we have cultivated the strange soil of public understanding, sowing the seed of our truth and our cause in the minds and hearts of men.

We have been farmworkers for hundreds of years and pioneers for seven [when the first farmworkers union was formed]. Mexicans, Filipinos, Africans and others, our ancestors were among those who founded this land and tamed its natural wilderness. But we are still pilgrims on this land, and we are pioneers who blaze a trail out of the wilderness of hunger and deprivation that we have suffered even as our ancestors did. We are conscious today of the significance of our present quest. If this road we chart leads to the rights and reforms we demand, if it leads to just wages, humane working conditions, protection from the misuse of pesticides, and to the fundamental right of collective bargaining, if it changes the social order that relegates us to the bottom reaches of society, then in our wake will follow thousands of American farmworkers. Our example will make them free. But if our road does not bring us to victory and social change, it will not be because our direction is mistaken or our resolve too weak, but only because our bodies are mortal and our journey hard. For we are in the midst of a great social movement, and we will not stop struggling 'til we die, or win!

We have been farmworkers for hundreds of years and strikers for four. It was four years ago that we threw down our plowshares and pruning hooks. These Biblical symbols of peace and tranquility to us represent too many lifetimes of unprotesting submission to a degrading social system that allows us no dignity, no comfort, no peace. We mean to have our peace, and to win it without violence, for it is violence we would overcome the subtle spiritual and mental violence of oppression, the violence subhuman toil does to the human body. So we went and stood tall outside the vineyards where we had stooped for years. But the tailors of national labor legislation had left us naked. Thus exposed, our picket lines were crippled by injunctions and harassed by growers; our strike was broken by imported scabs; our overtures to our employers were ignored. Yet we knew the day must come when they would talk to us, as equals.

We have been farmworkers for hundreds of years and boycotters for two. We did not choose the grape boycott, but we had chosen to leave our peonage, poverty and despair behind. Though our first bid for freedom, the strike, was weakened, we would not turn back. The boycott was the only way forward the growers left to us. We called upon our fellow men and were answered by consumers who said — as all men of conscience must — that they would no longer allow their tables to be subsidized by our sweat and our sorrow: They shunned the grapes, fruit of our affliction.

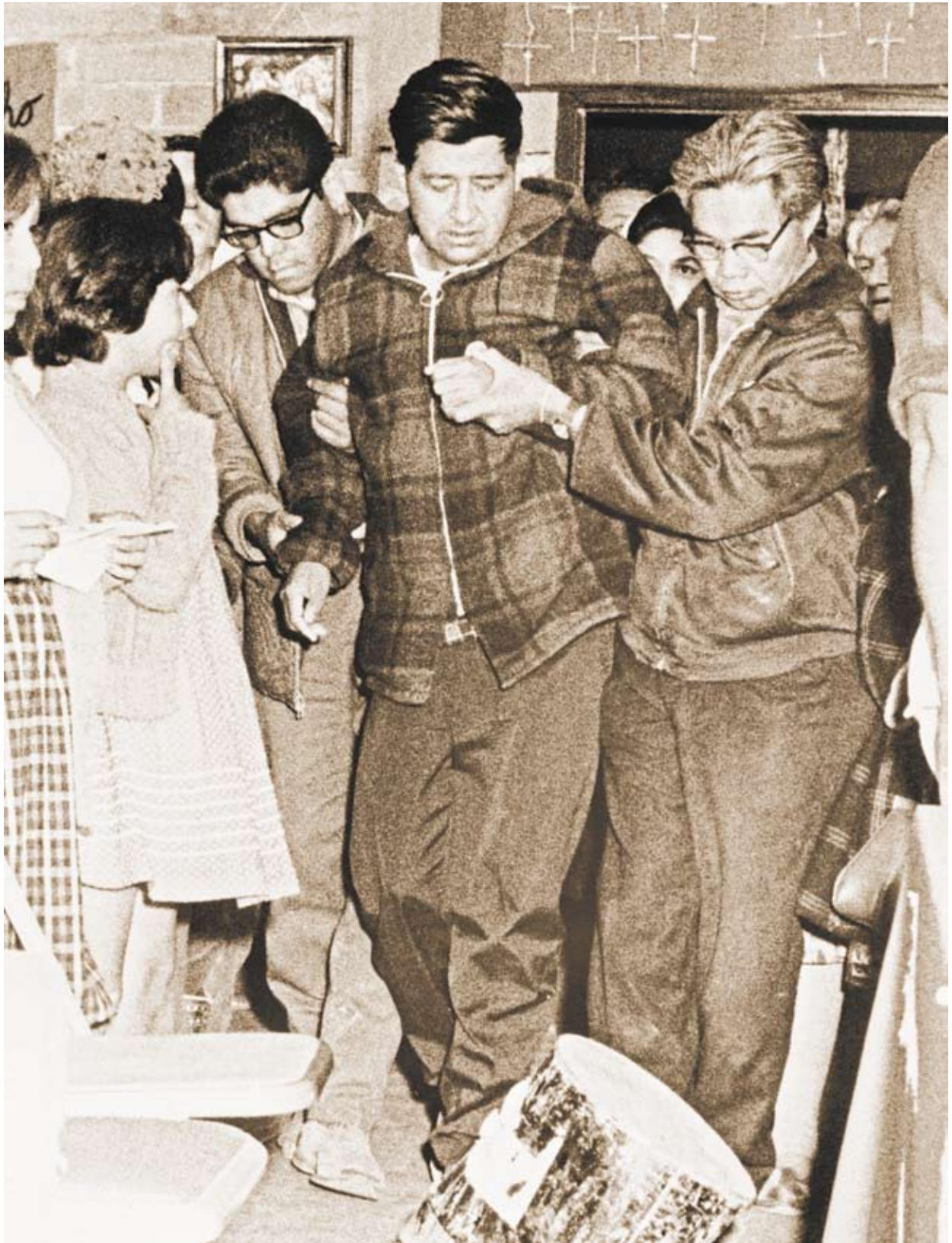
We marched alone at the beginning, but today we count men of all creeds, nationalities, and occupations in our number. Between us and the justice we seek now stand the large and powerful grocers who, in continuing to buy table grapes, betray the boycott their own customers have built. These stores treat their patrons' demands to remove the grapes the same way the growers treat our demands for union recognition

(continued)



— by ignoring them. The consumers who rally behind our cause are responding as we do to such treatment — with a boycott! They pledge to withhold their patronage from stores that handle grapes during the boycott, just as we withhold our labor from the growers until our dispute is resolved.

Grapes must remain an unenjoyed luxury for all as long as the barest human needs and basic human rights are still luxuries for farmworkers. The grapes grow sweet and heavy on the vines, but they will have to wait while we reach out first for our freedom. The time is ripe for our liberation.



BEYOND THE FILM

**LONG LIVE
THE CAUSE**

LESSON SIX

INJUSTICE ON OUR PLATES

Objectives

1. Students will explore contemporary boycotts launched by workers in search of justice.
2. Students will explore how social justice values can influence their consumer choices.
3. Students will use research skills to learn more about worker struggles for fairness and dignity.
4. Students will use writing skills to reflect on what they learn.

Time and Materials

- One class period, more with optional action component
- A sheet of paper with “Dignity and Fairness for Workers” written on it, taped to the wall at eye level at the front of the room
- Copies of *Boycotts for Worker Justice, 2008* for each student, p. 38
- Internet access (optional)

Framework

The United Farm Workers called on Americans from all walks of life to boycott grapes so that the powerful growers would stop their abuse of workers and treat them fairly and with dignity. During *la causa*, farmworkers and their allies traveled across the U. S. and Canada to picket grocery stores and inform shoppers about the farmworkers’ struggle. Many consumers stopped buying grapes, and some even joined the picket lines.

Today, in the U.S. and elsewhere, laborers continue to call upon consumers to support the ongoing struggle for justice and fairness. This lesson focuses on three organizations with boycotts ongoing as of August 2008: the Coalition of Immokalee Workers (U.S.), SINALTRAINAL (National Union of Food Industry Workers, Colombia) and FENACLE (National Federation of Free Peasants and Indigenous People of Ecuador).

Procedures

Move the classroom desks out of the way so that there is enough space for students to move around. Ask students to move in front of the “Dignity and Fairness for Workers” sign, with their backs facing the sign.

Explain to students that you are going to ask a series of questions. For each question to which their answer is “yes,” students should move forward. If they answer “no,” they should remain in place. Ask students to remain respectfully silent.

- Did you eat at Taco Bell any time before 2005?
- At McDonalds, before 2007?
- At Burger King, before May 2008?
- Have you eaten at Chipotle Mexican Grill recently?
- Have you had Coke, Diet Coke or other Coca-Cola product to drink recently?
- Have you eaten a banana recently?

STANDARDS

This lesson supports standards and benchmarks in Language Arts, Civics, Economics, Business Education, Consumer Science, World History and Behavioral Studies. For a complete listing, see pages 51-55.

Maintaining their silence, ask students to turn around and reflect, for 30 seconds or more, on the distance between themselves and the “Dignity and Fairness for Workers” sign now in front of them.

Explain softly to students that their purchasing choices — or those of their families — may well have silenced some workers’ efforts to secure fair wages, safe working conditions and union representation.

Ask students to return their desks to their normal positions and have a seat.

Distribute the handout to students and allow time for them to study the information. Then facilitate a classroom discussion:

- Had you thought about the power of your purchasing choices before engaging in this activity? Why?
- Had you heard of these contemporary boycotts before participating in this activity? How can we increase our connectedness to workers who continue to be exploited?
- How can we make our purchasing decisions more humane, individually, as a group, at home, at school and in our community?

Take Action (Optional)

Allow time for students to explore the websites listed on the handout. Many organizations provide downloadable action resources and organizing guides. Students can work in small groups to implement recommended action projects or create projects of their own design. *Note: In classrooms not wired for the Internet, teachers should compile and print resources for student groups ahead of time.*

Closing Activity

One of the mottos of the Coalition of Immokalee Workers is “C + C = C,” which means “Consciousness + Commitment = Change.” Ask students to write a one-page reflection about how they can incorporate the lessons of *la causa* and C + C = C into their own lives.



BOYCOTTS FOR WORKER JUSTICE, 2008

Boycotting Taco Bell, McDonalds, Burger King and Chipotle

The Coalition of Immokalee Workers (CIW) supports Latino, Haitian, and Mayan Indian immigrants working in low-wage jobs throughout the state of Florida, but its impact stretches far beyond those state lines. The CIW has campaigned successfully against Taco Bell (resolved in 2005), Burger King (2007) and McDonald's (2008), securing a penny more per pound for tomatoes purchased by these restaurant giants in order to bolster pickers' wages. In 2008, the Coalition of Immokalee Workers launched a similar campaign against Chipotle Mexican Grill, calling for a national boycott, onsite protests and letter-writing efforts. *For more information, visit www.ciw-online.org/tools.html, along with sites for partner organizations, the Student/Farmworker Alliance (www.sfalliance.org) and the Alliance for Fair Food (www.allianceforfairfood.org).*

Boycotting Coca-Cola

SINALTRAINAL (National Union of Food Industry Workers) in Colombia has partnered with United Students Against Sweatshops (USAS) to call for a global boycott of Coca-Cola products. Colombia is widely considered the most dangerous nation in the world to engage in union activities; in 2000, three of every five trade unionists killed in the world were Colombian. Right-wing paramilitary groups are responsible for the vast majority of these murders, often with explicit or tacit support from the Colombian military, and, in some instances, with managers at plants. According to workers, Coca-Cola and its business partners have turned a blind eye to and effectively colluded with paramilitary groups in efforts to destroy workers' attempts to organize unions and bargain collectively. Working with USAS, students in the U.S. already have convinced dozens of colleges and high schools to remove Coca-Cola products from their campuses. *For more information, visit www.studentsagainstsweatshops.org and www.killercoke.org*

Boycotting Bonita Bananas

FENACLE (National Federation of Free Peasants and Indigenous People of Ecuador) has partnered with the U.S. Labor Education in the Americas Project to call for a boycott of Bonita brand bananas after workers' efforts to unionize and improve working conditions were met with massive resistance. On May 16, 2002, for example, thugs and security guards attacked workers; two dozen were injured in the attacks, some seriously by gunfire. One worker later had his leg amputated due to the shootings. Bonita is owned by the Noboa Corporation, the 4th largest banana company in the world and a leading supplier to the U.S. Noboa's Bonita bananas are sold at Costco stores and by smaller grocers in the U.S. *For more information, visit: www.usleap.org/node/282*

LESSON SEVEN

WORKER EXPLOITATION TODAY

Objectives

1. Students will understand that the struggle for worker justice continues.
2. Working in small groups, students will connect elements from *Viva La Causa* to workers' current struggles through original graphic novels.

Time and Materials

- Two class periods or more
- Copies of the *The Bandana Project* and “*Dream*” *Turns Into a Nightmare* Handouts for each student, p. 41-42
- Sample of completed graphic novel, p. 43
- Paper and art supplies

Framework

The struggle for justice depicted *Viva La Causa* is far from over. Farmworkers, and many other kinds of laborers, continue to be exploited and abused today.

This lesson introduces students to two particularly egregious examples of contemporary worker abuse:

- In *The Bandana Project*, students will learn that the vast majority of farmworker women today report being targets of sexual harassment in the fields.
- “*Dream*” *Turns Into a Nightmare* introduces students to abuses common within our nation’s “guestworker” program, which places immigrant workers under the direct control of the employers who recruit them to the U.S. One official has described this system as “almost slavery.”

In this activity, students will connect themes from *Viva La Causa* to contemporary issues in worker justice through the creation of original graphic novels.

Suggested Procedures

Share the lesson’s objectives and framework with students, and provide each student with a copy of the handouts.

After students have read the material, discuss as a whole class:

- The title of the film we watched was *Viva La Causa*, which means “Long live the cause.” How do these handouts relate to that title? (*In The Bandana Project we read about how women currently experience sexual harassment in the fields. It relates to la causa in that it unmasks another indignity that farmworker women experience today. In “Dream” Turns Into a Nightmare we learn about the abuse and exploitation of today’s immigrants through “guestworker” programs and how workers today still are using nonviolent strategies, like hunger strikes, to fight for their rights.*)
- How are the issues facing workers in the film similar to, and different from, laborers today? (*It is probably true that women in Chávez’s day were experiencing sexual violence and harassment, but that in today’s society it is better reported and more openly addressed. Still, this wasn’t something we heard about in the film. It is a change that national advocacy groups work for safety in the fields for farmworker women specifically. Also, in “Dream” Turns Into a Nightmare, it sounds like the*

STANDARDS

This lesson supports standards and benchmarks in Language Arts, Economics, Business Education, Visual Arts and Life Skills. For a complete listing, see pages 51-55.

exploitation and abuse of workers is similar to what the farmworkers experienced in the film, now under the guise of “guestworker” programs.)

Next, let students examine the graphic novel sample provided on page 43. (If you have additional samples in your school or classroom library, distribute those as well.)

Inform students that they will work in small groups to create a graphic novel tying one memorable aspect of *Viva La Causa* to exploited workers today. (Small groups will help ensure that students without formidable artistic ability can participate meaningfully.)

As with the sample, each group will create two pages of text and illustration. The first should reflect something significant they remember from the film's storyline. The second page should make the connection to workers' struggles today.

Students can work from the handouts alone, or conduct additional research if time allows. (See “Recommended Resources,” p. 49-50.)

Invite student groups to share their graphic novels with the whole class. As a culminating event, bind their work into one volume as a summative assessment of what students have learned about *la causa*, both past and present.

Share the bound volume with other classrooms or local activist groups, or donate it to the school or community library. Teachers should keep samples for use in subsequent years.

Classrooms are also invited to share their work with Teaching Tolerance and with our online community at www.tolerance.org. Materials can be sent by mail to: Teaching Tolerance, 400 Washington Avenue, Montgomery, AL 36104, or by email at viva@tolerance.org.

THE BANDANA PROJECT

Unmasking sexual harassment in the fields

On April 25, 2006, more than 200 farmworkers gathered in the Beth-El Farmworker Ministry in Wimauma, Fla., to honor Olivia Tamayo, a field laborer who endured six years of sexual violence and harassment at the hands of her employer.

Tamayo sued her boss, and her case ultimately became the first suit brought by a female farmworker ever to reach a federal jury. That lonely statistic raises the question: How many more Olivia Tamayos are out there?

A study done for California State University found that 90 percent of farmworker women reported sexual harassment on the job as a major problem. Hundreds, if not thousands, of women in California alone have been sexually abused in the workplace, according to the Equal Employment Opportunity Commission.

Female farmworkers often dress to appear as men — baggy pants and shirts, long hair tucked under ball caps, and bandanas to cover their faces. They dress this way, even on the hottest days, as a way to conceal feminine features and fend off harassment and unwanted sexual advances.



Nearly two years to the day after the gathering in Wimauma, Fla., farmworkers joined with community organizations and schools to launch the “Bandana Project” in 40 cities across the country. Farmworker women and their allies decorated simple white bandanas and organized displays in museums, community centers and schools to raise awareness about sexual exploitation of women in the fields.

“With the help of our partners around the country, we will shed light on this serious problem,” said Mónica Ramírez, the project’s organizer. “It is our goal to send the message to workplace abusers that we will fight to stop the abuse of women, because no one should be forced to give up their dignity in order to feed their family.”

— August 2008

“DREAM” TURNS INTO A NIGHTMARE

“Guestworkers” Sue Company, Saying They Were Deceived



The issues surrounding ongoing allegations of the abuse of immigrant workers resulted in a weeks-long hunger strike in Washington, D.C., in the summer of 2008. Metalworkers from India walked off their jobs in early March at shipyards in Mississippi and Texas. A dozen of them then staged the hunger strike on Embassy Row in Washington, D.C.

Workers say they were victims of human trafficking under the guise of the U.S. “guestworker” program. They say labor recruiters for Signal International deceived them into paying thousands of dollars — as much

as \$20,000 in some cases — for visas they were told would allow them and their families to live permanently in the United States.

Signal International is an oil-rig construction company based in Pascagoula, Miss. The company points the finger at labor recruiters, saying it too was deceived about how the workers were brought to America.

According to *The New York Times*, workers said they “lived in sweltering labor camps, crowded 24 workers to a room, under curfew and restricted from leaving the yards, with \$1,050 a month deducted from their paychecks for their upkeep.”

In addition, they said it wasn’t until after they arrived in the United States that they were told they could not get permanent visas, only the temporary “guestworker” visas tied to their shipyard jobs. Workers say they were told they would be deported if they left the shipyards.

The workers now are suing Signal, and Signal is suing the labor recruiters. The U.S. Justice Department is investigating.

In leaving their jobs, the metalworkers lost their legal immigration status. They hope their hunger strike will force the Justice Department to allow them to remain during an investigation into the case.

“Everyone has a dream,” one of the hunger-striking workers told *The Times*. “If we could come here legally to live with our families, that was my dream.”

— August 2008

GRAPHIC NOVEL SAMPLE



BUT...

The struggle is far from over!

1965

2008

NO

Bathrooms
Water
Breaks

Died in the fields in 2008

- Ramiro Carrillo Rodriguez, 48
- Abdon Felix Garcia, 42
- Jose macarena Hernandez, 64
- MARIA Isabel Vasquez Jimenez, 17

Farmworkers are told that pesticides are just "medicine for the plants."

Farmworker children are at daily risk of neurological damage from pesticides that drift into their school yards, outdoor play areas and homes.

Poor

PAY
:
Hesider

Cherry pickers arriving from Washington find there is **NO** housing for them and are told to sleep in the fields.

Farmworkers who pick our food can't feed their own families!

Farmworkers who pick our food **still** can't feed their own families!

Viva la Causa!

LESSON EIGHT

THE IMMIGRATION DEBATE

Objectives

1. Students will explore how economic conditions in other nations, as well as international trade policies, can lead to new patterns of immigration and migration.
2. Students will explore how competition over resources, power, or status can give rise to conflicts between groups and to exploitation and bigotry.
3. Students will assess the strengths and weaknesses of a piece of written commentary that addresses ongoing debates in the U.S. about immigration and immigrant workers.

Time and Materials

- Two or three class periods
- Copies of *Realism, Compassion Missing from Immigration Debate and Assessing the Commentary* for each student, p. 46-47
- Internet or library access for research

Framework

In this lesson, students will explore social justice issues within our nation's immigration debate — a debate that is largely connected in the public psyche to undocumented Latino workers. Students will examine a piece of commentary by Richard Cohen, president of the Southern Poverty Law Center, that encourages a human rights focus, and introduces concepts such as the systemic exploitation of immigrant laborers, anti-immigrant bias and the effect of the North American Free Trade Agreement on immigration patterns.

Procedures

First, review the *Assessing the Commentary* Handout with students and talk to them about the assessment. They will be asked to assess Cohen's essay on four measures: clarity of position, degree of support for assertions, organization and tone. Students also will be asked to identify three issues raised in Cohen's essay about which they'd like to know more. Have students read the essay and complete the assessment sheet.

Ask students a few follow-up questions:

- What is Cohen's thesis?
- What are points that support his thesis?
- Do you agree or disagree with Cohen? Why?

Collect the students' handouts and group them according to the interests. Next, students will be asked to research key issues raised by Cohen's essay.

Framework for Research

Inform students that their small groups must write a piece of commentary responding to Cohen's essay. It should (1) explain and expound on a specific part of something mentioned in the original essay and (2) express their agreement or disagreement with Cohen. The framework for their commentary can be something like the following:

STANDARDS

This lesson supports standards and benchmarks in Civics, Language Arts and Behavioral Studies. For a complete listing, see pages 51-55.

- **Paragraph One:** Introduction in which students tell the reader about Cohen's essay
- **Paragraph Two:** Students mention the item that most piqued their interest in Cohen's article.
- **Paragraphs Three-Five:** Students research and write about the topic that piqued their interest, presenting at least three related facts.
- **Paragraph Six:** Students agree or disagree with Cohen.

We recommend the following websites as starting places for student research:

www.splcenter.org/legal/ijp.jsp

This website from the Southern Poverty Law Center's Immigrant Justice Project examines worker exploitation, particularly in the context of guestworker programs. Be sure to look at its special report, *Close to Slavery*.

www.splcenter.org/intel/immigrant.jsp

The "Anti-Immigration Movement" page from the Center's Intelligence Project offers a wealth of information about anti-immigrant bias in the mainstream, as well as among extremist groups that promote xenophobia and nativism.

www.citizen.org/trade/nafta

Public Citizen provides a simple primer on problems within and generated by the North American Free Trade Agreement.

After students have written their essays, have them use the same assessment sheet to grade their own or others' essays.

Classrooms are invited to send their essays to Richard Cohen at: Richard Cohen, c/o Teaching Tolerance, 400 Washington Avenue, Montgomery, AL 36104, or by email to viva@tolerance.org

REALISM, COMPASSION MISSING FROM IMMIGRATION DEBATE

by J. Richard Cohen

Perhaps the most striking thing about our national debate over immigration is the utter lack of attention to the root causes of mass migration from Mexico or to the moral dimensions of the injustice and human tragedy that is unfolding before our eyes.

Mexicans and other Latino immigrants come to our country lured by businesses seeking cheap labor and by government policies that promote temporary work programs.

This migration accelerated greatly in the 1990s, in part because of the devastating impact on Mexican agricultural workers from the North American Free Trade Agreement. About two-thirds of the 12 million undocumented immigrants in our country have arrived since 1995, shortly after NAFTA took effect. The vast majority of unauthorized immigrants, about eight in 10, are from Latin American countries. And three-fourths of those are Mexican.

Today, these immigrants are among the most abused, exploited and denigrated people in our society.

Like the Irish of the mid-1800s and other waves of immigrants who have arrived on our shores, they provide the muscle at the lowest rung of our economic ladder. They make hotel beds and help put food on America's tables. They process poultry and work in construction, making products and services less expensive for all of us. Yet, they are vilified just for being here and increasingly are at risk of physical violence from border vigilantes and racist thugs.

Yes, many cross the border illegally, in search of a better way of life. But tens of thousands of Latino "guest-workers" are recruited each year by major U.S. corporations seeking cheap labor to harvest vegetables, plant pine trees on giant timber plantations in the South or fill other low-wage jobs. Many lured here find only broken promises, pain and misery. Unscrupulous companies routinely cheat immigrants out of their rightful pay or force them to work in unsafe conditions, knowing they have little recourse.

As a nation, we can and should do better. We should greet immigrants with compassion and treat them with dignity.

And we must seek realistic solutions. As we've seen repeatedly in these first years of this new century, belligerence and ideological rigidity do not work.

Rounding unauthorized immigrants up and throwing them out of the country — a notion favored by many conservative pundits — is not a realistic option. Arresting, detaining and then deporting such a vast number of people would cost U.S. taxpayers hundreds of billions, if not trillions, of dollars and would require the creation of a virtual police state built on racial profiling. The potential for human rights violations is enormous.

Even if we could enforce a mass deportation, it would have severe economic consequences, as undocumented workers now make up nearly 5 percent of the U.S. labor force. And, with families being literally ripped apart, the human suffering would be incalculable.

We can stop the mass flow of economic refugees, but we must start by promoting economic policies designed not solely to extract profits from Mexico but to help our long-troubled neighbor strengthen its communities and build an economy that will sustain its people.

At home, we must reject the apocalyptic fantasies of political demagogues and the depraved appeals of white supremacists who seek to inflame racial passions.

We must ensure that immigrants, regardless of their status, are not exploited for profit and are not subjected to violence and hate.

We must stand for justice and tolerance on behalf of those who have left behind broken communities to seek a better future for their families.

Whether we can muster the courage and wisdom to do this will be a true test of the American spirit.

J. Richard Cohen is the president of the Southern Poverty Law Center. This editorial originally appeared in the December 2006 issue of the SPLC Report.

Assessing the Commentary

	3	2	1	POINTS
Position Statement	The position is obvious and maintained throughout the commentary.	Position is stated, but not maintained consistently throughout commentary.	It's unclear what the writer's opinion is.	
Supporting Information	The writer provides sufficient evidence to support his or her opinion.	The writer provides some facts and examples, but not enough.	The writer's evidence is unrelated to his or her opinion.	
Organization	The essay is well organized, consistently on point and easy to follow.	The essay is organized, but gets off on a tangent here and there.	The essay is so poorly organized that it's hard to understand.	
Tone	The writer's voice is consistent throughout the essay and appropriate for the subject matter.	The writer's voice helps persuasiveness, but it's not consistent throughout.	The writer's voice is inappropriate for the point he or she is trying to make.	
Total Points 12–11 = A 10–8 = B 7–5 = C 4 = D 3 = F				GRADE

This writer has piqued my interest in the following topic(s):

1. _____ 2. _____ 3. _____



RECOMMENDED RESOURCES

FARMWORKER MOVEMENT & LABOR

The United Farm Workers

The vision of the United Farm Workers is to provide farmworkers and other working people with the inspiration and tools to share in society's bounty.

www.ufw.org

The Farmworker Movement Documentation Project

The Farmworker Movement Documentation Project, founded in 2003 by LeRoy Chatfield, seeks to compile and publish primary source accounts. Its website offers a wealth of resources.

www.farmworkermovement.org

Student/Farmworker Alliance

Student/Farmworker Alliance (SFA) is a national network of students and youth organizing with farmworkers to eliminate sweatshop conditions and modern-day slavery in the fields.

www.sfalliance.org

AFL-CIO

The American Federation of Labor and Congress of Industrial Organizations (AFL-CIO) is a voluntary federation of 56 national and international labor unions, representing 10.5 million members. AFL-CIO seeks to improve the lives of working families and bring economic justice to the workplace and social justice to our nation.

www.aflcio.org

ECONOMIC JUSTICE

Immigrant Justice Project

The Southern Poverty Law Center's Immigrant Justice Project uses litigation and advocacy to improve conditions for immigrant workers, a group particularly vulnerable to workplace abuse. Its advocacy reports include *Close to Slavery*, which documents widespread problems in federally sponsored "guestworker" programs.

www.splcenter.org/legal/ijp.jsp

United for a Fair Economy

United for a Fair Economy works to raise awareness that concentrated wealth and power undermine the economy, corrupt democracy, deepen the racial divide, and tear communities apart. It offers free online resources, as well as special materials dedicated to teaching economics.

www.faireconomy.org

Rethinking Globalization

Rethinking Globalization (\$18.95), by Bill Bigelow and Bob Peterson, is a comprehensive 402-page book that helps teachers raise critical awareness about the increasing globalization of the world's economies and infrastructures. (Grades 7-12) ISBN 0-942961-28-5.

www.rethinkingschools.org/publication/rg/index.shtml

NONVIOLENT RESISTANCE

MKGandhi.org

Maintained by nonprofits in India, this comprehensive website offers a free online catalogue of Gandhi's writings, along with primary sources and timelines.
www.mkgandhi.org

Civil Rights Resources

Teaching Tolerance offers three free film kits for grades 7 and up about nonviolence in the Civil Rights Movement — *America's Civil Rights Movement*, *Mighty Times: The Legacy of Rosa Parks* and *Mighty Times: The Children's March*.
www.teachingtolerance.org/resources

ANTI-IMMIGRANT/ANTI-LATINO BIAS

The Intelligence Project

The Southern Poverty Law Center's Intelligence Project tracks elements within the anti-immigration movement that are based in anti-Latino and anti-immigrant bias.
www.splcenter.org/intel/immigrant.jsp

We Can Stop the Hate

Coordinated by the National Council of La Raza, the "We Can Stop the Hate" campaign seeks to ensure that the national debate about immigration policies isn't infected by bigotry and bias.
www.wecanstopthehate.org

The Line Between Us

The Line Between Us: Teaching About the Border and Mexican Immigration (\$16.95), by Bill Bigelow, explores the history of U.S.-Mexican relations and the roots of Mexican immigration. (Grades 7-12) ISBN 0-942961-31-5.
www.rethinkingschools.org

ADDITIONAL RESOURCES

The César E. Chávez Foundation

The mission of The César E. Chávez Foundation is to maximize human potential to improve communities by preserving, promoting and applying the legacy and universal values of civil rights leader César E. Chávez.
www.chavezfoundation.org

The Dolores Huerta Foundation

The mission of The Dolores Huerta Foundation is to inspire and motivate people to organize sustainable communities to attain social justice.
www.doloreshuerta.org

CONTENT STANDARDS

The content provided in this kit supports the goals and objectives of your state content standards. The lessons in this guide may be used to address the academic standards that are listed below. The standards are drawn from *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education, 4th Edition* (www.mcrel.org/standards-benchmarks).

BEHAVIORAL STUDIES

Standard 4: Understands conflict, cooperation, and interdependence among individuals, groups, and institutions

Grades 6-8

Benchmark 4, Understands how role, status, and social class may affect interactions of individuals and social groups

Grades 9-12

Benchmark 1, Understands that conflict between people or groups may arise from competition over ideas, resources, power, and/or status

BUSINESS EDUCATION

Standard 35: Understands ethical concepts, including integrity and confidentiality, as related to the business environment

Grades 9-12

Benchmark 2, Understands the importance of respecting individual differences and promoting the just and equal treatment of all people in the workplace
 Benchmark 3, Knows ethical issues involving employer/employee relationships (e.g., poor working conditions)

CIVICS

Standard 9: Understands the importance of Americans sharing and supporting certain values, beliefs, and principles

Grades 6-8

Benchmark 2, Understands how certain values (e.g., justice, equality, diversity) are fundamental to American public life

Grades 9-12

Benchmark 3, Understands the significance of fundamental values and principles for the individual and society

Standard 13: Understands the character of American political and social conflict and factors that tend to prevent or lower its intensity

Grades 6-8

Benchmark 1, Knows conflicts that have arisen regarding fundamental values and principles

Grades 9-12

Benchmark 3, Knows how the rights of organized labor and the role of government in regulating business have created political conflict

Standard 23: Understands the impact of significant political and nonpolitical developments on the United States and other nations

Grades 6-8

Benchmark 5, Understands the impact of major demographic trends on the United States (e.g., increase in immigration and refugees)

Grades 9-12

Benchmark 7, Understands the principal effects that economic conditions, technological developments, and cultural developments in other nations have had on American society and the lives of American citizens (e.g., migration of labor)

Standard 25: Understands issues regarding personal, political, and economic rights

Grades 6-8

Benchmark 5, Knows important economic rights (e.g., join a labor union, establish a business)

Benchmark 6, Understands the importance to individuals and society of such economic rights as the right to ... join labor unions and professional associations.

Grades 9-12

Benchmark 6, Understands how personal, political, and economic rights are secured by constitutional government and by such means as ... a vigilant citizenry

CONSUMER SCIENCE

Standard 4: Understands how knowledge and skills related to consumer and resources management affect the well-being of individuals, families, and society

Grades 9-12

Benchmark 11, Understands cultural, economic, and societal influences on consumer choices

ECONOMICS

Standard 2: Understands characteristics of different economic systems, economic institutions, and economic incentives

Grades 6-8

Benchmark 9, Understands that many non-economic factors (e.g., values) influence patterns of economic behavior and decision-making

Grades 9-12

Benchmark 2, Understands that economic institutions (e.g., small and large

firms, labor unions, not-for-profit organizations) have different goals, rules, and constraints, and thus respond differently to changing economic conditions and incentives

HISTORICAL UNDERSTANDING

Standard 2: Understands the historical perspective

Grades 7-8

Benchmark 1, Understands that specific individuals and the values those individuals held had an impact on history

Benchmark 2, Analyzes the influence specific ideas and beliefs had on a period of history

Grades 9-12

Benchmark 1, Analyzes the values held by specific people who influenced history and the role their values played in influencing history

Benchmark 2, Analyzes the influences specific ideas and beliefs had on a period of history and specifies how events might have been different in the absence of those ideas and beliefs

LANGUAGE ARTS

Standard 1: Uses the general skills and strategies of the writing process

Grades 6-8

Benchmark 6, Writes expository compositions

Benchmark 10, Writes persuasive compositions

Benchmark 13, Writes business letters

Grades 9-12

Benchmark 7, Writes expository compositions

Benchmark 9, Writes persuasive compositions

Benchmark 11, Writes reflective compositions

Benchmark 13, Uses appropriate strategies to write business and personal correspondence

Standard 7: Uses reading skills and strategies to understand and interpret a variety of informational texts

Grades 6-8

Benchmark 1, Uses reading skills and strategies to understand a variety of informational texts

Benchmark 3, Summarizes and paraphrases information in texts

Benchmark 6, Draws conclusions and makes inferences based on explicit and implicit information in texts

Grades 9-12

Benchmark 1, Uses reading skills and strategies to understand a variety of informational texts

Benchmark 3, Summarizes and paraphrases complex, implicit hierarchic

structures in informational texts, including the relationships among the concepts and details in those structures

Benchmark 4, Uses a variety of criteria to evaluate the clarity and accuracy of information

Standard 8: Uses listening and speaking strategies for different purposes

Grades 6-8

Benchmark 1, Plays a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator)

Benchmark 6, Makes oral presentations to the class

Grades 9-12

Benchmark 2, Asks questions as a way to broaden and enrich classroom discussions

Benchmark 5, Makes formal presentations to the class

Standard 9: Uses viewing skills and strategies to understand and interpret visual media

Grades 6-8

Benchmark 1, Understands a variety of messages conveyed by visual media (e.g., main concept, details, themes or lessons, viewpoints)

Grades 9-12

Benchmark 1, Uses a range of strategies to interpret visual media

Benchmark 6, Understands the connection between context and values projected by visual media

LIFE SKILLS

Standard 1: Contributes to the overall effort of a group

All Grades:

Benchmark 2, Works cooperatively within a group to complete tasks, achieve goals, and solve problems

Standard 4: Displays effective interpersonal communication skills

All Grades

Benchmark 4, Provides feedback in a constructive manner, and recognizes the importance of seeking and receiving constructive feedback in a nondefensive manner

MATHEMATICS

Standard 8: Understands and applies basic and advanced properties of functions and algebra

Grades 6-8

Benchmark 3, Understands various representations (e.g., tables, graphs, verbal

descriptions, algebraic expressions, Venn diagram) of patterns and functions and the relationships among them

VISUAL ARTS

Standard 1: Understands and applies media, techniques, and processes related to the visual arts

Grades 5-8

Benchmark 2, Knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas

Grades 9-12

Benchmark 1, Applies media, techniques, and processes with sufficient skill, confidence, and sensitivity that one's intentions are carried out in artworks

Standard 3: Knows a range of subject matter, symbols, and potential ideas in the visual arts

Grades 5-8

Benchmark 2, Knows different subjects, themes, and symbols (through context, value, and aesthetics) which convey intended meaning in artworks

Grades 9-12

Benchmark 2, Applies various subjects, symbols, and ideas in one's artworks

WORLD HISTORY

Standard 45: Understands major global trends since World War II

Grades 9-12

Benchmark 2, Understands efforts made to close the economic imbalances and social inequalities among the world's peoples



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