

20
23

CÉSAR E. CHÁVEZ CELEBRATION

STUDY GUIDE FOR
STUDENTS & EDUCATORS



Artwork by Citlalli Marin Rivera, 2022 contest winner

ABOUT THE PROGRAM

The César Chávez Celebration programming highlights the youth in our community who every year interpret Chávez's words through art, speech, and writing contests. This annual event focuses on educating our communities about the legacy of César E. Chávez, an unselfish advocate of social justice and respect for human dignity. Each year a theme is selected based on one of Chávez's core value pillars.

César E. Chávez was an activist who fought for equal rights for farm workers across the United States beginning in the 1960's until his death in 1993. He, with Dolores Huerta, founded the United Farm Workers (UFW) Union where he fought for civil rights for Latinos and farmworkers. He believed in nonviolent demonstrations and civil disobedience, including protests, marches, and fasts - with his longest fast being 36 days. Chávez inspired others to fight using nonviolent methods and to stand up for their rights. The infamous phrase "Si Se Puede" (It Can Be Done) was coined during this movement and is still used to unite the Latino community in their fight for la causa (the cause).



2023
CONTEST
THEME

Non-Violence

"I am convinced that the truest act of courage, the strongest act of manliness is to sacrifice ourselves for others in a totally non-violent struggle for justice.

We can win and keep our own self-respect and build a great union that will secure the spirit of all people if we do it through a re-dedication and re-commitment to the struggle for justice through non-violence." - **Cesar E. Chavez**

Contest Information: ART



Deadline to Enter:
March 6, 2023

ELIGIBILITY:

The contest is open to all students in grades K-12.

There are four grade-band categories:

- Grades K-2: individual entries, any artistic medium
- Grades 3-5: individual entries, any artistic medium
- Grades 6-8: individual entries, any artistic medium
- Grades 9-12: individual entries, any artistic medium

JUDGING GUIDELINES

The entries will be judged on a point system, with the following criteria considered:

- Entries should clearly express creative ideas representing the contest theme
- Entries must not be a photocopy or tracing of an existing photo of César Chávez.
- Entries should showcase student's ability level.

In judging entries, emphasis will be placed on clarity, creativity, and originality. Teachers are encouraged to help students understand the historical context of Chávez's words and actions, see the relevance of these words and actions in their artwork, and become familiar with Chávez's life and values. We recommend utilizing the resources of MPS school libraries and the Milwaukee Public Libraries.

How to Enter:

Enter at the link below; all required questions must be filled out for the entry to be considered eligible. Physical art pieces should be photographed as clearly as possible prior to submission. All entries will be submitted via Google Drive.

Submit entries here:

<https://forms.gle/Yf4aYnFhibSS1NwG8>

Contest Information: WRITING



Deadline to Enter:
March 6, 2023

ELIGIBILITY:

The contest is open to all students in grades K-12.

- K-1: group project only (no individual essays), reflecting children's work and ideas
- Grades 2-3: individual entries, maximum length 250 words
- Grades 4-5: individual entries, maximum length 350 words
- Grade 6: individual entries, maximum length 400 words
- Grades 7-8: individual entries, maximum length 450 words
- Grades 9-10: individual entries, maximum length 500 words
- Grades 11-12: individual entries, maximum length 550 words

JUDGING GUIDELINES

The entries will be judged on a point system, with the following criteria considered:

- Entries must address the theme.
- Entries should relate the student's own personal ideas, work and experiences to the topic and show an understanding of César Chávez's ideals.
- Entries must not be a biographical sketch of Chávez.
- Entries will be judged on the basis of clearly expressed, creative ideas and ability level. In judging entries, emphasis will be placed on clarity, creativity, and originality. Correct usage of basic grammar and writing skills will also be considered.

Teachers are encouraged to help students understand the historical context of Chávez's words and actions, see the relevance of these words and actions in their world today, and become familiar with Chávez's life and values. We recommend utilizing the resources of MPS school libraries and the Milwaukee Public Libraries.

How to Enter:

Enter at the link below; all required questions must be filled out for the entry to be considered eligible. Written pieces should be clearly typed and submitted as a PDF, word doc, Google doc, or similar file. All entries will be submitted via Google Drive.

Submit entries here:

<https://forms.gle/Yf4aYnFhibSS1NwG8>

Contest Information: SPEECH



Deadline to Enter:
March 6, 2023

ELIGIBILITY:

The contest is open to all students in grades K-12.

Grade categories:

Grades K-2, individual entries

Grades 3-4, individual entries

Grades 5-6, individual entries

Grades 7-8, individual entries

Grades 9-10, individual entries

Grades 11-12 individual entries

- Speeches must be written and delivered by students.
- Length: Four minutes, maximum.

JUDGING GUIDELINES

As students prepare their empowering yet eloquent speeches, have them reflect on how it relates to themselves or others in their families, schools, neighborhoods, or world. Speeches are judged using a 5-point system with 8 key areas, designed to strengthen students' reading, writing and public speaking skills while encouraging them to learn about and support the dreams of César E. Chávez.

SPEECH DEVELOPMENT: structure and transitions, opening, body, closing organization.

ANALYSIS/REASONING: worthwhile use of support material such as examples, experiences, facts, and expert opinions.

SPEECH VALUE: ideas, originality of thought and material, accurate information.

APPROPRIATENESS: to speech purpose and audience, reflecting good taste

VOICE: flexibility, emphasis, variety of volume, pitch, rate, and voice quality

PHYSICAL: appearance, body language including facial expression, eye contact, gestures and stance.

MANNER: directness, assurance, enthusiasm, and poise.

CORRECTNESS/LANGUAGE SKILLS: grammar, pronunciation, word selection.

How to Enter:

Enter at the link below; all required questions must be filled out for the entry to be considered eligible. Speeches should be submitted as a video file recorded in a quiet room. All entries will be submitted via Google Drive.

Submit entries here:

<https://forms.gle/Yf4aYnFhibSS1NwG8>

PRIZES & CELEBRATION EVENT

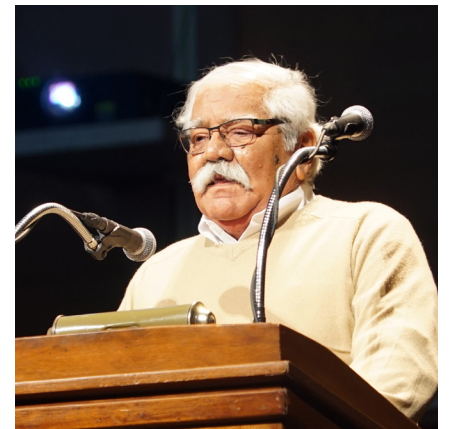
Prizes for the Student Contest winners in each category will be available for pickup at the 2023 César Chávez Celebration at Marcus Performing Arts Center on March 19th, 2023.

The event will highlight the winners of the Art, Writing, and Speech contests, as well as feature talented local performing artists to celebrate the life and legacy of César Chávez. A light reception will follow the event in Marcus Center's Atrium.

The Marcus Center is located at 929 N. Water Street, Milwaukee, WI, 53202.

Parking for the event will be free and is available in the attached parking structure on State Street.

For more information, please visit MarcusCenter.org/cesar-chavez



About César E. Chávez



Cesar Chavez: (1927-1993)

Union leader and labor organizer. Founder of the NFWA (later the UFW), Chavez advocated for farm workers' rights and employed Gandhi's tradition of peaceful, non-violent social change. He was committed to non-violent change and justice, inspired by Martin Luther King Jr. and Mahatma Gandhi. Chavez worked to organize Mexican American farm workers in California, 1965, advocating for better wages, safer working conditions, and less exposure to pesticides. An impediment to their cause was the National Labor Relations Act of 1935, a federal law which did not protect farm workers. This meant that it was up to the farm owners to recognize the UFW union as a bargaining agent. Chavez and his supporters implemented work stoppages and national boycotts against lettuce, table grapes, and wine to promote their message and gain support for the protection of farm workers.

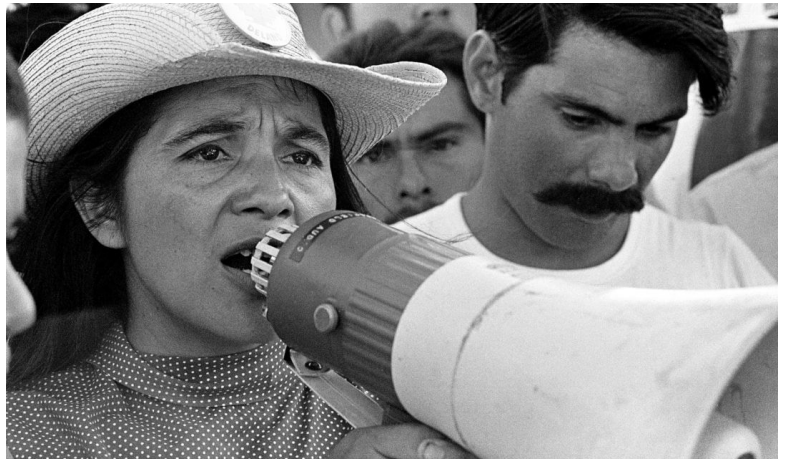
ABOUT DOLORES HUERTA

Dolores Clara Fernández Huerta is an American labor leader and civil rights activist who, with Cesar Chavez, is a co-founder of the National Farmworkers Association, which later merged with the Agricultural Workers Organizing Committee to become the United Farm Workers.

References:

doloreshuerta.org/doloreshuerta/

[National Women's History Museum](http://NationalWomen'sHistoryMuseum.org)



DELANO GRAPE STRIKE

Chavez and Huerta organized the National Farm Workers Association. When another fledgling labor organization, the Agricultural Workers Organizing Committee, began a September, 1965 strike against 33 grape growers around Delano, California, the NFWA joined in. For months, there seemed to be no chance for the farm unions to win the strike, but in the summer of 1966 they began to win a series of brilliant victories as Chavez built a coalition of labor unions, church groups, student activists, minorities, and consumers. Growing public support for the civil rights of ethnic minorities became a stimulant to union success.

The Plan of Delano consisted of six main propositions and culminated in a 340 mile-march from Delano to Sacramento. From March 17 to April 10, 1966, the farmworkers and their growing number of supporters marched to shine a light on the conditions in the fields, exerting pressure on growers and government officials to finally take action. By the time the march concluded in Sacramento, the NFWA had won its first union contract, a landmark victory for the farmworkers and the beginning of what was not only a labor movement, but a cause—la causa—demanding for farmworkers the fundamental rights and freedoms to which other American workers were entitled. **Reference:** NPS.gov

"Everyone's first duty is to protect the workers from the greed of speculators who use human beings as instruments to provide themselves with money. It is neither just nor human to oppress men with excessive work to the point where their minds become enfeebled and their bodies worn out." - Pope Leo XIII, quoted in *The Plan of Delano*

The Core Values of César Chávez

Reference: [César E. Chávez Foundation](#)

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

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

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

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

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

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

7. Respect for Life and the Environment – Respect that holds as sacred the land, the people, and all other forms of life.

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

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

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

Causes and Organizations

¡VIVA LA HUELGA!

This has become the battle cry for Chicano farm workers, and Chicanos in general throughout the country. Made famous by César Chávez and the United Farm Workers, this battle cry has become to signify the struggle a large part of the Chicano community endures. Huelga, or strike, is one of the most effective and powerful tool any worker can use to fight corporate greed. By walking off the fields and refusing to work, farm workers continue, as they have for years, to demand that their rights as human beings be respected.

UNITED FARM WORKERS

Si, Se Puede!

Begun in the early 1960s by Cesar Chavez, Dolores Huerta, Larry Itliong, and other organizers, the United Farm Workers of America is the nation's first enduring and largest farm workers' union. The union continues proactively championing legislative and regulatory reforms for farm workers covering issues such as overtime, heat safety, other worker protections, and pesticides.

CLASSROOM RESOURCES FOR EDUCATORS

VIDEOS:

Viva La Causa: The Story of César Chávez, Dolores Huerta, and a Great Movement for Social Justice. (Documentary).

Viva La Causa focuses on one of the seminal events in the march for human rights - the grape strike and boycott led by César Chávez and Dolores Huerta in the 1960s. Viva la Causa shows how thousands of people from across the nation joined in a struggle for justice for the most exploited people in our country-the workers who put food on our tables.

The Fight in the Fields: César Chávez and the Farmworkers' Struggle

A documentary on the farmworker movement told by the organizers and farmworkers themselves.

[Fight in the Fields Study Guide](#)

[Watch Part One](#)

BOOKS:

Trampling Out the Vintage: Cesar Chavez and the Two Souls of the United Farm Workers

Non-Fiction - By Frank Bardacke. 2012. 848 pages.

Trampling Out the Vintage is the authoritative and award-winning account of the rise and fall of the United Farm Workers and its most famous and controversial leader, Cesar Chavez. Based on interviews conducted over many years — with farm workers, organizers, and the opponents and friends of the UFW — the book tells a story of collective action and empowerment rich in evocative detail and stirring human interest.

Beyond the Fields: Cesar Chavez, the UFW, and the Struggle for Justice in the 21st Century

Non-fiction. By Randy Shaw. 2010. 347 pages.

Beyond the Fields describes how Chavez and the UFW's imprint can be found in the modern reshaping of the American labor movement, the building of Latino political power, the transformation of Los Angeles and California politics, the fight for environmental justice, and the burgeoning national movement for immigrant rights.

CREATIVE EXERCISES & REFLECTIONS:

1. What are the main things Chavez and the other activists were fighting against and for?
2. How did they fight for these rights or what tools/strategies do you notice?
3. Think of a time when you encountered a problem or a challenge that you tried to solve. Ask: "Would it have been helpful if others (kids or adults) had shown their support to solve the problem?" Do a quick free-write about your experiences.
4. What changes occurred as a result of the farm workers' collective efforts?
5. What do you know about Dolores Huerta or Cesar Chavez? Where have you seen their names or their faces prior to this packet? What do you know about the non-violent movement in the 1960s.

SONGS:

One of the most popular songs from the Delano Grape Strike of the United Farm Workers. Huelga en General (The General Strike) song was adapted by Luis Valdez of El Teatro Campesino.

Click the image to listen to “Huelga en General - General Strike (United Farm Workers Song)”



TEACHING GUIDES AND LESSON PLANS

United We Stand

In this lesson, students will read a short biography of César Chávez—one of our nation’s greatest labor leaders. They will examine how much of the success attributed to Chávez was the result of the efforts of thousands of other people helping and supporting him. Students will learn about labor unions and reflect on how powerful it can be to speak up with others for change.

Reference: [Learning For Justice](#)

Los Héroes y las Heroínas

Through songs, stories and paintings, students explore how and why communities tell stories about heroes and heroines.

Reference: [Learning For Justice](#)

Four Perspectives

A strategy to introduce the anti-bias framework into group discussion and textual analysis. Students respond to and pose questions from the four anti-bias domains: identity, diversity, justice and action.

Reference: [Learning For Justice](#)

Latino Civil Rights Timeline, 1903 to 2006

This timeline is used with “Understanding the History of Latino Civil Rights” and “Exploring the History of Latino Civil Rights” lessons.

Reference: [Learning For Justice](#)

THEME CONCEPTS TO EXPLORE

Big Agribusiness

Boycott

Bracero

Capitalism

Civil Disobedience

Chicano

Exploitation

Labor Union

Latinos

Migrant

Racism

Scab

Solidarity

Strike (Huelga)

Environmentalist (noun): someone who works to protect the air, water, animals, plants, and other natural resources from pollution

Migrant farm workers: farm workers who move from place to place to get work, especially those who harvests crops seasonally

Prejudice (noun): an unfavorable opinion about an ethnic, racial, or religious group formed without knowledge or reason

Union (noun): a number of persons, states, etc., joined or associated together for some common purpose

United Farm Workers (noun): a group founded by César Chávez in 1962, organizing agricultural workers, many of whom were Mexican-Americans, also referred to as UFW, a labor union for farm workers in the United States

Agricultural Workers Organizing Committee (AWOC): a primarily Filipino workers' rights organization, AWOC merged with the NFWA in 1966 to form the United Farm Workers.

Cesar Chavez (1927-1993): union leader and labor organizer. Founder of the NFWA (later the UFW), Chavez advocated for farm workers' rights and employed Gandhi's tradition of peaceful, non-violent social change.

Community Service Organization: a California-based Latino civil rights organization. Most well-known for providing Cesar Chavez his first foray into civil rights.

La Causa: Spanish for "The Cause." A term associated with the Chicano civil rights movement. Viva La Causa! - Teachers Guide

Letter from Birmingham Jail (1963): authored by Martin Luther King Jr., the letter was written during King's stint in a Birmingham, Alabama jail. It defends the civil rights movement's use of non-violent resistance to racism.

Mahatma Gandhi (1869-1948): Indian political and spiritual leader during India's struggle for independence from Great Britain. Known for his peaceful, passive, non-violent forms of protest.

Martin Luther King Jr. (1929-1968): African American civil rights leader and Baptist minister, who rose to prominence fighting the segregation of public transportation. He was an active supporter of Gandhi's method of peaceful, non-violent social change.

Mexican Revolution (1910-1920): an armed struggle that began in 1910, ended dictatorship in Mexico and established a constitutional republic. Groups led by revolutionaries Francisco Madero, Pascual Orozco, Pancho Villa and Emiliano Zapata, participated in the long and costly conflict.

National Farm Workers Association (NFWA): led by Cesar Chavez, the NFWA merged with its primarily Filipino counterpart, AWOC, to form the United Farm Workers.

National Labor Relations Act of 1935: (also known as the Wagner Act) a U.S. labor law which established legal rights for most workers, excluding farm workers and domestic workers.

Plan of Delano: The title alludes to the early twentieth century Mexican revolutionary hero Emiliano Zapata. His statement of goals was called "Plan de Ayala."

Robert F. Kennedy (1925-1968): United States Senator, advocate for civil rights. Kennedy joined Chavez at the end of his 1968 fast in support of the movement.

United Farm Workers (UFW): a labor union of farm workers in the United States. As a result of the commonality of goals between the AWOC and the NFWA, and after a series of strikes in 1965, the groups united to form the UFW in 1966.