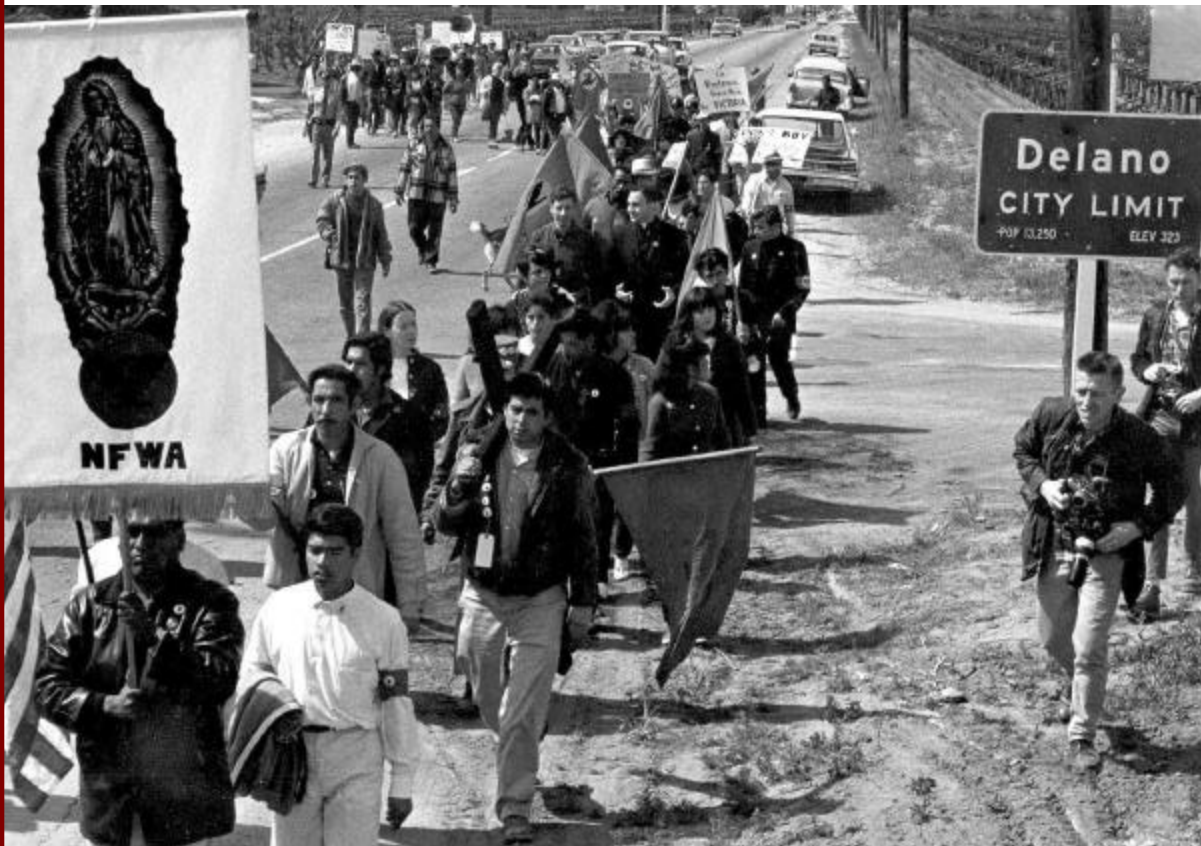




2006 Cesar Chavez Day of Service and Learning

Chavez Service-Learning March Organizer's Toolkit



March 2006
The Power of Civic Engagement

CESAR E. CHAVEZ FOUNDATION
500 NORTH BRAND BLVD. SUITE 1650 GLENDALE, CA 91203
PHONE: 818 265 0300 FAX: 818 265 0312
<http://chavezfoundation.org> info@cecfmail.org

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Introduction

A Call to Service

March 2006 marks the 40th anniversary of Cesar Chavez's historic 350-mile Peregrination or Pilgrimage from Delano to the steps of the state Capitol in Sacramento to draw national attention to the suffering of farm workers. To honor this anniversary and to educate and energize people to the power of civic engagement, we invite you to join us on and around Cesar Chavez Day by organizing a Chavez Service-Learning march and project in your community.

The Peregrination or Pilgrimage from Delano to Sacramento

Six months after the Delano Grape Strike began, Cesar Chavez and his supporters engaged in a 350-mile peregrination or pilgrimage to bring attention to La Causa. Traveling at the rate of 3 ½ miles per hour, a handful of marchers stopped at fifty-three San Joaquin Valley towns between Delano and Sacramento, California. By the time marchers met on the steps of the state capitol of California in Sacramento on Easter Sunday, 1966, their ranks had swollen to over 10,000 marchers. The march was a success, but the strike continued.

Cesar Chavez Service-Learning

Chavez service-learning uses education and quality service to teach about the life, work, and values of Cesar E. Chavez. Chavez service-learning provides youth with an extraordinary role model, and is powerful because of the ten universal values it promotes.

Key goals include:

- Engaging in Chavez Service-Learning projects to improve local conditions and empower youth.
- Celebrating the 40th anniversary of the Peregrination, Cesar Chavez's historic march from Delano to Sacramento.

The March

- Though the full length of Cesar Chavez's historic march from Delano to Sacramento cannot be duplicated, participants can walk a short, symbolic distance.

The Service

- Service-learning projects should be based upon authentic community needs. The projects should include local youth working in their own communities.

Ten Good Reasons to Organize a March in Your Community

1. You will help reinforce Cesar's values of economic justice, peace and respect for all people.
2. You will support youth as partners in making change.
3. You will help inspire and engage our youth in positive community action.
4. You will be provided with ideas and tools to organize a march in your community and develop community-based service-learning projects.
5. You will help provide our youth with leadership, advocacy and critical-thinking skills.
6. You will help develop a generation of young leaders with knowledge, character, integrity, and commitment to the community Cesar espoused.
7. You will set a positive example for young people.
8. You will help the Foundation achieve its goal of promoting and increasing public awareness of Cesar Chavez Day of Service and Learning, a holiday in eight states (AZ, CA, CO, MI, NM, TX, UT, WI) and dozens of cities and counties throughout the nation.
9. You will help the Foundation achieve its goal of promoting and increasing public awareness of the 40th Anniversary of the 350-mile Peregrinacion or Pilgrimage from Delano to the steps of the state Capitol in Sacramento to draw national attention to the suffering of farm workers.
10. It's absolutely free. It costs nothing to participate!

Walking into History

By Marc Grossman

Thank you for visiting the National Chavez Center on the 40th anniversary of the Delano-to-Sacramento March. September 1965 witnessed the beginning of the historic five-year strike by Latino and Filipino vineyard workers. But it was a 350-mile *peregrinacion* or pilgrimage from Delano to Sacramento the following March and April that thrust *La Causa*, the cause of striking farm workers, squarely before the nation's conscience.

The day after a U.S. Senate subcommittee hearing in Delano on the strike attended by Sen. Robert F. Kennedy, who embraced the strikers' cause, about 70 marchers set off on the long trek up the great Central Valley. Their goal: taking their grievances before California's governor and Legislature.

During the march one of the struck companies, Schenley Industries, succumbing to a boycott, negotiated the first genuine contract between a grower and farm workers union in American history. The marchers, led by the banner of Our Lady of Guadalupe, the patron saint of Mexico, were met at the state Capitol on Easter Sunday 1966 by 10,000 supporters.

"There is something about a march that is very powerful," Cesar Chavez observed. "You're moving, making progress every step. It's peaceable work," he added. "Then there's the sense of personal sacrifice. The march also generated the spirit which was translated to the boycotters and into boycott action."

Much was to follow: Four more years of strikes and boycotts, and finally, victory. But during those long, hard days of taking one step after another, little did the marchers know they were walking into history.

Welcome Organizers!

Thank you for making the commitment of organizing a Chavez Service-Learning March! You are working with organizers across the country to help people put into action their ideals of peace and social justice for all people, as well as their aspirations to serve in our communities.

This toolkit has been created to assist you in the exciting work of planning and organizing a Chavez Service-Learning March. This guide will take you through many of the steps necessary for planning your March, from recruiting an organizing committee to getting media coverage to deciding what to do after your event. Drawing on curricula designed specially for Cesar Chavez Day and service-learning resources, this guide should answer your questions, provide you with tools, and offer suggestions from successful organizers.

Please take time to read through this toolkit and refer back to it often throughout your planning process.

We have worked to ensure the usability of these materials by offering them in several formats: the **CD-Rom** and **website** (<http://chavezfoundation.org>) have documents in Microsoft Word format that you can customize to meet your needs. We also offer onsite training for your steering committee. Please contact Julie Chavez Rodriguez for information on this training and associated costs: jrodriguez@cecfmail.org.



March Commitment Form

Please complete this commitment and return it to Julie Chavez Rodriguez, at the Cesar E. Chavez Foundation: jrodriguez@cecfmail.org, fax 818-265-012, or mail to 500 North Brand Boulevard, Suite 1650, Glendale, CA 91203.

On behalf of the Organizing Committee, I commit to:

- ❖ Organize a service-learning march commemorating the 40th Anniversary of Cesar Chavez's historic Peregrinacion or Pilgrimage from Delano to Sacramento on or around March 31, 2006;
- ❖ Incorporate both EDUCATION and REFLECTION in the event;
- ❖ Communicate regularly with the Cesar E. Chavez Foundation regarding the organizing process;
- ❖ Document, evaluate and share your experiences with the Cesar E. Chavez Foundation by sending any articles, photos, or other materials related to your event, including an evaluation report by May 1, 2006.

Name of Host Organization: _____

Contact Person: _____ **Phone:** _____

Address: _____ **Fax:** _____

_____ **E-mail:** _____

_____ **Web address:** _____

Date of march: _____

Time of march: _____

Location of march (City and State): _____

List organizations that have committed to partner in organizing this march: _____

Estimated number of participants: _____

Organizing Guide

Thank you again for making the commitment of organizing a march commemorating the 40th anniversary of Cesar Chavez's historic Peregrinacion or Pilgrimage from Delano to Sacramento. This organizing guide will take you through many of the steps necessary for planning your march, from recruiting an organizing committee to getting media coverage, to deciding what to do after your event.

Form an Organizing Committee

Forming a local organizing committee is your first step towards creating a successful Chavez Service-Learning March. The Organizing Committee's role will be to plan and run the event.

The committee can be a microcosm of the experience you are creating for the participants. Make sure that it is representative of the community at-large and serves as a coalition building effort to bring the community together. Make relationship building and dialogue a priority in your meetings. Several organizers have found that the whole tone of their meetings changed when they started out with an appreciative go-round with questions as: "What is your highest vision for the day of service? What result do you hope to see in the community? What skills and gifts do you bring?"

Build on the assets of your committee members through things like rotating meeting spaces to be hosted by various committee members. This builds trust and deepens your connections to each other in the process.

Set regular meeting dates and clear expectations for each committee member. Create a plan of action and make adjustments along the way. Delegate roles and responsibilities so everyone has an opportunity to contribute to the organizing efforts in meaningful ways. Motivate and inspire one another to make the March an unforgettable experience for all that attend.

Specific responsibilities of the committee could include:

- Identifying a community issue that can serve as the central theme for the March
- Developing an action plan for educating youth and the community about the 40th Anniversary of the Peregrinacion and Cesar Chavez
- Developing an action plan for the March and speaking program, including entertainment
- Recruitment of partners and volunteers
- Coordinating logistical details
- Local media and public relations
- Evaluations
- Registration of participants
- Volunteer management

Organizing Committee Members

So, who do you get to join you? The committee should include a diverse group of stake holders from the various sectors of the community and organizations invested in the day. These should include representatives from:

- K-12 schools that agree to organize youth
- University/College student organizations
- Community Based Organizations

- Labor Organizations
- Religious Organizations
- Organizations hosting the service work

Be sure to include people from multiple leadership levels: Youth are your key partners in the day and will bring valuable insight, effort and investment to the committee. Higher-ranking leaders are able to make commitments on behalf of their organizations to create a top-level partnership between different organizations; Lower-ranking leaders are often more able to commit their personal time and energy.

Recruitment Talking Points

- Refer to Walking into History for the description of the 350-mile Peregrinacion or pilgrimage from Delano to Sacramento.
- People from across the country are joining together to actively carry out Cesar's legacy of peace and social justice.
- People from all walks of life are coming together to organize and serve in their communities, realizing that they all embody the spirit of La Causa, the farm workers' struggle for justice.
- Organizing committee members will receive curricula, information, and resources from the Cesar E. Chavez Foundation and will be responsible for organizing the March around issues relevant to their communities. Organizing committee members also share in the evaluation process after the event.
- Organizing committee members and March participants are invited to the Cesar E. Chavez Foundation's culminating celebration of Cesar Chavez Day at the National Chavez Center on Saturday, April 22, 2006. The celebration will include the opening of an exhibit highlighting the Peregrinacion, as well as a panel discussion by veterans of the original march about the significance of the 350-mile trek. Please put the celebration on your calendar now and join us!

Recruit Participants

How do you get young people to participate? As youth become more involved in a variety of activities, it can become difficult to schedule in another event for them and make sure they can participate. Here are some suggestions for getting participants at your Chavez Service-Learning March.

- **Who:** Recruit young people through organized K-12 schools rather than trying to recruit individual participants. Your target contacts are the people who work directly with youth: youth advisors or program coordinators. Ask them to get their youth group to participate.
- **Preparation:** Prior to contacting youth advisors, be sure you have in mind a clear picture of what you are presenting to them (e.g. the day as you have envisioned it so far).
 - Write up a short overview of your vision for the March which may include how you will begin the day, the components of the March, and ways in which young people can contribute to your efforts.
 - Use the Cesar Chavez Day of Service and Learning Description, found at the beginning of this guide, to further explain the Cesar E. Chavez Foundation and our goals.
 - Make it simple—you are bringing youth together to participate in the March. This will

1) strengthen their own identity, 2) provide them with meaningful opportunities to contribute to their communities, and 3) share stories with their peers.

- **Feedback:** Request a response from potential participants (e.g. if they are interested, how they think the plan could be improved, who else they think you should contact, if they want to sit on the organizing committee, etc.) and send registration packs for their youth.
- **Scheduling:** If March 31st comes at a hard time in the local calendar (e.g. leading up to spring break or finals at school) pick another date that works best for the community.
- **Turn-Out:** Consider turn out for the March and how many people each group might bring.
- **Balance of Demographics:** Consider what balance of people you want when deciding to target organizations and when suggesting numbers to them: ethnic diversity; ratio of adults to youth; numbers of college students; etc.

Organizations to Contact/Recruit

- Student Organizations (e.g. Student Action for Farm Workers, MEChA, United Students Against Sweatshops, Latinos Unidos)
- Service Organizations (e.g. AmeriCorps, YMCA, Habitat for Humanity, soup kitchens).
- Use the built-in organizing structures in communities (e.g. youth group networks, and human relations councils).
- Target people who can connect with multiple youth (e.g. a youth advisor can give you youth).

Plan Effective Service

What kind of service project is right for you? We hope our menu of service-learning project ideas below can assist you in deciding upon a service project. This menu is just a sampling of some of the things that you and your friends can do in the local, national, or global arena of service.

Types of Service

Direct:	Youth perform a service activity first hand.
Indirect:	Youth perform a service without first hand contact with the recipients.
Advocacy:	Youth take civic action by educating the public about particular issues in hopes of changing or eliminating the causes of a particular problem.

Project Ideas

Direct:

- Tutor younger students in a subject you excel in
- Assist second-language speakers in enrolling their children in school
- Tutor non-English speaking students in English
- Participate in a local Habitat for Humanity home construction project
- Spend time with the elderly at a nursing home by visiting and listening to their stories

- Clean-up a local river, stream or lake
- Help to prepare and serve food in a soup kitchen or homeless shelter
- Plant a community garden with community members

Indirect:

- Organize a Read-a-Thon in your school or neighborhood
- Create fliers to announce that there are volunteers to assist non-native English speaking parents enroll their children in school
- Research and fundraise for ESL books and supplies for ESL students' use
- Organize a donated materials drive to assist a local Habitat for Humanity or housing project
- Organize an Intergenerational activity day in a local nursing home for fellow students
- Increase local environmental awareness and support by writing a newspaper article about the local river, stream or lake clean up
- Contact local restaurants and bakeries and arrange for them to donate their leftover and day-old bread to the local homeless shelter
- Ask local nurseries to sponsor the community garden project by donating X number of plants, seeds, or potting soil to the venture

Advocacy:

Students can take action by researching an issue, becoming an expert, or staking out a position:

- Send a letter or e-mail to your Congressperson
- Send a letter or e-mail to your Senator
- Join an online discussion about the topic
- Organize a letter or e-mail campaign for the particular topic
- Organize an awareness raising assembly in your local school or community center

Project Considerations

Before starting any project, be sure to consider the following:

- The project should be age-appropriate. Youth should not be asked to participate in activities that are beyond their physical, mental, and emotional capacity.
- Youth participation should be hands on, fun and helpful; working in groups can help participants bond.
- There should be proper adult supervision during all phases of the project.
- Appropriate safety guidelines related to the project should be communicated to all participants.

Practicalities

Topics that might need to be addressed:

- Space
- Food
- Preparations for reflection
- Things to have on hand
- Group size
- Which/how many days
- Transportation
- Insurance

Creating a Meaningful Experience

Here are a couple of tips on creating a meaningful experience:

- **Balance having enough to keep everyone busy with achieving completion on the project.** Make sure each project has a site coordinator so that (s)he can guide the group through the experience.
- **Don't skimp on reflection.** Make sure that you have plenty of time for reflection that allows the group to debrief their participation in the March.

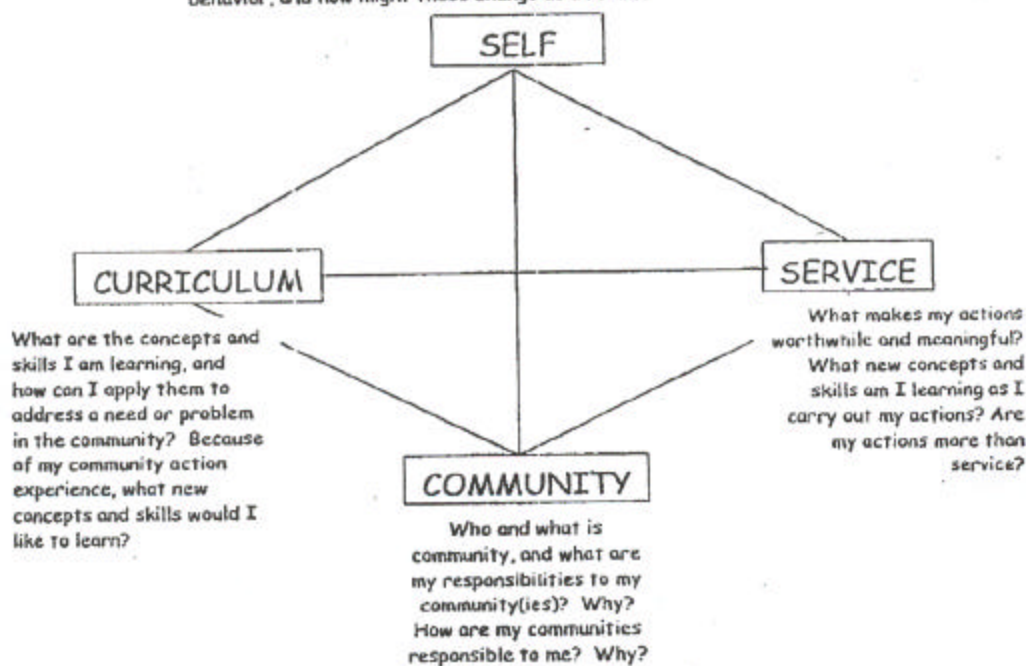
Create Effective Reflection

This toolkit includes several resources for your use in creating effective reflection, from creating safe space for the day to guided reflection activities.

A MODEL OF REFLECTION

Moving Towards Deeper Understanding

What have been my values, attitudes, and behavior in the past, and how did they develop as such? How is this project (the curriculum as well as the community action) impacting my values, attitudes and behavior, and how might these change as a result?



To REFLECT in service learning is to give careful consideration to the relationship between service, curriculum, self and community.



Fund Your Project

What do we need money for?

- Food and beverages, project supplies, t-shirts, equipment rental, printing publicity materials, evaluations, videography and photography, etc.
- Don't skip the step of writing a budget for your project. If you do, you'll probably find individual organizing committee members spending quite a bit out of pocket. This weakens the sustainability of the project because your organizing committee may not be able to give large amounts of both time and money on an ongoing basis.

Where can we look for money?

- If you are on a campus, talk to the staff in your student life, service-learning or multicultural affairs offices.
- Ask organizing committee representatives to contact potential donors. Ask committee members to commit to raising a specific dollar amount.
- Consider local businesses and foundations.
- Consider local individuals who may have a special interest in the March
- Ask participants to pay a small registration fee to cover the cost of materials.
- Ask participants to raise funds through a pledge drive like a walk-a-thon.
- Be creative in getting items or space donated in addition to money. You are likely to find an organization or university willing to host your event and provide space and even food.
- Work with local elected officials to waive city permits and other potential city or county expenses.

How do we approach a potential funder?

- If possible, set up a meeting to discuss the March with them.
- Gear your talking points specifically to your potential funder. Do some research into their interests (if you're approaching a foundation, they will have guidelines available either in print or on their website). Tell them why their donation is important and how it will benefit them. Be prepared to offer numbers of people impacted—both those participating and those engaged in the organizing efforts.
- Here are some basic talking points:
 - By coming together as a community to reflect on Cesar Chavez's values, people from all walks of life will learn about one another through a lens of common aspirations and common humanity. They will also have a real and immediate impact on our local community through their participation.
 - Cesar Chavez Day of Service and Learning is not just a one-time event. It is a catalyst for deepening positive youth/adult relations in our community. We are putting together a steering committee that will plan and run the event.
 - Tell them why YOU personally are involved! People give to people!!
 - We are asking you to support our work with a donation/grant of \$X (always be prepared to ask for a specific dollar amount; be both reasonable and challenging in your ask). Be ready to tell them where their money is needed and make sure it matches their interests. Go for general support whenever you can get it.
- Maintain and cultivate the relationship! Invite donors to the event! If possible, invite them to a pre-event or an organizing committee meeting too. Look at your funders as key partners in the March.

Media and Publicity

Getting the word out about your March and ensuring media coverage is critical to its success and your future service-learning work. It is also a key element to the success of Cesar Chavez Day across the nation!

Major tips for Media Work

- Reporters are looking for stories—they need you just as much as you need them!
- Plan your press strategy early. Use the sample media alerts included in this toolkit to notify press before the event. Give them notice according to their publication cycle (two weeks plus a follow-up e-mail or phone call for a daily publication; a month for a weekly, three months for a quarterly).
- Media coverage will be easier to secure in smaller communities and by smaller outlets. Don't just go for the big dogs.
- Assign one person to be the press contact for the event and put his/her contact information on all of your media alerts.
- Prepare your message and stick to it. Include sound bytes! Reporters will want to cover your event in relation to other current events, so make sure your press person is prepared to answer questions about how this relates to other current events. Including this in your pitch to a reporter will help you secure coverage.
- This event is good news, but sometimes media are pressured to only report the bad news. Be sure you to get your point across of why this event needs to be reported, why the audience of the media wants to know or should know about it, why your event is unique, and include important facts like how many young people you expect to participate.
- If you are including popular speakers or well know participants, let the media know.

Press During the March

- Designate one person as the press contact for the day.
- Make sure that person has a cell phone and that everyone has his or her number in case a reporter approaches them.
- Give that person talking points, materials about the March, and the organizations involved.
- Identify other people that the press should speak to for different perspectives on the March and make sure press has contact information for these people.
- Have a press release ready to hand out. Included in the appendix is a sample press release. Use the sample and alter it to fit your March.
- Make sure you have someone taking pictures and/or video footage of the March for your own records.

Taking Good Pictures

- Capture the energy and action
- Include more than one person in pictures
- Capture interaction with people without staging scenes
- Include faces and smiles, t-shirts and logos, before and after shots
- Shoot close-up pictures not distance

Archiving

- Laminate your newspaper clippings
- Store digital photos on CD

- Send copies of clippings and great photos to the Cesar E. Chavez Foundation

Products

- The Cesar E. Chavez Foundation has a variety of merchandise available for your site to purchase (go to <http://chavezfoundation.org/Default.aspx?pi=41>). Proceeds support the Foundation's ongoing operations and programs.

Government Officials

You may choose to invite government officials to be part of your day, including serving as speakers. Invite them early in order to get the date on their calendar. Continue with follow-up calls, and make sure to tell officials why it is important that they participate—what participation offers them (a platform to speak in front of their constituents), what the Cesar E. Chavez Foundation offers the city (strengthening our communities and promoting volunteerism), and what their participation means to your event (young people would love to hear from their officials and be encouraged by them). Included in the appendix you will find a sample mayoral proclamation that you may want to consider.

Publicity

Not only do you want young people to get involved in the Chavez Service-Learning March, you should encourage your whole community to get involved. This helps you receive support and raises general awareness about your activity and its importance to the youth and to the community. There are several options for advertising on a low budget.

- Make sure that all of the organizations from which youth are coming put your information in their newsletters. For example, if a youth group from a church has agreed to participate, make sure there is an announcement in their monthly newsletter and in their weekly bulletins about your event. This helps the community and parents know more about Cesar Chavez Day of Service and Learning along with recruiting participants. This will require finding out deadlines to submit information and following through with all of the organizations.
- Similarly, make announcements during meetings at organizations if there is a time to do so.
- Print out fliers and ask local businesses to put them in their store windows. You can try to get the printing donated, or buy colored paper and just print out your flyer on a printer and make copies.
- If you have public television, try to get an announcement listed.
- Many shopper and local weekly newspapers will run articles announcing that you are planning an event. Use this to advertise rather than paying for an advertisement in the paper. Take a quick picture of young participants helping out in the planning process to include in the article.
- Make personal contact with people. Many people will not participate in something they read about. People are much more likely to participate if have a personal invitation, and this goes for participants, potential funders, volunteers, and all others active in the Day. While using email to recruit may be a first step, don't forget to follow up with a personal phone call.

Plan Your March

Your schedule can be as creative as you like. You may choose to have your march full or half day, weekday or weekends depending on the needs and interests of your community.

Topics that might need to be addressed:

- Permits
- Area maps
- Contact local businesses, residences, community center, making them aware of march route and times

For a one-day event, a possible outline is:

8:30-9:00	Registration
9:00-10:00	Opening activities (speakers, announcements, performances)
10:00-11:00	Chavez Service-Learning March
11:00-12:00	Lunch (possible dialogue, performances)
12:00-2:00	Service work
2:00-2:30	Complete evaluations

We recommend spending your time in the following order of priority, with each element considered top priority: **1) service**, **2) creating safe and motivational space**, and **3) dialogue and reflection**. Also try to give your participants a sense that they are part of a larger effort: let them know that this is happening all over the country and, if you have multiple event sites, bring everyone together at least once.

Registration

Organizers have done registration in a variety of ways, both before and on the day using paper or the Internet. Unless your service sites can accommodate an unlimited number of people, we recommend pre-registration. Template registration materials are included in the appendix. Here are two strategies for registration:

1. **Flexible:** Supply organizations with registration packs; ask them to give you names of participants ahead of time and send in registration packs the week prior. If they don't send them, you can let them bring the registration packs the day of the event, but make sure you stress the importance of turning in a registration and waivers for EACH PARTICIPANT. If some groups arrive without all their registration packs, you have a liability issue on your hands. We recommend that you arrange for young people under age 16 to be sent home or have a parent come and complete the forms. For young people 16-18, ask the youth advisor to sign a waiver that says they take full responsibility and confirm that they have parental permission for this young person to participate. The youth advisor waiver is in the appendix.
2. **Less Flexible:** Supply organizations with registration packs or an online registration link that doesn't include information about the exact time and location of the event; ask them to send in registration for each participant (and themselves) three weeks ahead of time. Send back confirmations that include service assignments, event time and location information. Still have youth waiver on hand in case they show up with more young people and no registration packs.

Volunteer Orientation

- Be sure your volunteers know what is expected of them. Give them information about the day ahead of time and ask project leaders to look through the curriculum to be familiar with the project.
- Gather your volunteers before you open your event to review and answer any questions
- Inform volunteers of your goals for the event and be sure they are aware of creating safe spaces and facilitating discussions, and that they know what is appropriate for conversations.

Kick-Off

An energizing and meaningful kick-off sets the tone for the event. Here are some suggestions for a successful kick-off:

- Invite a speaker to discuss service or the importance of the Service-Learning March. This could be someone from a local organization or a respected community member.
- Allow young people to share their perspectives on the event as well.
- Include artistic components such as music, art, or poetry.
- Discuss important background information for the event such as the activities, the goals, etc.
- If you choose to hold your kick-off on a separate day, anticipate that many will not attend both events.

Reflection

We recommend that you facilitate reflection before and after—or only after—your event. Beginning your day with a short reflection focuses the participants and serves as a springboard for conversation and thought throughout the day. This could be in the form of small group sharing or short speeches. Reflection and evaluation at the end of the work is also vital, and often helpful to do this over a meal and in small discussion groups. You may choose to bring in historical documents or history books, a list of organizations involved in the event, and other resources to start dialogue groups. In the appendix, you will find suggestions for a curriculum.

Meal

Meals are a great time for reflection. Depending on your schedule, it may be appropriate to have snacks and refreshments available.

Celebration

After a day of service and learning, you have much to celebrate! Make sure to convey your appreciation and your excitement about the work you've done. This could be as simple as sharing cake or desserts or more elaborate such as a group activity that night or 1-2 weeks after the event. Try to make this relate to the issues you have addressed during the day if possible. Use the time to gather some verbal evaluations about the day and ideas for next year.

After Your Event

Your march is over, but there's still follow-up work to be done! This will ensure that we can learn as much as possible for use in future work. It will also help us to keep the Chavez Day movement going in your local community.

National Follow-Up

- Complete our evaluation form
- Send in copies of media coverage, publicity, etc. to the Cesar E. Chavez Foundation

Local Follow-Up

- Follow up with media contacts. Make sure they have the information they need.
- Send thank you notes to organizers, funders, and anyone else who assisted you
- Contact participants to get any feedback



**2006 Cesar Chavez Day of Service and Learning
Evaluation Form**

Primary Contact (Name, Phone and E-mail address)	
Date of March	
Total Number of Participants	

Describe your event, including the organization you partnered with.

What were your greatest successes for the march?

What were the greatest challenges and areas for improvement?

Do you have a story that illustrates the impact of your event? Please tell it here.

How do you plan to use the momentum from this march to further Chavez service-learning in your community?

Do you have any additional comments or suggestions?

Send your completed report, along with copies of all completed evaluation forms and any documentation (photos, press clippings, video) by May 1, 2006 to

Julie Chavez Rodriguez at the Cesar E. Chavez Foundation
500 North Brand Boulevard
Suite 1650
Glendale, CA 91203

Fax: 818-265-0312 Phone: 818-265-0300, ext. 233 E-mail: jrodriguez@cecfmail.org

THANK YOU FOR YOUR PARTNERSHIP!!!



We Invite You to Celebrate the Culmination of Cesar Chavez Day and the 40th Anniversary of the Peregrinacion from Delano to Sacramento

Who: *The Cesar E. Chavez Foundation and the entire Farm Worker Movement*

What: *In celebration of the culmination of Cesar Chavez Day and the 40th Anniversary of the Peregrinacion from Delano to Sacramento, the Chavez Foundation will unveil a new exhibit at the National Chavez Center, the nation's primary destination to experience first-hand the history and legacy of Cesar Chavez and the Farm Worker Movement. The exhibit will feature photos, personal items, and other memorabilia commemorating the historic march. In addition, veterans of the original march will participate in a panel discussion about the significance of the 350-mile trek.*

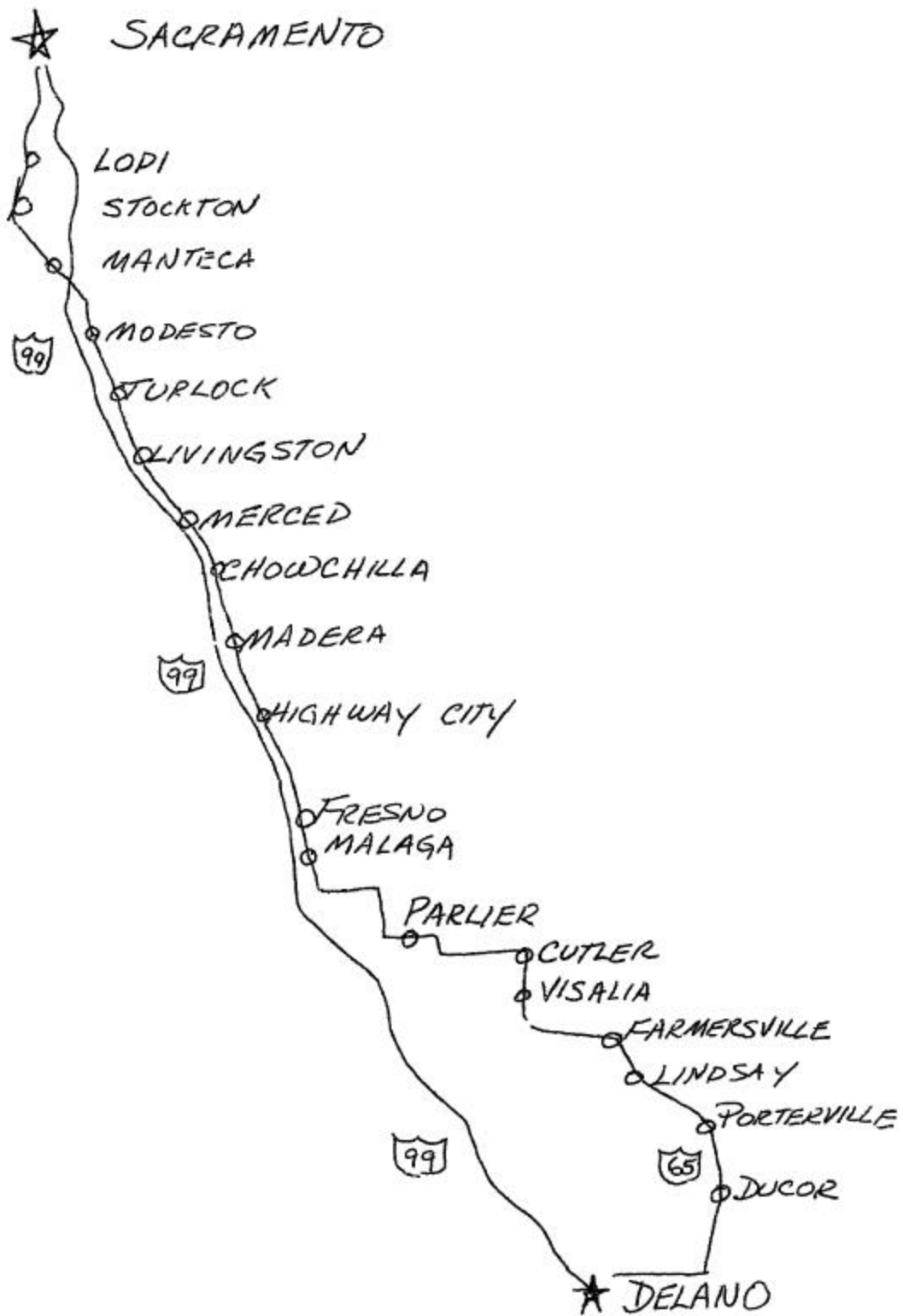
When: *Saturday, April 22, 2006*

Where: *National Chavez Center
29700 Woodford-Tehachapi Road
Keene, CA 93531*

Why: *September 1965 witnessed the beginning of the historic five-year strike by Latino and Filipino vineyard workers. But it was a 350-mile peregrinacion or pilgrimage from Delano to Sacramento the following March and April that thrust La Causa, the cause of striking farm workers, squarely before the nation's conscience.*

National Chavez Center
chavezcenter@cecfmail.org
<http://chavezfoundation.org>
(661) 823-6134

Appendix



PERIGRINACION
P.O. Box 1060
Delano, Calif.
March 14, 1966

Friends:

Your generosity has made it possible for us to continue the struggle for the rights of farm workers. The struggle is a long and hard one. We ask again for your assistance and support.

On March 17, 1966 the National Farm Workers Association will begin a 300 mile "Peregrinacion" from Delano to Sacramento. It is a march of farm workers. It will begin in Delano and will involve workers from all parts of the state. Enclosed is a statement, "Peregrinacion, Penitencia, Revolucion," which will explain the background and purpose of our march. This will be a pilgrimage by members of all races and religions.

In order to be successful, we will need the help of our friends around the state and the nation. We ask you to help us in three ways:

First, issue a statement supporting the Peregrinacion.

Second, join us for a day on the march and especially for the last day in Sacramento. Although this is primarily a march of farm workers, it is important that all who have a concern for social justice and human dignity demonstrate their unity with us. We hope you will be able to organize a delegation to walk with us. Enclosed is a registration form which must be filled out and returned if you can be with us.

Third, the expense of the peregrinacion will greatly increase the costs of the strike. It is essential that we have three trucks, shoes for the marchers, sleeping bags, raincoats, cars, medicines and food. We need your help. Checks should be made payable to "NFWA-March".

We hope to hear from you by return mail or phone; time is running out. Our address is: Peregrinacion, P. O. Box 1060, Delano, California; Phone: 725-0490 or 725-8661 area code 805.

You have been generous in the past. Perhaps, when the strike is won, we may be able to return the kindness which has made possible our fight.

Viva la Huelga !


Cesar E. Chavez

PEREGRINACION, PENITENCIA, REVOLUCION

In the "March from Delano to Sacramento" there is a meeting of cultures and traditions; the centuries-old religious tradition of Spanish culture conjoins with the very contemporary cultural syndrome of "demonstration" springing from the spontaneity of the poor, the down-trodden, the rejected, the discriminated-against baring visibly their need and demand for equality and freedom.

In every religious oriented culture "the pilgrimage" has had a place, a trip made with sacrifice and hardship as an expression of penance and of commitment--and often involving a petition to the patron of the pilgrimage for some sincerely sought benefit of body or soul. Pilgrimage has not passed from Mexican culture. Daily at any of the major shrines of the country, and in particular at the Basilica of the Lady of Guadalupe, there arrive pilgrims from all points--some of whom may have long since walked-out the pieces of rubber tire that once served them as soles, and many of whom will walk on their knees the last mile or so of the pilgrimage. Many of the "pilgrims" of Delano will have walked such pilgrimages themselves in their lives--perhaps as very small children even, and cling to the memory of the day-long marches, the camps at night, streams forded, hills climbed, the sacral aura of the sanctuary, and the "fiesta" that followed.

But throughout the Spanish-speaking world there is another tradition that touches the present march, that of the Lenten penitential processions, where the penitentes would march through the streets, often in sack cloth and ashes, some even carrying crosses, as a sign of penance for their sins, and as a plea for the mercy of God. The penitential procession is also in the blood of the Mexican American, and the Delano march will therefore be one of penance--public atonement for the sins of the strikers, their own personal sins as well as--yielding perhaps to feelings of hatred and revenge in the strike itself. They hope by the march to set themselves at peace with the Lord so that the justice of their cause will be purified of all lesser motivation.

These two great traditions of a great people meet in the Mexican-American with the belief that Delano is his "cause," his great demand for justice, freedom, and respect from a predominantly foreign cultural community in a land where he was first. The revolutions of Mexico were primarily uprisings of the poor, fighting for bread and for dignity. The Mexican-American is also a child of the revolution.

Pilgrimage, penance and revolution. The pilgrimage from Delano to Sacramento has strong religio-cultural overtones. But it is also the pilgrimage of a cultural minority who have suffered from a hostile environment and a minority who mean business.

Cesar E. Chavez
General Director, NFWA



Cesar Chavez Day of Service and Learning Description

Cesar Chavez, Senator Robert F. Kennedy once noted, was “one of the heroic figures of our time.” On and around March 31, 2006—Cesar’s birthday—countless Americans throughout the country will honor the life, work, and values of Cesar Chavez by and serving in their communities, making Chavez Day a day on, not a day off. It provides students, teachers, labor, business and community members with the unique opportunity to learn about Cesar and to advance his values and principles by engaging in volunteer, educational, and cultural activities in their communities.

Cesar Chavez Day of Service and Learning is an official holiday in eight states—Wisconsin (enacted in 2005 by Governor Jim Doyle); Utah (enacted in 2004 by Governor Olene Walker); Michigan (enacted in 2003 by Governor Jennifer M. Granola); New Mexico (enacted in 2002 by Governor Gary Johnson); Colorado (enacted in 2001 by Governor Bill Owens); Arizona (enacted in 2000 by Governor Jane Hull); California (enacted in 2000 by Governor Gray Davis); and Texas (enacted in 1999 by Governor George W. Bush)—and dozens of cities and counties throughout the nation.

In studying Cesar’s life, work, and values and in performing service in his honor, students on Chavez Day learn about history, self-determination, service to others, and equality and justice. They develop a sense of what it means to contribute to society and understand how they can make a difference in their own lives and become leaders in their communities. “The end of all education,” Cesar stressed, “should surely be service to others.”

The active involvement of people from all walks of life in Chavez Day reflects the significance of Cesar’s legacy and his special place in American history. Nearly thirteen years after his passing, Cesar’s philosophy of service to others, continues to thrive.

Cesar Chavez Day in California

To ensure that the life, work and values of Cesar Chavez continue to inspire all Californians, Governor Gray Davis signed into law Senate Bill 984 (Polanco) on August 18, 2000, creating the Cesar E. Chavez Day of Service and Learning.

The Chavez Foundation, in partnership with the Governor's Office on Service and Volunteerism (GOSERV), launched the first annual Chavez Day of Service and Learning on March 30, 2001.

Per the legislation, the State allocated five million dollars annually from 2001 to 2003 to assist in the development of service-learning activities that honor Chavez’ life, work, and values. (Note: Legislation was passed on August 11, 2003, due to the budget crisis in California, to suspend this funding from July 1, 2003 to June 30, 2006). The original legislation also allocated one million dollars for the development of a web-based K-12 Cesar Chavez model curriculum (<http://chavez.cde.ca.gov/ModelCurriculum/Intro.aspx>) aligned with California’s curricular content standards.

Cesar Chavez Day of Service and Learning 2001

- \$4.75 million allocated to 76 grantees throughout the State of California
- Over 180,000 students engaged in service
- Over 750,000 students received instruction on Cesar E. Chavez

Cesar Chavez Day of Service and Learning 2002

- \$4.2 million allocated to 64 grantees throughout the State of California
- Over 210,000 students engaged in service
- Over 750,000 students received instruction on Cesar E. Chavez
- Over 400 public school K-12 partners
- Over 750 community partner organizations

Cesar Chavez Day of Service and Learning 2003

- \$4.25 million allocated to 64 grantees throughout the State of California
- Over 200,000 students engaged in service
- Over 800,000 students received instruction on Cesar E. Chavez
- Over 500 public school K-12 partners
- Over 800 community partner organizations



Coordinating Organization

Cesar E. Chavez Foundation
"Maximizing human potential to improve communities."

Our Mission

The mission of the Cesar E. Chavez Foundation, a 501(c)(3) non-profit charitable organization, is to maximize human potential to improve communities by preserving, promoting and applying the legacy and universal values of civil rights leader Cesar E. Chavez.

Our Vision

Cesar's dream for a better and more just world has guided the Foundation's vision. Through our programming we strive to empower individuals so that they may fully realize their inherent and unlimited potential to make a difference in their own lives, in their communities, and in the world as a whole.

Our Programs

The Foundation's programming is based on the belief that by applying Cesar's vital legacy and universal values (service to others, sacrifice, a preference to help the most needy, determination, non-violence, acceptance, respect for life and the environment, community, knowledge, and innovation), we can provide individuals with the tools they need to become world-class leaders and active. After careful assessment of many significant challenges that lay before the nation, the Foundation has chosen to focus its attention on four programmatic areas that are at the heart of Cesar's values: 1) Education, Arts and Culture; 2) Civic Engagement; 3) Sustainable Communities; and 4) Nonviolence.

Over the last three years, the Foundation has dramatically expanded its flagship program, the "Educating the Heart" School Program, a comprehensive service-learning program that integrates academic study with service to enrich learning and promote character development. The "Educating the Heart" School Program works with K-12 Educating the Heart Schools in predominantly low-income communities to combat academic and civic disengagement by developing student initiated service-learning programs. The initiative educates young people about the life, work, and values of Cesar Chavez. In addition, it provides them with leadership, advocacy, and critical thinking skills through in-class curricula, service projects in the community, and thoughtful reflection. It also provides them with the tools to identify, analyze, and begin addressing social justice issues in their own communities.

Other Foundation initiatives include the National Chavez Center, the nation's primary facility for educating the public about the life, work, and values of Cesar E. Chavez; the Foundation's Speakers Bureau, which gives individuals the unique opportunity to learn about Cesar's life and work through personal remembrances, experiences, anecdotes, and biographical information;

and the Cesar E. Chavez History Project, which was established with the urgent mission to record, and archive the history of Cesar's life and work.



Farm Worker Movement

The UFW's commitment to organizing farm workers is unwavering focusing on organizing workers in the Central Valley and Central Coast of California, the greatest concentration of farm workers in America.

Thousands of farm workers benefit daily from the United Farm Workers' efforts:

- 32 election victories, most in California, since the current organizing drive began.
- Dozens of UFW contracts including the largest strawberry, rose, winery and mushroom firms in California and the nation plus victories in other states.
- Over the last decade, the UFW has dedicated up to 50% of its resources to organizing, among the highest of all unions. Donations provide key support for organizing.
- Ongoing UFW organizing faces stiff resistance, as evidenced by the state of California's ruling that last summer's election at Giumarra table grape vineyards could be thrown out because of the grower's illegal actions.
- The UFW has helped tens of thousands of farm workers through recent legislative gains: the 2005 regulation to prevent heat deaths; seat belts in farm labor vehicles; remedies for workers cheated by farm labor contractors; new pesticide protections; the historic push for immigration reform could aid hundreds of thousands in farm labor.

The Farm Worker Movement is continuing the legacy of its founders, Cesar Chavez and Dolores Huerta, who believed the movement had to go beyond the work place through non-profit, independently-run organizations with distinct missions and staff.

- The nine-station, three-state Radio Campesina network mixes Mexican music with extensive educational programs for 300,000 daily listeners. Radio Campesina blankets the highest concentrations of farm workers in the nation.
- More than 1,900 of 3,500 amenity-rich affordable housing units serving about 10,000 people are in farm worker areas in the Central Valley, Arizona and Texas.
- Community organizing efforts where farm workers live are improving the lives of thousands in the Salinas and Central valleys and in South Texas' Rio Grande Valley.
- The Cesar E. Chavez Foundation empowers and equips tens of thousands of young people to carry on Cesar's life and work through its educational and service program in Arizona, California, Colorado, Florida, Illinois, Michigan, and Texas.



Biography of Cesar E. Chavez (1927 – 1993)

Union Leader; Civil Rights Leader; Spiritual Leader; Environmentalist; Humanitarian; Activist for Social Justice

Introduction

Cesar E. Chavez was a Mexican-American farm worker who became a great force as a union leader, civil rights leader, environmentalist, and humanitarian. With courage, sacrifice, and hope, he provided service to others and dedicated his life to bring justice, dignity, and respect to farm workers and to poor people everywhere. He worked to improve the lives of farm workers and he helped lead the United Farm Workers to victory in their fight for better working and living conditions. He led a nonviolent social movement to bring about change and to demand civil rights. His efforts against the use of harmful pesticides gained the support of citizens across the State of California and throughout the United States. He inspired millions of people to work and support his efforts for social change and justice. He received numerous honors for his work including the Presidential Medal of Freedom Award, the highest honor awarded to a civilian, and the creation of a holiday and day of service and learning by the State of California and other states and cities.

Childhood

“Our mother used to say there is a difference between being of service and being a servant...mother taught us not to be afraid to fight—to stand up for our rights. But she also taught us not to be violent.” Cesar E. Chavez

Cesar was born in 1927 on a small farm near Yuma, Arizona, to Librado and Juana Chavez. He was one of six children. His grandparents had come to the United States in the 1880's to escape the poverty of Mexico. As a child, Cesar was influenced by his mother and grandmother who taught him about kindness, feeding the hungry, and nonviolence. They also gave him a deep sense of spiritual faith. His father taught him to be a man of action that stood up for others. In 1937, during the Great Depression, Cesar was ten years old when his family lost their land in Arizona. The family was forced to join the 30,000 migrant farm workers that traveled throughout California looking for work harvesting food in the fields.

Life as a Farm Worker

“We draw our strength from the very despair in which we find we have been forced to live. We shall endure.” Cesar E. Chavez

For ten years, Cesar's family traveled as migrant farm workers in California looking for work harvesting crops in the fields. They moved from town to town in order to find work. Once they found work, they had to rent run-down shacks with no heat or water from the growers who

owned the land. There was no running water, no bathroom, only one gas burner to cook on, and unbearable heat. There were so many farm workers looking for work that the growers could treat them however they wanted. Pickers had to bend over all day. Many crops had been dusted with poisons to kill insects. The poison made some workers sick. They worked long hours and were not always paid what they had been promised. Since most workers could not speak English, they could not argue. If the workers complained, the growers would fire them. The Chavez family worked long hours in the fields, from 5:00 am until sunset, and were paid so little they often did not have enough money to buy food. Cesar lived in the poverty shared by thousands of migrant farm worker families, and later said that the suffering made him strong.

The Pain of Prejudice

Cesar experienced the pain of prejudice as a small child in Arizona and later in California. Cesar spoke only Spanish as a child, and the children at school would make fun of his accent and call him a “dirty Mexican.” Teachers would hit him with rulers if he spoke Spanish in school. In California, a teacher made him wear a sign around his neck, which read, “I’m a clown. I speak Spanish.” When he was ten, he tried to buy a hamburger at a diner with a sign that read “white trade only.” The girl behind the counter laughed at him and told him that they didn’t serve Mexicans. Cesar felt the pain of being treated unfairly just because he was different. This pain stayed with him his entire life, and as an adult the pain shaped his commitment to make all people feel as if they were worthy human beings no matter what their background might be.

Cesar Forced to Leave School

“There is so much human potential wasted by poverty, so many children are forced to quit school and go to work.” Cesar E. Chavez

In 1942, when Cesar was in eighth grade, his father was injured in a car accident and Cesar quit school in order to work in the fields with his brother and sister. By the time he dropped out of school, he had attended more than 30 schools. Since migrant students did not stay long in one place and couldn’t speak much English, they had a hard time in school. Cesar did not want his mother to have to work. Working in the fields was very difficult. The growers demanded that farm workers use the short-handled hoe, so that workers could be close to the ground while thinning the plants; this hoe caused severe back pain. Often there was no clean water to drink or bathrooms for the farm workers to use and they had to work around dangerous pesticides. Cesar worked long hours and felt that the growers treated farm workers without dignity, as if they were not human beings. He knew this was not right. As Cesar learned English he could speak with non-Latino workers, and, from them he found out which farms paid best, where housing was better, and where the owners did not cheat the workers. He told other Mexican American families what he learned so they would not suffer as he and his family had. He tried to persuade them to go together to the farm owners and ask for more pay and better housing. Most workers turned him down, afraid they would lose their jobs.

Cesar Joins the Navy

In 1944, Cesar joined the United States Navy and served overseas for two years. While in the Navy, he witnessed that other people suffered the pain of prejudice because they spoke different languages or were of different heritages. After the war, when he returned from the Navy, he returned to California to help his family work in the fields. He found that migrant workers’ lives had not changed.

Marriage

In 1948, when Cesar was twenty-one years old, he married Helen Fabela. He had met Helen when he was 15. She, too, worked in the fields. They moved to San Jose, California where Cesar worked in apricot orchards and a lumberyard. They lived in a barrio called “Sal Si Puedes” in Spanish. In English this means “get out if you can.” Together, Cesar and Helen had eight children. Helen became an important partner with Cesar as he began to fulfill his dream of improving the lives of farm workers.

A New Life of Service

“My motivation to change these injustices came from my personal life ... from watching what my mother and father went through when I was growing up; from what we experienced as migrant farm workers in California.” Cesar E. Chavez

In 1948, Cesar met people and read books that would change his life forever. He met Father McDonnell who spoke to César about solving the poverty and unjust treatment of the farm worker. He asked César to read books on labor history, St Francis of Assisi, and Luis Fisher’s Life of Gandhi. From these books, Cesar learned about the history of unions, nonviolence, sacrificing to help others, and social change, and these ideas reminded him of his family’s teachings. Cesar said that it was at this time in his life when his real education began.

In 1952, Cesar met Fred Ross, who worked for the Community Service Organization, (CSO). Fred Ross explained how people who lived in poverty could begin to help themselves. César went to work for the CSO and registered many Latino voters. Cesar became the Director of the CSO in California. In Oxnard, California, Cesar helped farm workers regain their jobs, but they soon lost their jobs again. Cesar knew that the farm workers needed to organize themselves and become a collective force in order to protect their rights. The CSO did not want to organize farm workers, so Cesar quit the CSO, moved his family to Delano, and began organizing farm workers there.

The United Farm Workers

“It’s ironic that those who till the soil, cultivate and harvest fruits and vegetables and other foods that fill your tables with abundance have nothing left for themselves.” Cesar E. Chavez

In 1962, Cesar and his wife Helen moved with their children to Delano, California, in order to organize farm workers. Cesar worked for three years recruiting and teaching farm workers how to solve their problems. Since César did not earn much money while organizing farm workers, Helen worked picking grapes to support the family. The farm workers grew to trust Cesar and many decided to join his union. In 11 months, he visited 87 communities and held many gatherings to get workers to join the union. When 300 members were signed up, he called a meeting. If each family paid a small amount, he said, the union could open grocery stores, drugstores, and gas stations where workers could buy things that were less expensive than the same things in other stores. It could hire lawyers to represent them; it could even lend money. He wanted all activities to be nonviolent, and he took no pay while working long hours. Food and clothing for his family came from donations.

Cesar needed help and asked people to join him in Delano to help him organize and to become leaders in the union. These people came and worked without pay, and were fed by farm workers. Farm workers had no laws to protect them. Unscrupulous growers could pay them as little as they liked; they could make them work long hours without rest breaks, with no water to drink, or toilets.

In 1962, the National Farm Workers Association (NFWA) was born. It would later become known as the United Farm Workers (UFW). Cesar E. Chavez was elected president, Dolores Huerta and Gilbert Padilla, vice-presidents, and Antonio Orendain, secretary-treasurer. The union adopted a flag that had a black eagle which represented the dark situation the farm worker found himself in, a white circle that signified hope, and a red background which represented the sacrifice and work the UFW would have to suffer in order to gain justice. Their official slogan was “Viva La Causa” (Long Live our Cause). Cesar wanted to build a strong union that could fight for social justice.

The Famous Delano Grape Strike

“When you have people together that believe in something very strongly, whether it be politics, unions or religion — things happen.” Cesar E. Chavez

In 1965, Cesar and the NFWA joined the Agricultural Workers Organizing Committee, a Filipino farm worker organization, in the famous Delano Grape Strike. The two organizations targeted the Schenley Industry, the Di Giorgio Corporation, S&W Fine Foods, and Treesweet, all organizations (“growers”) who grew crops in the fertile fields of California and employed thousands of farm workers. The strikers wanted contracts that would force the growers to follow certain rules regarding hiring, better working conditions, better pay, and control of pesticides. They also wanted the growers to give them respect and dignity in the fields. The growers did not want to spend money on the improvements nor did they want to give the workers power, so the growers fought the strike.

The two farm worker organizations joined to form the United Farm Workers Organizing Committee (UFWOC). When UFWOC went on strike, the members refused to work and they picketed the fields with signs and flags trying to get other workers in the fields to join the strike. The growers brought in strikebreakers to harass the picketers, sprayed the picketers with pesticides, and used shotguns and dogs to frighten them. Most of the strikers remained on the picket lines, and César reminded them constantly that they were not to use violence of any kind. Cesar said that nonviolence was more powerful than violence, and that it was the only way to win peace and justice. Cesar taught the union members how to react and act peacefully, even when the growers used violence against the strikers. Cesar had studied Gandhi’s use of the power of nonviolence in his struggle for social justice in India, and Cesar deeply believed that the strike would have to be one of nonviolence if they were to win.

The Boycott

“There is no turning back. We are winning because ours is a revolution of the mind and the heart.” Cesar E. Chavez

Hundreds of people of all cultures, backgrounds, and religions came to Delano to help with the grape strike. Many churches of all different faiths supported the strike. Cesar thought that all religions were very important and he welcomed their support. The national media (television crews, news papers reporters, and writers for magazines) covered the use of violence by the

growers against the nonviolent striking farm workers. NBC aired a documentary called "The Harvest of Shame" that showed how farm workers were forced to live in poverty. Millions of Americans and political leaders saw that Cesar was fighting for the justice that America promises all of its citizens. Other labor unions supported the strike. Cesar called for a national boycott of grapes. During a boycott the growers lose money because people stop buying the food that the growers sell in the supermarkets. Eventually the growers were forced to negotiate with the farm workers. Cesar believed that the American people had a sense of justice and he was right. Millions of Americans supported the boycott and stopped buying grapes because they understood the injustices that the farm workers suffered.

The March

"There is enough love and good will in our movement to give energy to our struggle and still have plenty left over to break down and change the climate of hate and fear around us." Cesar E. Chavez

In 1966, Cesar organized a 350-mile march from Delano to Sacramento, California, in order to get support for the strike from the public, other farm workers and the Governor. Although Cesar's feet were swollen and bleeding, he continued to march. When the march reached Stockton, it had grown to 5,000 marchers, it was then that the growers contacted Cesar and agreed to recognize the union and sign a labor contract that would promise better working conditions and higher wages. This was the first contract ever signed between growers and a farm worker's union in the history of the United States, but Cesar's work had just begun.

Cesar's First Fast

"The fast is a very personal and spiritual thing, and it is not done out of recklessness. It's not done out of a desire to destroy yourself, but it is done out of a deep conviction that we can communicate with people, either those that are for us or against us, faster and more effectively spiritually than any other way." Cesar E. Chavez

In 1968, Cesar went on the first of three public "fasts" to protest the violence that was being used on both sides of the strike. When Cesar fasted, he would stop eating in order to gain spiritual strength and communicate with people on a spiritual level. People from all over the United States felt the importance of his fasts; his quiet sacrifice spoke to many people about the injustice that existed for farm workers. In 1968, when he ended his fast, 8,000 people including Robert Kennedy were there to support him. The media would cover his fasts and he would receive letters of support from politicians, religious leaders, and civil rights leaders like Martin Luther King Jr.

Four More Years of Striking

"Our struggle is not easy. Those that oppose our cause are rich and powerful, and they have many allies in high places. We are poor. Our allies are few. But we have something the rich do not own. We have our own bodies and spirits and the justice of our cause as our weapons." Cesar E. Chávez

Cesar had won his first contract, but there were still many growers in California who had not recognized the UFW, (formerly the UFWOC) and for the next four years, the union continued to nonviolently strike against the growers. The UFW continued to grow in strength because of the national boycott. It also grew because Cesar built a national coalition of students, consumers,

trade unionists, religious groups, and minorities. Cesar's quiet dedication and sacrifice had inspired many to help the UFW. Dr. Martin Luther King, Jr. sent Cesar a telegram stating that he and César were united because they both had the same dream for a better tomorrow. By 1970, 85% of all the grape growers in California had signed contracts with the UFW. Cesar E. Chavez, a gentle man of vision, had worked to revolutionize the relationship between growers and farm workers. He had started a nonviolent movement that demanded civil rights and economic justice for all people.

“You and your valiant fellow workers have demonstrated your commitment to righting grievous wrongs forced upon exploited people. We are together with you in spirit and determination that our dreams for a better tomorrow will be realized.” Dr. Martin Luther King Jr.

1970-1993

From 1970-1980, César and the UFW continued to boycott and strike for farm workers' rights and the control of dangerous pesticides that are sprayed on crops. Although César won many victories, the struggle for justice, fair treatment, respect, and dignity were always in jeopardy. However, César never gave up. He kept working and had faith that people united could create a better world. In 1975, due to César's efforts, the Supreme Court outlawed the short-handled hoe that had injured the backs of thousands of farm workers who were forced to use it. In June of 1975, the UFW sponsored a farm-labor law with the support of growers. Governor Brown signed into law the Agricultural Labor Relations Act that gave farm workers the right to organize a union and to hold elections. The Agricultural Labor Relations Act remains the strongest law nationwide protecting the rights of farm workers. By 1978, the union had 100,000 members and had won a contract with the largest lettuce grower in the United States.

In the 1980s, Cesar traveled to the Midwest and the eastern states in order to teach people about the dangers of the pesticides being sprayed on crops. The pesticides caused cancer and birth defects in the children of farm workers. In 1988, Cesar conducted a 36-day “fast for life” to draw attention to the harmful effects of pesticides. Thousands of people supported him by continuing his “fast for life” in 3-day contributions that were passed on from one person to another. In the end, the growers listened to his concerns and began reviewing their use of pesticides. The State of California also revised its use of pesticides because of his efforts.

In the 1990s, Cesar recovered from his fast and continued to boycott of grapes. In 1992, he received an honorary Doctorate Degree from Arizona State University and attended graduation ceremonies. He was very proud of the honor because he believed that education is very important, and his dream was that all children should have the opportunity to get a quality education.

His Death

Cesar E. Chavez worked right up until the night he died peacefully in his sleep. He died at the age of 66, on April 23, 1993 in San Luis, Arizona. He was in Arizona helping lawyers fight a lawsuit against the UFW. His funeral was held on April 29, 1993 in Delano, California, and more than 40,000 mourners came to honor him. It was their last opportunity to march with a humble man of great strength and vision that had bettered the lives of many people.

His Legacy

“Once social change begins, it cannot be reversed. You cannot uneducate the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the person who is not afraid anymore. We have looked into the future and the future is ours.” Cesar E. Chavez

Cesar E. Chavez will be remembered as a leader and for his dedication to justice, nonviolence, and service to others. He is an American hero who will continue to inspire people to respect life, stand up for justice, and to work together for the good of humanity. Senator Robert F. Kennedy noted that Cesar Chavez was “one of the heroic figures of our time.”

Awards

The State of California has declared Cesar E. Chavez's birthday, March 31, a State Holiday to celebrate his life and work, along with eight other states (AZ, CA, CO, MI, NM, TX, UT, WI) and dozens of cities and counties. In 1994, President Bill Clinton posthumously awarded Cesar E. Chavez the Presidential Medal of Freedom Award, the highest civilian award. Clinton said that Chavez “faced formidable, often violent opposition with dignity and nonviolence.” Helen Chavez accepted the honor at the White House in Washington, DC. In 1990, Cesar was awarded the Aguila Azteca, the highest civilian award by the Mexican government. Many schools and streets are also named to honor the legacy of Cesar E. Chavez.

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Jacques E. Levy, César Chávez: Autobiography of La Causa

Gloria D. Miklowitz, Betrayal in the House of Delgado, 2001.



Cesar E. Chavez Chronology

1927, March 31 – Cesario Estrada Chavez was born in Yuma, Arizona near the small farm his grandfather homesteaded in the 1880s.

1937 – Cesar's family lost their farm in the Great Depression. The Chavez family migrated across the southwest laboring in the fields and vineyards, finally settling in California.

1942 – Cesar quit school after the eighth grade to work in the fields full-time to help support his family.

1946 – He joined the U.S. Navy during the aftermath of World War II and served in the Western Pacific. Just before shipping out to the Pacific, Cesar was arrested in a segregated Delano, California movie theater for sitting in the "whites only" section.

1948 – Cesar returned home from the Navy and married Helen Fabela whom he had met working in the vineyards of San Jose, California. They settled in the East San Jose barrio of Sal Si Puedes (Get Out if You Can) and would eventually have eight children and thirty-one grandchildren.

1948-1949 – He began studying the social teachings of the Catholic Church.

1952 – Community organizer Fred Ross met Cesar, then a young farm worker laboring in apricot orchards outside San Jose, and recruited him to work for the Community Service Organization (CSO), a prominent Latino civil rights group.

1952-1962 – Cesar and Fred Ross, organized 22 CSO chapters throughout California. Under Cesar's leadership, the CSO became the most effective Latino civil rights group of its day. It helped Latinos become citizens, registered them to vote, battled police brutality and pressed for paved streets and other barrio improvements.

1962, March 31 – On his birthday, Cesar resigned from the CSO and moved his wife and eight small children to Delano where he founded the National Farm Workers Association (NFWA) and dedicated himself to organizing farm workers full-time.

1962, September 30 – The first NFWA convention was convened in Fresno, California.

1962-1965 – Cesar often took his youngest children to dozens of farm worker towns as he painstakingly built up NFWA membership.

1965, September 16 – On Mexican Independence Day, Cesar's NFWA, with 1,200-member families, voted to join a strike against Delano-area grape growers that was initiated by the mostly Filipino American members of the Agricultural Workers Organizing Committee, AFL-CIO (AWOC). This began the five-year Delano Grape Strike.

1966, March–April – Cesar and a small group of strikers embarked upon a 350-mile Peregrinacion (or Pilgrimage) from Delano to the steps of the state Capitol in Sacramento to draw national attention to the suffering of farm workers. During the march and after a four-month boycott, growers negotiated an agreement with NFWA, which was the first genuine union contract between a grower and farm workers in U.S. history.

1966, Spring-Summer – The NFWA and the Filipino American AWOC merge to form the United Farm Workers of America, AFL-CIO (UFW).

1967 – The UFW began a boycott of all California table grapes.

1967-1970 – Hundreds of grape strikers fanned out across North America to organize an international grape boycott. Millions of Americans rallied to support the farm workers' cause known as "La Causa."

1968, February-March – Cesar fasted for 25 days to rededicate his movement to nonviolence. U.S. Senator Robert F. Kennedy joined Cesar, and more than 8,000 farm workers and supporters at a mass where Cesar broke his fast. Senator Kennedy called Cesar "one of the heroic figures of our time."

1970, Summer – Cesar called for a nationwide boycott of lettuce.

1970, December 10-24 – Cesar was jailed in Salinas, California for refusing to obey a court order to stop the boycott against Bud Antle lettuce. Coretta Scott King, widow of Dr. Martin Luther King, Jr., and Ethel Kennedy, widow of Robert Kennedy, visited Cesar in jail.

1971 – The UFW moved from Delano to La Paz in Keene, California, which is Southeast of Bakersfield. With table and wine grape contracts, and some agreements covering vegetable workers, UFW membership grew to nearly 80,000.

1972, May 11-June 4 – Cesar fasted a second time for 25 days in Phoenix, Arizona, in protest of a law that denied farm workers the right to strike and/or boycott for better working conditions.

1973, Spring-Summer – A bitter three-month strike by grape workers in California's Coachella and San Joaquin valleys began. Thousands of strikers were arrested for violating anti-picketing injunctions, hundreds were beaten, dozens were shot, and two were murdered. In response to the violence, Cesar called off the strike and began a second grape boycott.

1973-1975 – A nationwide Louis Harris poll, documented that 17 million Americans were boycotting grapes. Many were also boycotting lettuce and Gallo wine in support of UFW campaigns.

1975, June – Jerry Brown became governor and signed a state law that guaranteed California farm workers the right to organize and bargain with their employers. Cesar's efforts pushed the landmark Agricultural Labor Relations Act through the state Legislature.

1979 January-October – The UFW began strikes against several major lettuce and vegetable growers throughout the state. Rufino Contreras, a 27 year-old striker, was shot and killed in an Imperial Valley lettuce field by a grower/foremen.

1980s – The number of farm workers protected by UFW contracts grew to nearly 45,000.

1984 – Cesar declared a third grape boycott.

1986--Cesar kicked off the "Wrath of Grapes" campaign to draw public attention to the pesticide poisoning of grape workers and their children.

1988 – At the age of 61, Chavez conducted his last and longest public fast for 36 days in Delano to call attention to farm workers and their children stricken by pesticides.

1988- 1993 – Cesar recovered from his fast and continued pressing the grape boycott and leading farm worker organizing efforts.

1992, Spring-Summer – Cesar worked with then UFW First Vice President Arturo Rodriguez to lead vineyard walkouts in the Coachella and San Joaquin valleys. As a result, grape workers won their first industry-wide pay hike in eight years.

1993, April 23 – Cesar died peacefully in his sleep at the modest home of a retired San Luis, Arizona farm worker. Cesar was in Arizona conducting UFW work at the time of his death.

1993, April 29 – More than 40,000 mourners marched behind Cesar's plain pine casket during funeral services in Delano.

1993 – Chavez family and friends established the Cesar E. Chavez Foundation, a 501(c)(3) non-profit charitable organization dedicated to maximizing human potential to improve communities by preserving, promoting and applying the legacy and universal values of civil rights leader Cesar E. Chavez.



CORE VALUES OF CESAR E. CHAVEZ

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

“When we are really honest with ourselves we must admit that our lives are all that really belong to us. So, it is how we use our lives that determine what kind of [people] we are. It is my deepest belief that only by giving our lives do we find life.”
2. **Sacrifice** - Sacrifice that is spiritual; that is courageous and steadfast in its willingness to endure great hardship for others.

“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. To be [human] is to suffer for others. God help us to be human.”
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.

“We are tired of words, of betrayals, of indifference ...the years are gone when the farm worker said nothing and did nothing to help himself...now we have new faith. Through our strong will, our movement is changing these conditions...we shall be heard.”
4. **Determination** - Determination that is characterized by an attitude that with faith, steadfast commitment, patience, and optimism, human beings can prevail against all odds.

“We draw our strength from the very despair in which we have been forced to live. We shall endure.”
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.

“Non-violence is not inaction. It is not discussion. It is not for the timid or weak ... Non-violence is hard work. It is the willingness to sacrifice. It is the patience to win.”
6. **Acceptance** - 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.

“We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens ... this nation.”

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

“However important the struggle is and however much misery and poverty and degradation exists we know that it cannot be more important than one human life.”

8. **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.

“We cannot seek achievement for ourselves and forget about progress and prosperity for our community ... our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own.”

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

“Students must have initiative; they should not be mere imitators. They must learn to think and act for themselves and be free.”

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

“A lasting organization is one in which people will continue to build, develop and move when you are not there.”



Prayer of the Farm Workers' Struggle

Show me the suffering of the most miserable;
So I will know my people's plight.
Free me to pray for others;
For you are present in every person.
Help me to take responsibility for my own life;
So that I can be free at last.
Grant me courage to serve others;
For in service there is true life.
Give me honesty and patience;
So that I can work with other workers.
Bring forth song and celebration;
So that the spirit will be alive among us.
Let the spirit flourish and grow;
So we will never tire of the struggle.
Let us remember those who have died for justice;
For they have given us life.
Help us love even those who hate us;
So we can change the world.

Written by Cesar E. Chavez, UFW Founder (1927-1993)



CESAR E. CHAVEZ CURRICULUM AND EDUCATIONAL RESOURCES

A standards-based Cesar Chavez model curriculum was developed in conjunction with the California Department of Education. The curriculum is for grades K-12 and includes biographies, audio clips, video clips and additional resources to assist teacher preparation.

Cesar E. Chavez Foundation

<http://chavezfoundation.org>

California Department of Education

<http://chavez.cde.ca.gov/ModelCurriculum/Intro.aspx>

Cesar Chavez Day Information and Resources – San Diego County Office of Education

<http://www.sdcoe.k12.ca.us/chavez/welcome.html>

Cesar E. Chavez Curriculum – County of Los Angeles Public Library

<http://www.colapublib.org/chavez/>

Cesar E. Chavez Curriculum – Woodburn School District

<http://www.woodburn.k12.or.us/Curriculum/FarmWorker.htm>

Cesar E. Chavez Curriculum – Lesson Plans Page for Teachers

<http://www.lessonplanspage.com/SSArtLACesarChavezQuiltStories36.htm>

<http://www.lessonplanspage.com/SSLAMDCesarChavez24.htm>

Cesar E. Chavez Curriculum Guide – AppleSeeds Magazine

<http://www.cobblestonepub.com/pages/appchavez.html>

Cesar E. Chavez Educational Video – Film Ideas Inc.

<http://www.filmideas.com/dgfamouspeople.html>

Cesar E. Chavez Educational Video – Public Broadcasting Service

<http://www.pbs.org/itvs/fightfields/>

Cesar E. Chavez Institute for Public Policy – San Francisco State University

http://www.sfsu.edu/%7Ececipp/cesar_chavez/chavezhome.htm

Cesar E. Chavez Webquest – San Diego City Schools

<http://projects.edtech.sandi.net/chavez/ccquestforsocialjustice/t-index.htm>

United Farm Workers Curriculum – Oakland Unified School District

<http://sunsite.berkeley.edu/calheritage/UFW>

United Farm Workers of America, AFL-CIO

<http://www.ufw.org>

Glenn D. Brown, President/Creative Director – Browntown Media

P.O. Box 6332, Torrance, CA 90504, (323) 756-8155

Browntownmedia@aol.com

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Community Promotes Service and Respect around Cesar Chavez Day

(Your City)—On **Date**, **Your organizing committee** will host a Chavez Service-Learning March in honor of Cesar Chavez Day.

Your number people across **Your City** will be joining thousands across America as they commemorate Chavez Day and the 40th anniversary of the 350-mile Peregrinacion or Pilgrimage from Delano to the steps of the state Capitol in Sacramento to draw national attention to the plight of farm workers. The march galvanized the Delano Grape Strike and inspired worldwide support for the grape boycott.

March participants will gather at **Location** and **Time**. The march will commence at **Time** and will end at **Location**.

Your organizing committee has invited government officials, K-12 schools, colleges and universities, community based organizations, labor organizations, and religious organizations, among others. We have planned an afternoon of **List activities**.

For more information about the March, please call **Your press contact**. For more information about Cesar Chavez please visit the Cesar E. Chavez Foundation's Web site at <http://chavezfoundation.org>.

Talk about Cesar Chavez Day

Cesar Chavez Day of Service and Learning is an official holiday in eight states (AZ, CA, CO, MI, NM, TX, UT, WI) and dozens of cities and counties throughout the nation. This year, it will be celebrated on Friday, March 31 (Cesar Chavez's birthday). Conceived as a "day on" rather than a "day off," the holiday celebrates the legacy of civil rights leader Cesar E. Chavez through volunteer, educational and cultural events.

Talk about Your Organizing Committee

(Add local organization description here)

Mayoral Proclamation

(Ask your Governor to issue a similar proclamation for your state)

City of (your city), Office of the Mayor

PROCLAMATION

Whereas, Cesar E. Chavez, was born March 31, 1927, on a small farm near Yuma Arizona, and died on April 23, 1993;

Whereas, as a second-generation American, Cesar E. Chavez at the age of 10 began life as a migrant farm worker when his father lost his farm during the Great Depression;

Whereas at the age of 18 Cesar E. Chavez joined the U.S. Navy, and served in the Western Pacific during the end of World War II;

Whereas, as early as 1949, Cesar E. Chavez dedicated himself to fight for equality, justice, and dignity for all Americans, especially the often-forgotten men, women and children who toil in agricultural fields;

Whereas in 1952 Cesar E. Chavez became a full-time organizer with the Community Service Organization (CSO), coordinating voter registration drives, battling racial and economic discrimination primarily in urban areas and organizing new CSO chapters across California and Arizona;

Whereas in 1962 Cesar E. Chavez founded and led the first successful farm workers' union in U.S. History, the United Farm Workers of America, AFL-CIO (UFW), which brought dignity and respect, fair wages, medical coverage, pension benefits, humane living conditions, and countless other rights and protections to hundreds of thousands of farm workers;

Whereas, through his commitment to nonviolence, Cesar E. Chavez led successful strikes and boycotts, resulting in the first industry-wide labor contracts in the history of American agriculture;

Whereas, Cesar E. Chavez and the UFW's efforts led to the passage of groundbreaking legislation to protect farm workers, including the only law in the nation that protects their right to unionize, the 1975 California Agricultural Labor Relations Act;

Whereas, the significance and impact of Cesar E. Chavez' life transcends any one cause or struggle, which continues to influence and inspire millions of Americans to seek social justice and civil rights for the poor and disenfranchised in our society;

Whereas, Cesar E. Chavez forged a diverse and extraordinary national coalition of students, middle-class consumers, trade unionists, religious groups, and minorities including, Latinos, Filipinos, Jews, Native Americans, African Americans, and gays and lesbians;

Whereas, since his passing on April 23, 1993, dozens of communities across the nation have renamed and dedicated schools, parks, streets, libraries, other public facilities, awards and scholarships in his honor, and have enacted holidays on his birthday, March 31st, including a paid state holiday in California, optional state holidays in Colorado and Texas, commemorative state holidays in Arizona, New Mexico and Oregon, and countless city and county holidays throughout the United State.

Whereas Cesar E. Chavez was a recipient of the Martin Luther King, Jr. Peace Prize during his lifetime and was awarded posthumously the Presidential Medal of Freedom by President Clinton on August 8, 1994, the highest civilian honor in America.

Therefore, be it resolved that _____ recognizes March 31, 2006, as the anniversary of the birth of Cesar E. Chavez, and calls upon people from all walks of life to participate in appropriate observances to remember Cesar E. Chavez as a symbol of hope and justice to all citizens.