



# César E. Chávez Campaign

*Stepping Up for Social Justice*

March 1, - March 31, 2007  
Elementary Level



*"What better way to continue Cesar's legacy than to empower young people to address social justice issues in their own communities." Helen F. Chavez*

# TABLE OF CONTENTS

<b>Letter from Helen Chavez</b> .....	<b>3</b>
<b>About the Cesar Chavez Campaign</b> .....	<b>4</b>
<b>Service-Learning Background</b> .....	<b>5</b>
<b>Standards Alignment</b> .....	<b>7</b>
<b>Core Values of Cesar E. Chavez</b> .....	<b>9</b>
<b>Program Implementation</b> .....	<b>11</b>
<b>Inspirational Letter from Julie Chavez Rodríguez</b> ...	<b>12</b>
<b>Daily Plans</b>	
Day 1. ....	13
Day 2. ....	14
Day 3. ....	15
Day 4. ....	16
Day 5. ....	18
Day 6. ....	19
Day 7. ....	21
Day 8. ....	23
Day 9. ....	25
Day 10. ....	27
<b>Resources</b>	
Cesar E. Chavez Timeline .....	29
(for use on Day 1)	
The Life of Cesar Chavez .....	33
(for use on Day 1)	
Elements of a Community .....	34
(for use on Day 1)	
Comparison of Rules and Laws .....	35
(for use on Day 2)	
The Historical Life of a Farm Worker. ....	36
(for use on Day 3)	
Chavez Campaign Action Plan .....	51
(for use on Day 5-10)	
Citrus Freeze Relief Suggested Items for Donation. .	55
<b>Certificate of Participation</b> .....	<b>56</b>
<b>Project Report Form</b> .....	<b>57</b>
<b>Chavez Foundation Educational Programs.</b> .....	<b>58</b>
<b>Books, Posters, Folders and More.</b> .....	<b>59</b>
<b>Acknowledgements</b> .....	<b>60</b>



February 1, 2007

Dear Friends and Supporters:

We would like to invite you to join hundreds of thousands of young people across the country in the Cesar Chavez Campaign by stepping up for social justice in your community. Chavez Day, a holiday in eight states (AZ, CA, CO, MI, NM, TX, UT, WI) and dozens of cities and counties throughout the nation, marks the kick off for the Chavez Campaign providing an opportunity for all students to honor the legacy of Cesar Chavez by getting involved in their communities.

As natural and man-made catastrophes like the Citrus Freeze in California, the high school dropout rate, and the war in Iraq continue to impact our communities, it is critical now more than ever for young people to become actively involved in service activities that promote social justice and peace. What better way to continue Cesar's legacy than to empower young people to address social justice issues in their own communities.

I would also like to ask the country to pay special attention to the farm workers affected by the recent citrus freeze in California. **Farm workers face a time of crisis and we need your help.** On January 12<sup>th</sup>, California was hit by a week-long freeze that devastated the Central Valley's citrus industry and will most likely leave 28,000 farm workers unemployed within days. Some workers will face foreclosure, eviction or be forced to choose between paying their utility bills or feeding their children. We need your help to ensure that farm workers receive the emergency assistance they need in this time of crisis.

Please use this guide to assist in organizing food, toiletry, and donation drives for the 28,000 plus farm workers and their families affected by the citrus freeze. For more information on the citrus freeze organizing efforts please contact Julie C. Rodriguez at (818) 265-0300 ext. 233 or via e-mail at [jrodriguez@cecfmail.org](mailto:jrodriguez@cecfmail.org).

Thank you in advance for continuing Cesar's legacy of justice, non-violence, and collective action. We look forward to working with you on the Chavez Campaign 2007!

Together, Sí SE PUEDE!

Helen F. Chavez  
Founder & Wife of Cesar E. Chavez

# César Chávez Campaign

*Stepping Up for Social Justice*

Thank you for your interest in participating in the 2007 César Chávez Campaign and taking a step toward social justice in your community!

The César Chávez Campaign is designed to lead students through the process of taking action in their communities utilizing service-learning experiences to connect civic engagement to meaningful learning in the classroom. By following the powerful example César himself set through his work, students will have an opportunity to not only gain historical perspective on who César E. Chávez was, but to experience what it means to follow in his footsteps by taking action on local issues in their community. Service-learning allows young people to actively live out his legacy, rather than just learn about it

César Estrada Chávez was one of the heroic figures of our time. In learning about César's life and values, students will learn about history, self determination, help for the needy, and "step up" by taking actions that promote equity and justice. Using art as a powerful means of expression, students will develop a service-learning project which will utilize an art form to inspire others to join them in creating their vision. They will develop a sense of what it means to contribute to society and how they may make a difference. Students will also identify ways in which they can incorporate these characteristics into their own lives and become leaders in their community by "stepping up":

**Imagine** a vision for the world around you.

**Inspire** others to join your vision.

**Create** your vision.

In honor of the César E. Chávez holiday, the Campaign begins on March 1, and concludes on March 31, Cesar's birthday. Now you too can become part of this great event to celebrate César E. Chávez's life by "stepping up for social justice" through participation in the César Chávez Campaign. The curriculum will lead you and your students through planning and implementing a service-learning project that addresses a social justice issue in your community. Modeled after the work that César devoted his life to, students will take action on an issue that they identify, seeking to improve the quality of life for those around them. The active involvement of people from all walks of life in the César Chávez Campaign reflects the significance of César'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. He once said, "We can choose to use our lives for others to bring about a better world for our children...in giving of yourself you will discover a whole new life full of meaning."

For more information about service-learning and the César E. Chávez E. Foundation, please visit our website at [www.chavezfoundation.org](http://www.chavezfoundation.org). And, as you celebrate the life and work of César, remember that

**"The end of all education should surely be service to others."**

~ César E. Chávez

Thank you for celebrating Chávez Day 2007!  
¡Sí Se Puede! (It Can Be Done!)

# What Is Service-Learning?

**Service-learning** is an instructional strategy that connects academic curriculum to meeting real community needs through service. This methodology allows students the opportunity to learn and develop through meaningful experiences and active civic participation. Service-learning is characterized by the following elements:

- **Academic Learning** – The service performed is integrally woven into the academic curriculum, helping students acquire values, skills, and/or knowledge while providing service to the community.
- **Civic Responsibility** – The service helps meet a real need in the community and is centered on an issue that is important to the students. Participation helps students see a place for themselves in community and society.
- **Collaboration** – Teachers and students work with community members or outside agencies in the planning, implementation, and evaluation of the project.
- **Youth Voice** – Students are given leadership in carrying out the service and play an active role in the learning process and project planning.
- **Reflection** – Thoughtful reflection is incorporated into activities throughout: before (to prepare), during (to learn from, adapt, and shape the project), and after (to process and deepen learning) the project.
- **Evaluation** - Information is collected and analyzed on the effectiveness of the project, as well as the student learning that occurred.<sup>1</sup>

## What Is Service-Learning's Research Base?

The research on high quality service-learning in K-12 schools across the country has demonstrated positive outcomes. According to a research summary published by Shelley Billig, Ph.D.<sup>2</sup>, the following impacts have been documented in studies conducted across the country:

- Service-learning helps students develop academic skills and acquire knowledge. Studies have shown that when the service-learning is linked closely with school curricula and content standards, students score higher on state assessments, show particular gains in higher order thinking skills, and score higher on measures on cognitive complexity.
- Participating in service-learning increases student motivation and decreases discipline problems.

---

<sup>1</sup> Toole, Pamela. *Essential Elements of Service-Learning*. National Youth Leadership Council, 1998.

<sup>2</sup> *Research brief developed by Shelley H. Billig, Ph.D., RMC Research Corporation, Denver, CO, as part of the W.K. Kellogg Foundation's Learning In Deed Initiative, 2002.*

<http://www.learningindeed.org/research/slresearch/slrsrchsy.html>

- Service-learning experiences increase students' sense of civic and social responsibility.
- Research provides evidence that participation in service-learning is associated with increases in students' feelings of connectedness with the community; willingness to take action to solve community problems; and understanding of economic, political, and social conditions.
- Service-learning has a positive effect on students' personal development, increasing responsibility, self-esteem, and self-efficacy, as well as decreasing "risk" behaviors.

Teachers also derive benefits from their participation in service-learning. Research shows that service-learning is strongly aligned with best practices in education. Service-learning improves the overall climate in the school and generates active engagement in the teaching and learning process. It is associated with greater faculty coherence and collaboration.

Community members benefit beyond the actual service provided as youth come to be perceived as an asset to the community rather than a problem to solve.

Helpful resources on effective practice and policy issues around service-learning can be found at the National Center for Learning and Citizenship of the Education Commission of the States at <http://www.ecs.org/nclc>. Research on service-learning can also be found at the National Service-Learning Clearinghouse at <http://www.servicelearning.org>. Additional information on service-learning can be found at the National Service-Learning Partnership at <http://www.service-learningpartnership.org>.

## Service-Learning and the Arts

Developing service-learning projects that integrate the arts is a blossoming area in the field. Florida Learn and Serve, a leading service-learning organization has stated that:

The arts, which are rooted in social commitment and community engagement, play an integral part of the larger community. In addition to providing aesthetic beauty and truth, the arts can be utilized as an important tool, from alternative recreation for youth to economic and cultural development. To provide positive and sustainable community development requires citizen action. The connection to the arts can empower people to take the action needed to create change.

When arts education is infused with service-learning, a result is an effective pedagogy that draws upon similar core beliefs.

- Students learn when they are involved and see a personal and social value to what they are learning.
- Students are engaged when they take ownership of their actions.
- Students learn through active, in-depth investigation and exploration of artistic media or real community need.<sup>3</sup>

---

<sup>3</sup> Florida Learn and Serve, <http://www.fsu.edu/~flserve>.

# *Standards-Based Curriculum*

Each lesson provided in the César Chávez Campaign curriculum is aligned with the National Assessment of Educational Progress (NAEP) Content Knowledge Standards. This set of standards is the only nationally representative and continuing assessment of what students are expected to know and be able to do across the academic subjects. The specific skill areas addressed in this curriculum include Civics, History, Language Arts, Behavioral Studies, and Life Skills. The full McREL Standards Database, *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education* can be found at <http://www.mcrel.org/standards-benchmarks>.

Some of the identified standards addressed in the César Chávez Campaign curriculum include:

## **Historical Understanding**

*Standard 2.* [Understands the historical perspective](#)

## **Civics**

*Standard 1.* [Understands ideas about civic life, politics, and government](#)

*Standard 9.* [Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy](#)

*Standard 11.* [Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society](#)

*Standard 25.* [Understands issues regarding personal, political, and economic rights](#)

*Standard 27.* [Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities](#)

*Standard 28.* [Understands how participation in civic and political life can help citizens attain individual and public goals](#)

## **Language Arts**

*Standard 1.* [Uses the general skills and strategies of the writing process](#)

*Standard 4.* [Gathers and uses information for research purposes](#)

*Standard 10.* [Understands the characteristics and components of the media](#)

## **Art Connections**

*Standard 1.* [Understands connections among the various art forms and other disciplines](#)

While the end result of the student projects developed with this curriculum will determine which particular art standards are addressed, the following provide a representative sample of the types of standards which could be assessed through this curriculum.

## **Dance**

*Standard 1.* [Identifies and demonstrates movement elements and skills in performing dance](#)

*Standard 3.* [Understands dance as a way to create and communicate meaning](#)

*Standard 4.* [Applies critical and creative thinking skills in dance](#)

**Music**

*Standard 2.* [Performs on instruments, alone and with others, a varied repertoire of music](#)

*Standard 6.* [Knows and applies appropriate criteria to music and music performances](#)

**Theater**

*Standard 3.* [Designs and produces informal and formal productions](#)

*Standard 5.* [Understands how informal and formal theatre, film, television, and electronic media productions create and communicate meaning](#)

**Visual Arts**

*Standard 1.* [Understands and applies media, techniques, and processes related to the visual arts](#)

*Standard 3.* [Knows a range of subject matter, symbols, and potential ideas in the visual arts](#)

*Standard 5.* [Understands the characteristics and merits of one's own artwork and the artwork of others](#)

*Standard 6.* [Knows and applies appropriate criteria to music and music performances](#)

# The Core Values of César E. Chávez

The core values that form the foundation of this curriculum are depicted in the ways that César carried out his life and work:

- 1. 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.  
“We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens ... this nation.”
- 2. 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.  
“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.”
- 3. 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 exist, we know that it cannot be more important than one human life.”
- 4. 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 ... Nonviolence is hard work. It is the willingness to sacrifice. It is the patience to win.”
- 5. 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.”
- 6. 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.”
- 7. 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.”

8. **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 [humanity], 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.”

9. **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 determines what kind of [people] we are. It is my deepest belief that only by giving our lives do we find life.”

10. **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.”

# Implementing the César E. Chávez Campaign

Timeline: March 1 – March 31, 2007

The César E. Chávez Campaign curriculum comprises a series of 10 lessons which guide students through learning about César's life and work, and connecting his values to their own work by stepping up to take action on a social justice issue in their community. Each day's lesson focuses on one of the core values identified as central to César's life. Students learn about and reflect on the identified value, then work to incorporate those ideals into their own life as they take steps to create a more just society in the world around them.

The Campaign begins by having students create a vision for their world, then leads them through a process of creating an artistic product which will serve as a communication tool to share their vision as they seek to inspire others to join their work. Following the sequence of 10 lessons, students will work through the Chávez Campaign Action Plan to design and implement a service-learning project which moves them toward creating their vision in a concrete way.

Each day's lesson encompasses three pieces:

LEARN: Gain a historical perspective based on César and his work.

REFLECT: Make connections between César's work and students' lives.

SERVE: Take a step toward social justice in students' own community. The SERVE component is meant to allow educators to either help their students launch a new service-learning project or to infuse service-learning and discussion of Cesar Chavez's values into an existing project or lesson plan.

By the end of the Campaign, students will:

- Understand the life and legacy of César Chávez.
- Discover ways to incorporate the core values of César Chávez into their own life.
- Develop a vision for their community.
- Identify a social justice issue that they would like to address.
- Create an artistic product to communicate their vision to others.
- Formulate an action plan to move forward with their vision.



February 1, 2007

Dear Friends,

Thank you for stepping up for social justice in honor of my grandfather Cesar Estrada Chavez.

This year we ask that you honor my grandfather by supporting the 28,000 farm workers affected by the recent citrus freeze. In a matter of days farm workers across California will be unemployed and in need of assistance. Please use this guide to organize a local food, toiletry, or donation drive in your community. However big, however small the farm workers need your support!

Having been born and raised in the farm worker movement, I was exposed to social justice issues and the fight for farm workers' rights at an early age. At the age of five I began volunteering after school, on weekends, and during the summer with the United Farm Workers, participating in marches, picket lines, and community meetings, as well as other activities and organizing campaigns. I learned early on that no matter how old I was or how much "experience" in life I had there were always ways for me to contribute to and support farm workers.

Throughout my life I have taken an active role in advocating for social justice just like my grandfather! Many people call him a hero not because of the things he said but because of what he did and how he lived his life.

Now you too can be heroes by joining the Cesar Chavez Campaign 2007! For more information on the citrus freeze organizing efforts please call me at (818) 265-0300 ext. 233 or e-mail me at [jrodriguez@cecfmail.org](mailto:jrodriguez@cecfmail.org). Don't forget to send photos, video, or whatever you want to share about your project.

Together, Sí Se Puede!

A handwritten signature in black ink, which appears to read "Julie Chavez Rodríguez". The signature is fluid and cursive, with the last name being particularly prominent.

Julie Chavez Rodríguez

Cesar E. Chavez Foundation

## Day 1

### Core Value: 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.*

#### LEARN

Using the biography on the *Freedom Heroes: César Chávez*, found on the internet at [http://myhero.com/myhero/hero.asp?hero=c\\_chavez](http://myhero.com/myhero/hero.asp?hero=c_chavez), provide students with a short historical overview of the life of César E. Chávez and farm labor issues. Review the timeline found in the Resources section of this guide and ask students to find the year they were born and compare it to the time period of César's life. Lead students through a discovery of why labor rights are important to address and how these issues have changed over the years.

#### REFLECT

Make comparisons between César's life and the context of their (the student's) own world. Discuss the significant events, personal beliefs, and the people who helped to shape who César was using *The Life of César Chávez* concept map found in the Resources section of this guide. Compare these concepts with the events, people, and ideas that shape their own life.

Reflect upon the following quote as it relates to this discussion:

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

~ César E. Chávez

#### SERVE

Ask students to define the various communities they are a part of and the various people and elements that comprise those communities. In small groups, develop and present their definitions of "community" using one of the seven multiple intelligences. From these definitions, identify the core elements that exist in all communities: citizens, business and industry, government, etc. (or for younger students, focus on people, places, and things) using the Elements of a Community handout in the Resources section of this curriculum guide. Discuss the structures that are in place within these elements which help people live, work, and play.

Give students 10 minutes to draw a picture or write a descriptive paragraph depicting as many details as possible about what the community is like, how it functions, and what they would like to see it look like. Be sure to include physical descriptions as well as the human, natural, and man-made resources that are available to the community.

## Day 2

### Core Value: 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.*

#### LEARN

Discuss the context of César's work and the difference between farms owned by families and farms owned by corporations. Point out the difference between rules that are followed on a family farm and laws that govern a corporate farm to help students understand the need for and historical significance of labor laws. On the T-chart found in the Resources section of this guide, ask students to outline the difference between rules and laws. Addressing the following questions may prove helpful in filling out the left (Rules) side of the T-chart:

- Why do we have rules?
- Give some examples of rules in your life.
- Who determines what rules you must follow?
- What happens if you break a rule?

Using the information entered on the left side of the T-chart, ask students to compare and contrast the answer to the same questions regarding laws.

#### REFLECT

Discuss the need for laws to protect individual rights as well as the common good. Reflect upon the following quote as it relates to this discussion:

*"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."*

~ César E. Chávez

#### SERVE

Assign each of a small group of students a different crop grown in California to research. Provide them with video, print and internet resources to gather information about the fruit and/or vegetable, e.g. where it's grown, how many farm workers work in that crop, nutritional value etc. As they gather information, ask each group to take notes and then share this information with the rest of the class.

## Day 3

### Core Value: Respect for Life and the Environment

*Respect that holds as sacred the land, the people, and all other forms of life.*

#### LEARN

Read and discuss the picture book of the *Historical Life of a Farm Worker* found in the Resources section of this guide. Be sure to discuss with your students that this is a historical account and talk about the difference between corporate and family farms. Discuss the changes in the working conditions of migrant farm workers that were brought about by César's work.

#### REFLECT

Discuss what César meant by the following quotes:

*"However important the struggle is and however much misery and poverty and degradation exist, we know that it cannot be more important than one human life."*

~ César E. Chávez

*"We can choose to use our lives for others to bring about a better and more just world for our children."*

~ César E. Chávez

Define fairness. Work together with students to determine that fairness is "each person getting what they need." It may be helpful to use concrete examples to increase students' understanding, such as giving some students a snack based on some arbitrary criteria. Bring the discussion around to understanding that it would be "fair" to give a snack only to those who were hungry, because it reflects the definition of each getting what they need. Point out that "fair" is not the same as "equal", and that both concepts are important in creating a just society. Reflect upon examples of unfair conditions that students observe/experience in the world today and changes that could be made to create a more just society.

#### SERVE

Ask students to identify a farm worker issue that is relevant to the country today. Discuss the recent Citrus Freeze in California as a major issue for the country. Share with students that the Governor of California has already declared a state of emergency and the President might do the same. Explain to students that as a result of the freeze about 28,000 farm workers will be unemployed. Brainstorm a list of things the farm workers might need to survive with your students.

## Day 4

### Core Value: 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.*

#### LEARN

Discuss the concept of “non-violence.” How did Cesar demonstrate non-violence through his ways of expressing himself? What made his methods so effective? What effect did his example have on others? Share stories of other important leaders that led through non-violent methods (Martin Luther King, Jr., Ghandi, etc.). Talk about some of the non-violent strategies that have been used to create change in our country, such as boycotts, marches, and fasts. Share the story of the Grape Boycott and its effect on the industry and farm labor working conditions. Discuss the power of public opinion and how joining people together can encourage change to happen.

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

~ César E. Chávez

#### REFLECT

Ask students to think about what violence means. What happens when people express their feelings through violence? What are some non-violent ways to express your feelings? Ask students to reflect upon how our world is changed when we chose to resolve conflict through non-violent actions. Who are leaders in our school and/or community today that display similar values as César E. Chávez? What does it mean to be a courageous leader? Reflect upon the following quote as it relates to this discussion:

*“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 life that determines what kind of men we are.”*

~ César E. Chávez

#### SERVE

Using the IMAGINE section of the Chavez Campaign Action Plan found in the Resources section of this guide, students will design and implement a service-learning project to address the needs of farm workers affected by the Citrus Freeze. Begin by having students use the planning template to describe their vision in meeting the identified community need and what message they would like to share with their target audience about this issue. Encourage your students to be as descriptive as they can about the details of their project and what they hope to accomplish. Students should not be constrained by what they think can be accomplished in the immediate future, but use this visioning to open new possibilities and provide a “road map” to all that is possible.

The sample that follows in each of the subsequent SERVE sections of the daily plans provide two examples of projects outlined using the Chavez Campaign Action Plan. Use the sample as

inspiration for your students and a guide for you in helping them plan a project that is designed and led by the students, or to connect to existing work within your classroom or school.

### *Sample Project 1*

## **IMAGINE**

**What real community need will we address in this project? What is the identified issue? What do we want to change? What is our vision?**

*We are concerned about the farm workers affected by the Citrus Freeze. Our vision is to provide assistance to the farm workers so they can make it through this difficult citrus season.*

**Who is our target audience? Who would we like our message to reach? Who do we want to help us create our vision?**

*Our target audiences are students, teachers, parents, administrators and news media. We would like them to help us by educating residents in our area about the current conditions of farm workers affected by the Citrus Freeze and collecting food, toiletries and money to donate to the workers.*

**What message would we like to share about this issue? Who are we? What are we about? Why should they care?**

*We would like to help people understand the important role farm workers play in feeding this nation and oftentimes the world. We want to increase understanding that people everywhere can support farm workers, especially those affected by the Citrus Freeze.*

## Day 5

### Core Value: Innovation

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

#### LEARN

Share with students some of the ways that César tried to find out other peoples' opinions on issues. Discuss why it is important to listen to others' perspectives and how this can lead to new ideas and creative ways of looking at problems/solutions.

Have students write down an idea they have that would help the farm workers affected by the Citrus Freeze.

#### REFLECT

Reflect upon the following quote as it relates to this discussion:

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

~ César E. Chávez

#### SERVE

Using the Chavez Campaign Action Plan contained in the Resources section of this guide, work with students to determine the overall design of their project, completing the remainder of the IMAGINE portion of the planning process.

### IMAGINE

**What is our intended outcome of the project? What do we want to happen?**

*Our goal is to collect \$500 and a vanload of food and toiletries for the farm workers affected by the Citrus Freeze. We would like community members to take action on current farm worker issues.*

**Description of the project:**

*Our project is to begin making this happen by researching the current impact of the Citrus Freeze on farm workers ([www.ufw.org/freeze](http://www.ufw.org/freeze)). Using this information we will create informational pamphlets or posters that can educate people about this issue and let them know how they can help. We will organize a week-long food, toiletry and donation drive for the farm workers.*

## Day 6

## Core Value: 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.*

### LEARN

Show students the picture of the migrant worker using a short-handled hoe in the *Historical Life of a Farm Worker* used on Day 3. Ask students to recall what they discussed in regards to this photo. With students in pairs, provide each group with a small bag of confetti or other small object. Instruct one student to spread the confetti on the floor. Instruct the other student to bend over like the man in the photo and pick up the confetti without standing up or kneeling. Repeat the simulation with the other partner. Hold a discussion about the simulation: How did it feel to be in that position? Could you do that for an hour? A morning? A whole day? That type of work is called “stoop labor.” The man in the photo, as well as thousands of others including César E. Chávez, worked like that all day long in the fields. The short-handled hoe is no longer legal to use in the fields. That was one working condition that César E. Chávez worked hard to change. Lead students in a discussion of the following questions: What were the reasons that César E. Chávez wanted to help farm workers? Why did César E. Chávez think farm workers needed his help? What difference did he make in their lives?

### REFLECT

Reflect upon the following quote as it relates to this discussion:

*“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.”*

*~ César E. Chávez*

Discuss with your students the concept of a socially just world, what that world might look like, and why it is important. What does it mean to be poor? Who are the needy? What types of groups tend to be overlooked? Who are the “forgotten people of our community”? Why is it our responsibility to look after all people and to especially make sure that we help the most needy?

### SERVE

Using the INSPIRE section of the Chavez Campaign Action Plan contained in the Resources section of this guide to work with students to begin determining the form and function of the project they have identified. Begin to answer such questions as “Where do we want to go?” and “How will we get there?” ensuring that student ownership of the project is maintained throughout the discussion.

## INSPIRE

### **How will our project inspire others to join our vision?**

#### **What form will the artwork take?**

*using our research on the impact of the Citrus Freeze on farm workers we will create posters to advertise our food, toiletry, and donation drive and hang them throughout the community.*

#### **What will be the function of the art?**

*The initial function of our poster will be to advertise our food and donation drive. We will ask local supermarkets if they will display our posters and help us collect food and donations in their stores to support the farm workers.*

## Day 7

### Core Value: Knowledge

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

#### LEARN

Talk with your students about why it is important for every citizen to be involved in their community. What makes a community a good one? How can we as citizens help create a better world? César E. Chávez understood the answers to these questions. His leadership was rooted in a system of American civic values. Seeing his people denied Constitutional rights moved him to action. These actions included registering people to vote and writing about his concerns, and speaking out against these injustices. How did his actions help make the world a better place?

#### REFLECT

*“We must understand that the highest form of freedom carries with it the greatest measure of discipline.”*

*~ César E. Chávez*

Help your students understand that their city, state, and country is a good place to live only because many people work hard to keep it that way. Discuss the responsibilities of being a good citizen, including concepts such as getting a good education so that they can become productive members of the community. Reflect upon the quote above as it relates to the rights and responsibilities of citizenship.

#### SERVE

Using the INSPIRE section of the Chavez Campaign Action Plan contained in the Resources section of this guide, work with students to determine the skills they will gain through the project they have identified. Engage students in the process of identifying not only which skills they will address, but what evidence of mastery will look like and how they will demonstrate those skills.

## INSPIRE

<b>What skills and knowledge will we develop through this project?</b>	<b>How will we assess the skills and knowledge we're developing?</b>
<i>Writing for different purposes; identifying target audience</i>	<i>Peer review, editing conferences with the teacher, self-assessment</i>
<i>Understanding of farm worker conditions</i>	<i>Unit test, descriptive essay</i>
<i>Creation of informational posters and messaging strategies</i>	<i>Response of consumers to our informational pamphlet</i>
<i>Plan and coordinate a food, toiletry, and donation drive</i>	<i>Amount of money toiletries, and food collected; teacher evaluation</i>
<i>Understand how to take leadership on community issues</i>	<i>Journals, self-assessment</i>

## Day 8

### Core Value: Sacrifice

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

#### LEARN

Lead students in a discussion of the sacrifices made by César throughout his lifetime. What sacrifices did César make in order to help others? What does it mean to put others before yourself? What are some of the sacrifices you have made in your life that have helped to make someone else happier or healthier? Be sure to point out to students the difference between voluntary fasting and starvation. Draw out a discussion about how the choices they make in their own lives can help them reach their vision.

#### REFLECT

Reflect upon the following quote as it relates to this discussion:

*“I am convinced that the truest act of courage, the strongest act of [humanity], is to sacrifice ourselves for others in a totally non-violent struggle for justice. To be [human] is to suffer for others.”*

*~ César E. Chávez*

#### SERVE

Using the CREATE section of the Chavez Campaign Action Plan contained in the Resources section of this guide on work with students to plan the major steps they will take in carrying out this project. This planning document should be viewed as a process which will change and adapt as students embark on completing and reflecting upon their work. It is most meaningful if students are allowed to take ownership of this process as much as possible and make these changes as a natural result of their learning, even if their tasks and timelines are unrealistic at first. Encourage them to set goals knowing they can be adjusted as needed at a later time. Discuss what sacrifices they might have to make in order to complete their project. What will you choose to do or not do in order to make this happen?

## CREATE

Identify the steps you will take in carrying out this project:

<b>Major Project Steps</b>	<b>Who will be responsible for completing this step?</b>	<b>What resources do we need?</b>	<b>What is the deadline?</b>
Research facts and information on the Citrus Freeze	Small groups – each work on one source e.g. newspaper, TV news, farm worker organizations	Internet, TV, newspapers	March 9
Create an informational flyer with text/messages from the research	Ms. Hernandez' English class	Research Notes	March 15
Create posters using text/messages from research	Mr. Warren's graphic art class	Computer and/or art supplies	March 15
Distribute the flyers and hang posters around campus and in the community	Outreach Committee	Community calendar; Tape; push pins; staple gun	March 19
Contact media	Media Committee	Internet or phone book	March 23
Conduct week-long food, toiletry, and donation drive	All students	Collection bins and sites	March 31

**Day 9**

## Core Value: Service to Others through empowerment, not charity

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

### LEARN

Using the biography discussed on Day 1, identify the steps César took which empowered others. How did he help others help themselves? How might things have been different if he had chosen to provide them with food and money instead of working to change the conditions of their work? Why is it important to help people improve their lives instead of just giving them money?

### REFLECT

Engage students in a discussion of the difference between empowerment and charity. Give examples of each, such as writing the answers for someone who has difficulty spelling vs. helping them learn how to spell. Reflect upon the following quote as it relates to this discussion:

*“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 determines what kind of [people] we are. It is my deepest belief that only by giving our lives do we find life.”*

~ César E. Chávez

Discuss the helpers that your students can identify in your community. Lead your students in brainstorming as many types of help that they can, such as social services, the local food pantry, police, etc. What are some ways that these people give their lives to helping others? How might the students themselves give of themselves to make someone else's life better?

### SERVE

As students complete the remainder of the Chávez Campaign Action Plan, ask them to take time to think through some of the potential challenges they might encounter as they carry out their project. Work through potential solutions to the obstacles, ways they might meaningfully engage in reflecting about their work, and the next steps they might take in reaching their identified end outcome. Be sure to engage in a process of reflection as part of the ongoing process of completing tasks, reflecting, adjusting plans, and moving forward.

### What challenges might we encounter along the way and how might we address them?

- Getting community organizations to support our food, toiletry, and donation drive – it may help to create informational flyers that list the needs of the farm workers (see list of Citrus Freeze Relief Suggested Items for Donation in the Resources Section of this guide).
- Encountering people who don't agree with our point of view – include facts and data on the posters and informational flyers
- Paying for duplication of flyers – get the principal and other administrators excited about the project
- If more than one class, keeping our work coordinated between different classes and committees – it may be a good idea to schedule a meeting once a week to review and update plans
- Transporting the food to California's Central Valley – call the Cesar E. Chavez Foundation at 818-265-0300 to ask for support

### What types of ongoing reflection will we use to help us analyze our process and product and tell us what worked, what didn't, and how we can improve it?

- Journals
- Small group discussions
- Feedback from adult partners
- Self and peer reviews of products we create
- Class discussions and weekly meetings

### How will we celebrate our success?

- Articles published in the paper
- School and district newsletters
- Have a community celebration with fresh fruits and vegetables harvested by farm workers for all of the groups that join in to help

### What might our next steps be after this project is completed?

- Create a Farm Worker Support Club at school or in the community
- Plan activities and events that can be held on a regular basis to help people learn how to support farm workers

## Day 10

### Core Value: Determination

## ¡Si Se Puede!

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

### LEARN

Discuss what is meant by “Si Se Puede” (Yes, it can be done). How might this statement have helped César’s to not give up? What are some ways that he showed he was determined to make a difference in people’s lives?

### REFLECT

Reflect upon the following quote as it relates to this discussion:

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

*~ César E. Chávez*

Ask the students to list 10 things around them that seem impossible to change. Discuss examples of other things that people once thought were impossible: the right to vote for women and for African-Americans, changing farm labor conditions, and walking on the moon. Remind them that the iPod and satellite radio were also once considered impossible. Ask them to brainstorm at least one step they might be able to take in making something that seems impossible become possible. These possibilities remind us that “si se puede.”

### SERVE

Students should work on the identified tasks outlined in their Chávez Campaign Action Plan. Be sure to engage in a process of reflection as part of the ongoing development and completion of the project.

# RESOURCES



## César E. Chávez Timeline

***"Once social change begins it cannot be reversed. You cannot uneducated the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the people that are not afraid anymore."***

**1927, March 31** – Césario Estrada Chávez was born on a small farm near Yuma, Arizona.

**1937** – César's family moved to California and became migrant farm workers after they lost their farm during the depression.

**1942** – César left school after the eighth grade to work in the fields full-time to help support his family.

**1946** – He joined the U.S. Navy at the end of World War II, where he served in the Western Pacific.

**1948** – After serving in the Navy, César returned to the United States where he met and married Helen Fabela. They had eight children together.

**1952** – Fred Ross, an organizer with the Community Service Organization (CSO), met and recruited César to register voters in the barrio of "Sal Si Puedes" (get out if you can). The CSO was a civil rights organization that battled racial and economic discrimination primarily in urban areas.

**1952-1962** – In the next ten years, César and Fred Ross established 22 CSO chapters across California. They fought against police brutality, organized voter registration drives, advocated for neighborhood improvements and workers rights. Under César 's leadership the CSO became one of the most effective Latino civil rights groups.

**1958** – César and the CSO got involved in a farm worker dispute in Oxnard, California to challenge negative hiring practices employed by local growers. Although minor successes were made, César's experiences in Oxnard helped him realize the necessity for a farm worker organization.

**1962, March 31** – On his 35th birthday, César resigned from the CSO and moved to Delano, California with his family, where he, alongside others, began the National Farm Workers Association (NFWA), later known as the United Farm Workers (UFW), devoting himself to organizing farm workers full-time.

**1962-1965** – César spent the next three years traveling throughout California conducting what he called the Farm Worker Census to begin talking to workers about their needs and concerns. César's organizing techniques were extremely unique since he realized early on that in order to effectively organize farm workers the NFWA could not solely focus on workplace issues but instead it needed to build community amongst the workers.

**1965, September** – The Agricultural Workers Organizing Committee, AFL-CIO (AWOC), a Filipino-American farm worker organization, begins the Delano grape strike to combat the unjust treatment of the Delano grape growers.

**1965, September 16** – On Mexican Independence Day, the NFWA with a 1,200-person membership voted to join AWOC and the strike against Delano grape growers, forming the United Farm Workers Organizing Committee (UFWOC). The strike lasted for five years.

**1966, March - April** – César and dozens of strikers embarked upon a 340-mile Peregrinación (or Pilgrimage) from Delano to the steps of the state Capitol in Sacramento to draw national attention to the unjust treatment of farm workers.

**1966, April** – During the Peregrinación and after a four-month boycott, Schenley Vineyards negotiated a contract with UFWOC, establishing the first successful contract between a grower and farm workers in United States history. The contract also included a provision prohibiting the use of DDT, prior to the Federal Government's ban.

**1966, Spring-Summer** – As a result of unresponsiveness from other major grape growers the UFWOC mounts a boycott against DiGiorgio Fruit Corporation forcing the giant grape grower to agree to an election among its workers. The company brings in the Teamsters Union to oppose the UFWOC. DiGiorgio workers vote for the UFWOC.

**1967** – The UFWOC mounts a boycott against the Giumarra Vineyards Corporation, California's largest table grape grower. In response to a UFWOC boycott, other grape growers allow Giumarra to use their labels. The UFWOC, in turn begins a boycott of all California table grapes. Meanwhile, strikes continue against grape growers throughout the state.

**1967-1970** – Hundreds of grape strikers fan out across North America to organize an international grape boycott. Millions of Americans rally to La Causa, the farm workers' cause.

**1968, February-March** – To call attention to the plight of farm workers and to reaffirm the Farm Worker Movement's commitment to non-violence, César conducted a 25 day public fast in Delano, California. U.S. Senator Robert F. Kennedy joined 8,000 farm workers and supporters at a mass, where César broke his fast. Senator Kennedy said César was "one of the heroic figures of our time."

**1970, Spring-Summer** – As the boycott continues picking up steam, most California table grape growers sign UFW contracts.

**1970, Summer** – César called for a nationwide boycott of lettuce when growers in the Salinas Valley signed sweetheart deals with the Teamsters Union to block the UFWOC's organizing efforts in the region. More than 10,000 farm workers walked out on strike demonstrating their support of the UFWOC.

**1970, December 10 -24** – César was jailed in Salinas, California for refusing to obey a court order to stop the boycott against one of the major lettuce growers in the area. Coretta Scott King, widow of Dr. Martin Luther King, Jr., and Ethel Kennedy, widow of Robert F. Kennedy, visited César in jail to offer their support for his non-violent struggle for social justice.

**1971** – The UFW moved from Delano to its current headquarters at Nuestra Señora Reina de La Paz (Our Lady of the Peace) in Keene, California, just 30 miles southeast of Bakersfield, with a membership of 80,000 farm workers.

**1972** – The UFW was chartered as an independent affiliate by the AFLCIO; it became the United Farm Workers of America, AFL-CIO.

**1972, May 11-June 4** – César began his second public fast, which lasted 25 days, in Phoenix, Arizona to protest a law that banned and denied farm workers the right to strike or boycott.

**1973, Spring-Summer** – When the UFW's three-year table grape contracts came up for renewal, the growers signed contracts with the Teamsters without an election or any representation procedure. The result was a bitter three-month strike by grape workers in California's Coachella and San Joaquin valleys. 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, César calls off the strike and begins a second grape boycott.

**1973-1975** – According to a nationwide 1975 Louis Harris poll, 17 million Americans are boycotting grapes. Many are also boycotting lettuce and Gallo wine after winery workers strike the mammoth Modesto, California-based producer.

**1975, June** – After Jerry Brown becomes governor, the boycott convinces growers to agree to a state law guaranteeing California farm workers the right to organize and bargain with their employers. César gets the landmark Agricultural Labor Relations Act through the state Legislature.

**Mid-to-late 1970s** – The UFW continues winning elections and signing contracts with growers. In 1977, the Teamsters Union signs a "jurisdictional" agreement with the UFW and agrees to leave the fields. In 1978, the UFW calls off its boycotts of grapes, lettuce and Gallo wine.

**1979, September** – After a strike and boycott, the UFW wins its demands for a significant pay raise and other contract improvements from SunHarvest, the nation's largest lettuce producer. Other growers also soon settle.

**1982** – George Deukmejian is elected California governor with \$1 million in grower campaign contributions.

**1983-1990** – Governor Deukmejian begins shutting down enforcement of the state's historic farm labor law. Thousands of farm workers lose their UFW contracts. Many are fired and blacklisted. Fresno-area dairy worker Rene Lopez, 19, is shot to death by grower agents after voting in a 1983 union election. César declares a third grape boycott in 1984.

**1986** – César began the "Wrath of Grapes" campaign to draw attention to the harmful effects of pesticides on farm workers, their children, consumers and communities surrounded by agricultural fields. The campaign targeted 5 cancer-causing pesticides used by the California Table Grape Industry, captan, dinoseb, methyl-bromide, parathion, and phosdrin. With the exception of methyl bromide, these pesticides are no longer used in the United States.

**1988** – At age 61, Chavez engaged in his last and longest public fast for 36 days in Delano, California to draw attention to the numerous cancer clusters that developed in and around agricultural communities.

**1980's - Early 1990's** – César continued to empower farm workers and other individuals working for social and economic justice, by providing them with useful organizing tools and techniques. He forged a diverse and extraordinary national coalition of students, religious figures and minorities, including Latinos, Filipinos, Jews, Native Americans, African Americans, and gays and lesbians to continue the fight for justice and equality.

**1993, April 23** – César passed away in his sleep on April 23, 1993, in San Luis, Arizona, only miles from the farm where he was born 66 years earlier.

**1993, April 29** – 50,000 mourners marched behind César 's simple pine casket during funeral services in Delano, California. The world mourned César, recognizing his accomplishments as a great American civil rights leader.

**1993** – The César E. Chavez Foundation, a non-profit charitable organization (501(c)(3)), was established by César's family and friends to educate people about the life and work of this American hero and to engage all, particularly youth, in carrying on his values and timeless vision for a better world.

**2000, August** – César Chavez Day of Service and Learning, California's official state holiday, was signed into law by Governor Gray Davis to ensure that the life, work, and values of César E. Chavez continue to inspire all Californians.

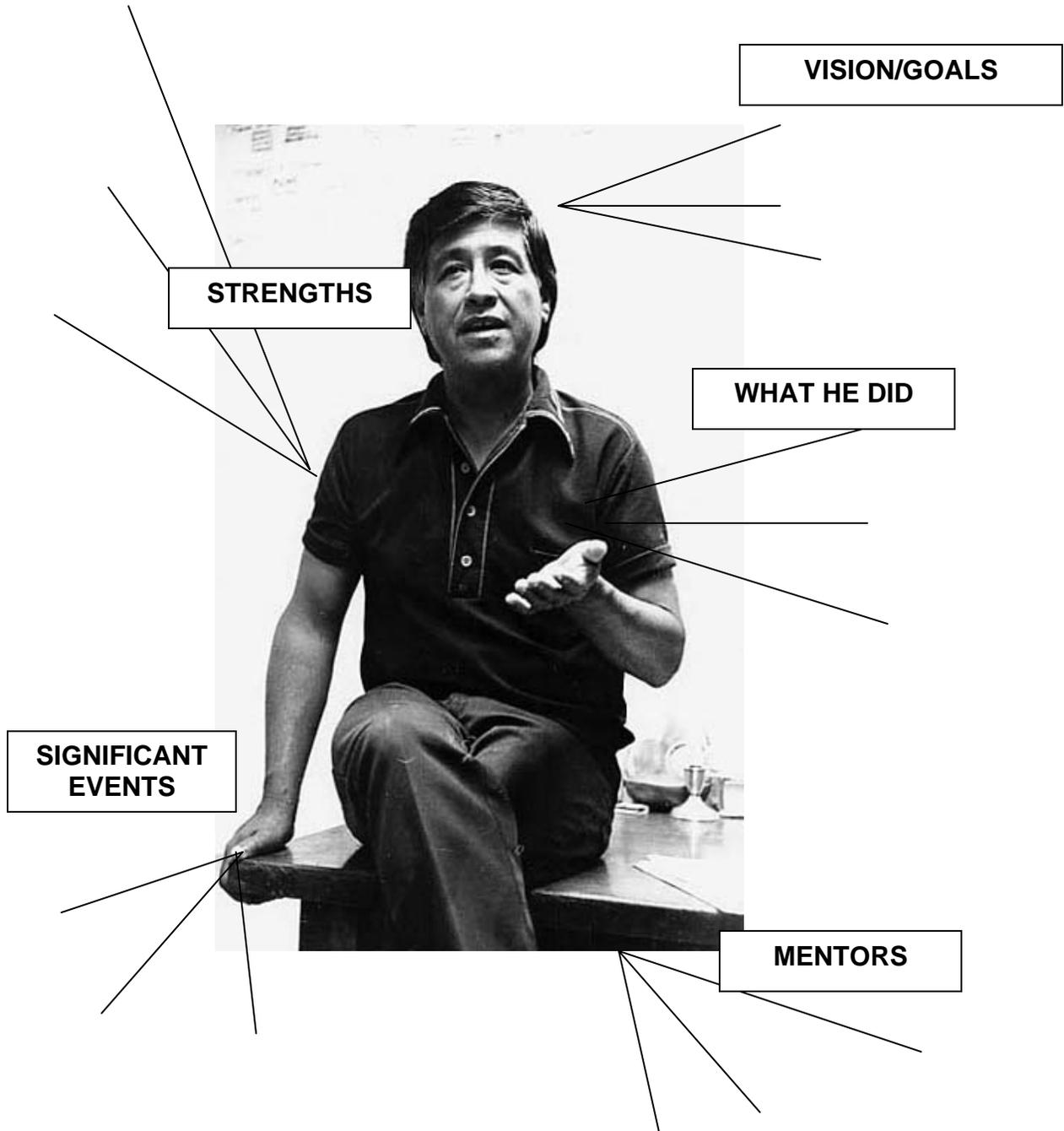
**2001, March 30** – The first ever César Chavez Day of Service and Learning was celebrated in California on March 30. Sixty-six service-learning projects were funded by the César Chavez Day Grants statewide, engaging K-12 youth in meaningful service activities that correspond to César's 10 core values.

**2002** – California is now one of five states to celebrate César's birthday, March 31, as an official holiday. Other states include Arizona, Colorado, New Mexico and Texas.

**2007** – California's sixth annual César Chavez Day of Service and Learning will be celebrated on Friday, March 31. Seven other states will also celebrate César's birthday as an official holiday, including Arizona, Colorado, Michigan, New Mexico, Texas, Utah, and Wisconsin.

For additional chronology information about César and the Farm Worker Movement, please visit <http://www.ufw.org/cecchron.htm>.

# The Life of César Chávez



Day 1

## Elements of a Community

<b>Community Element</b>	<b>Definition</b> <sup>4</sup>	<b>Examples</b>
Citizen	An inhabitant of a city or town.	People living in the Community
Business and Industry	A distinct group of productive or profit-making enterprises.	Local manufacturers Restaurants Businesses
Environment	The circumstances, objects, or conditions by which one is surrounded.	Parks and playgrounds Roads Natural environment
Government	The complex of political institutions, laws, and customs through which the function of governing is carried out.	Police Department Fire Department Court System Transportation Department

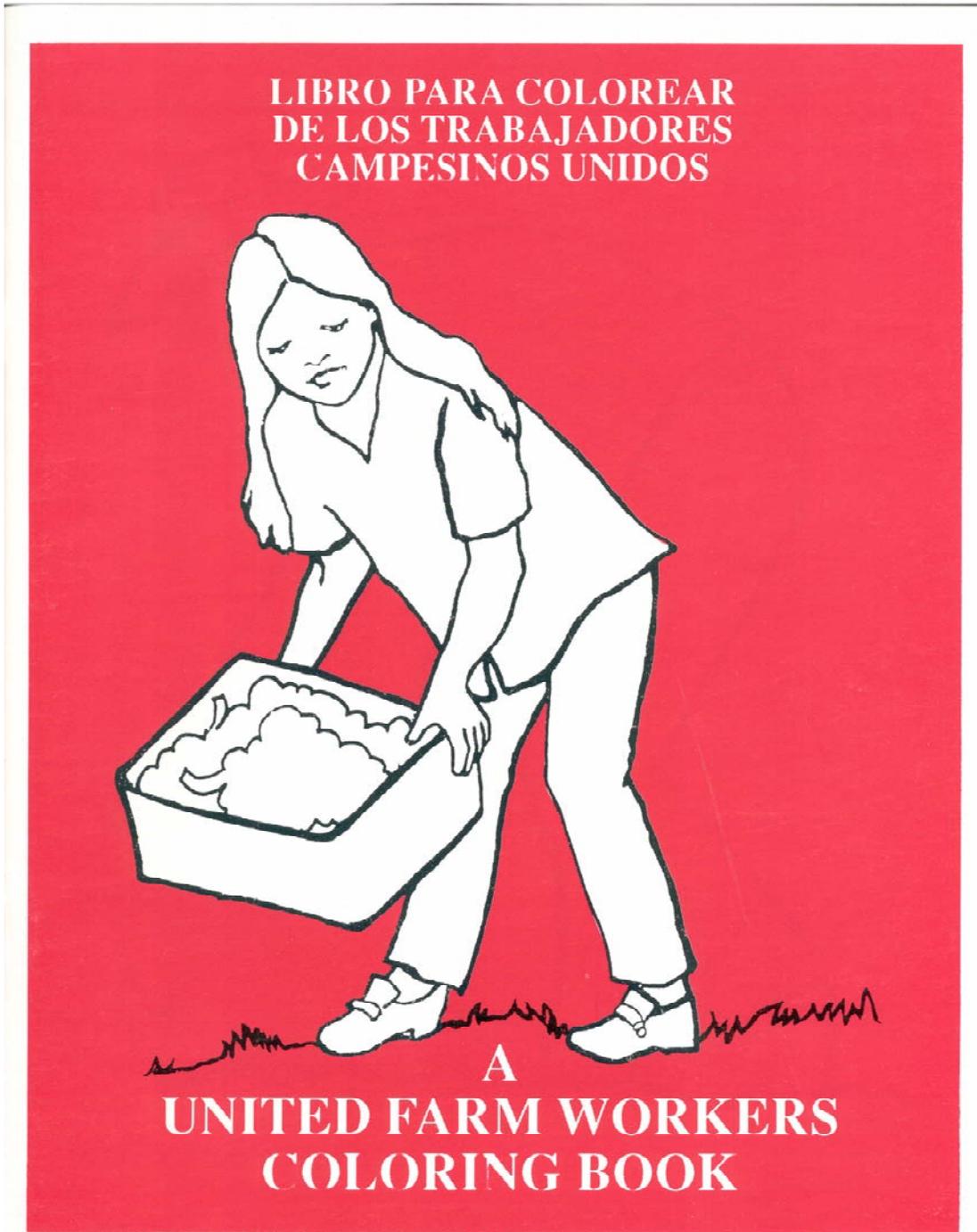
---

<sup>4</sup> [Source](#): Merriam-Webster's Dictionary of Law, © 1996 Merriam-Webster, Inc.

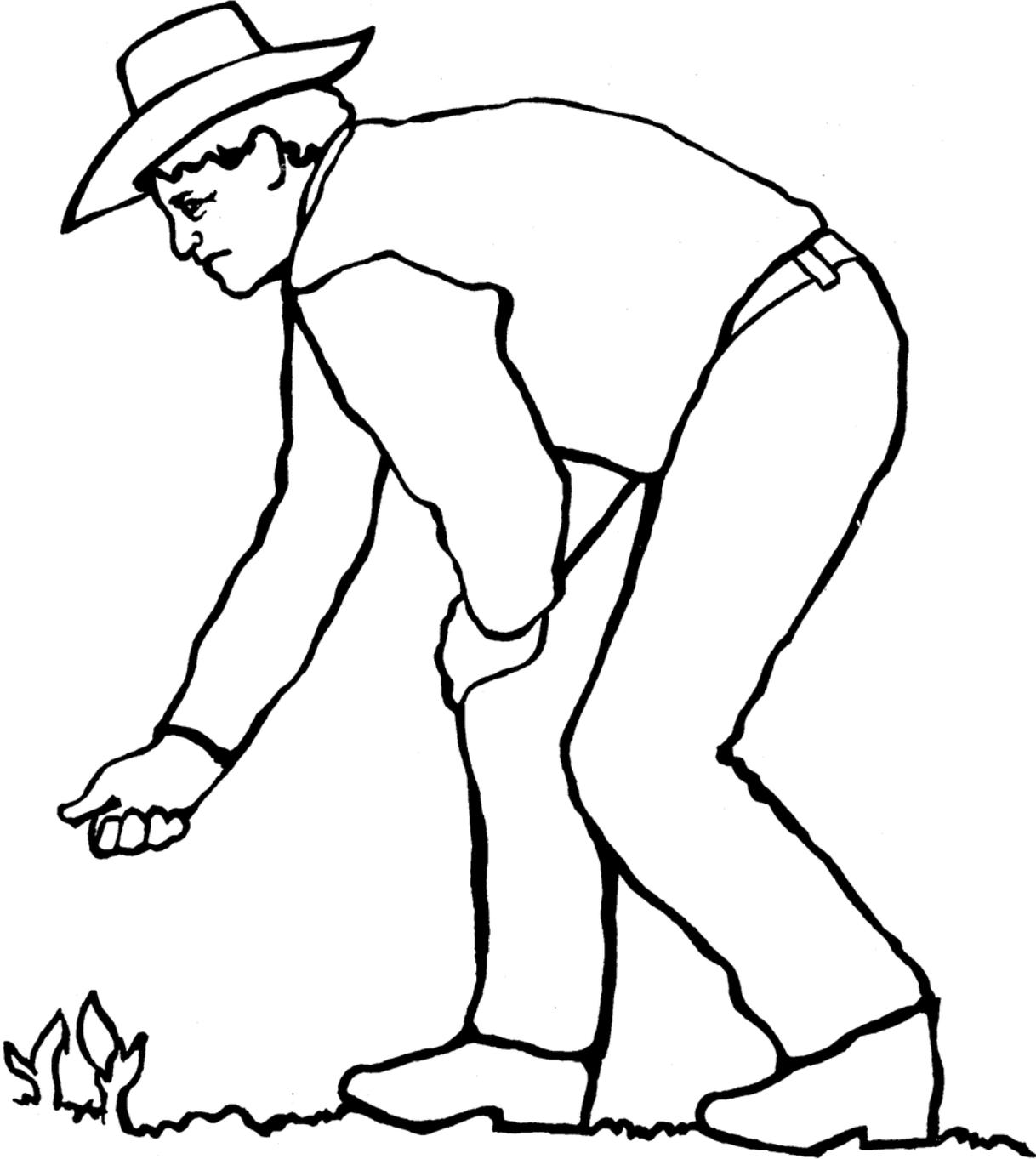
## Comparison of Rules and Laws

Rules	Laws
Why do we have rules?	Why do we have laws?
Give some examples of rules in your life.	Give some examples of laws in your life.
Who determines what rules you must follow?	Who determines what laws you must follow?
What happens if you break a rule?	What happens if you break a law?

The Historical Life of a Farm Worker



Los campesinos trabajan muy duro.



Farm workers do hard work.

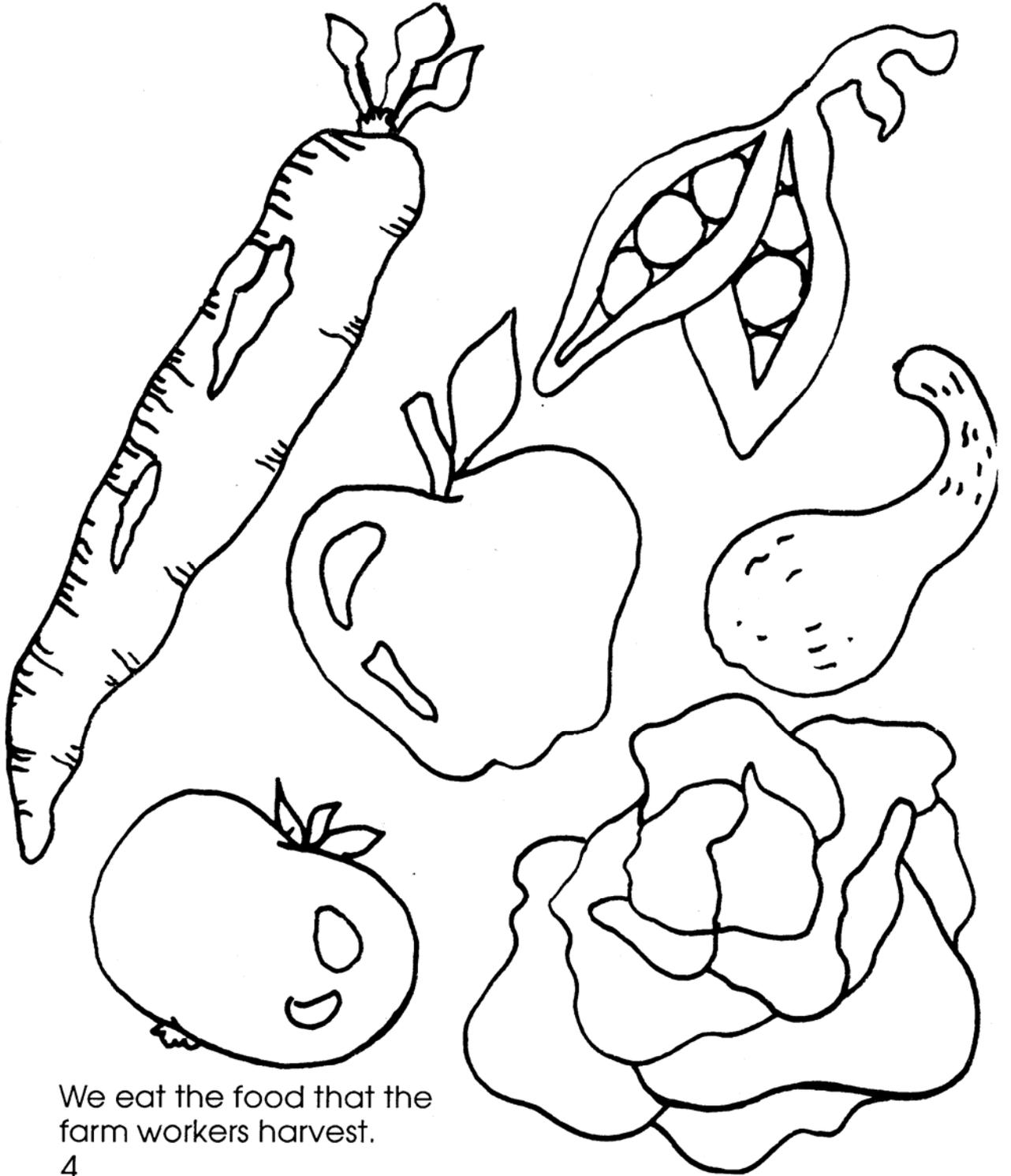
Sus hijos tambien tienen que trabajar.



Their children work, too.

3

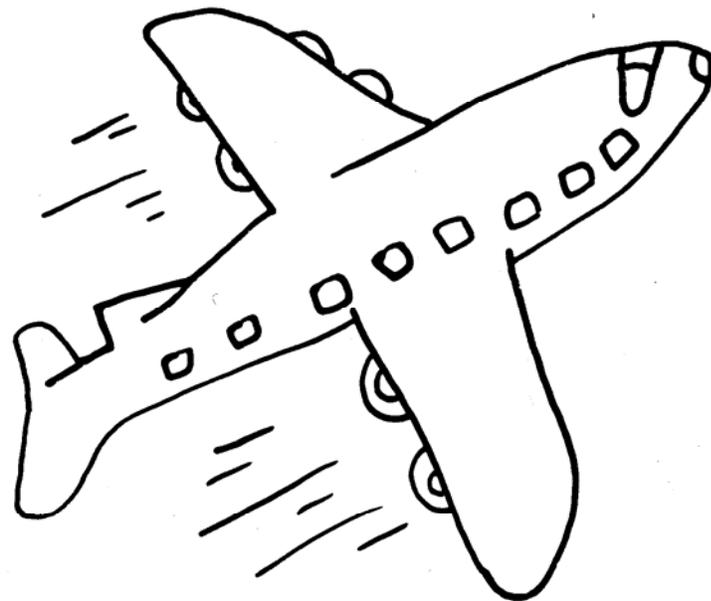
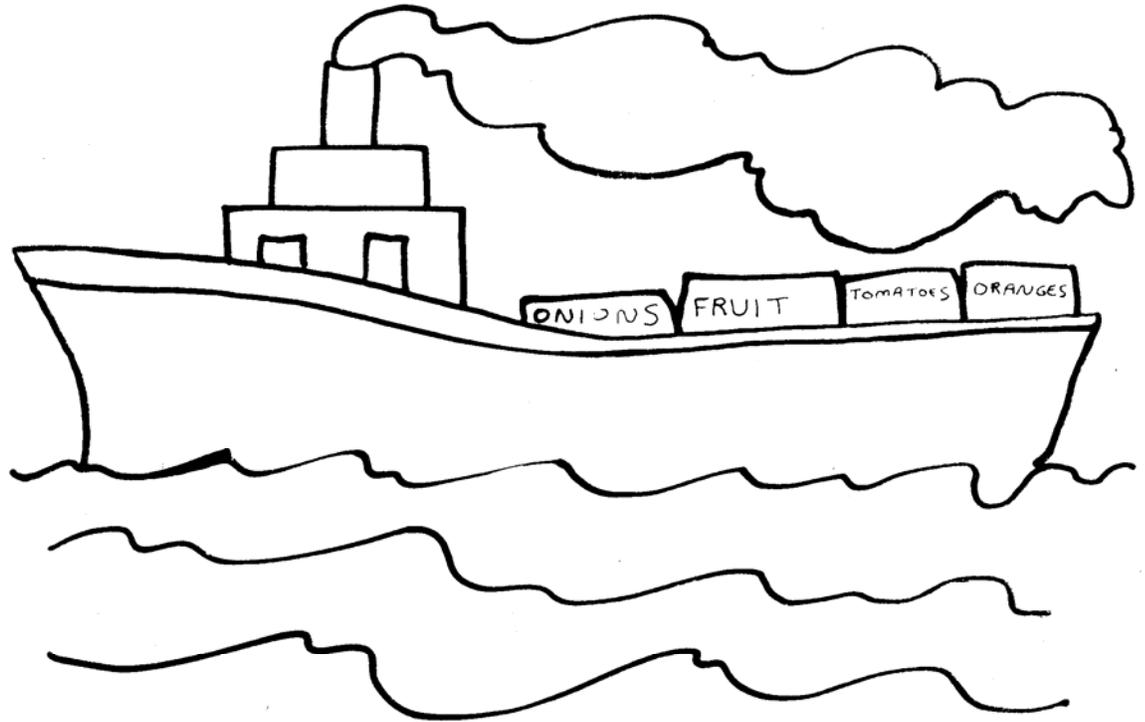
Nosotros nos alimentamos con la comida que cosechan los trabajadores campesinos.



We eat the food that the farm workers harvest.

4

Los trabajadores campesinos dan de comer a la gente de otros países.



Farm workers feed people in other countries.

5

A pesar de que los campesinos trabajan tan duro, son gentes muy pobres y su salud esta dañada por los pesticidas.



Although farm workers do hard work, they are very poor and their health is hurt by pesticides.

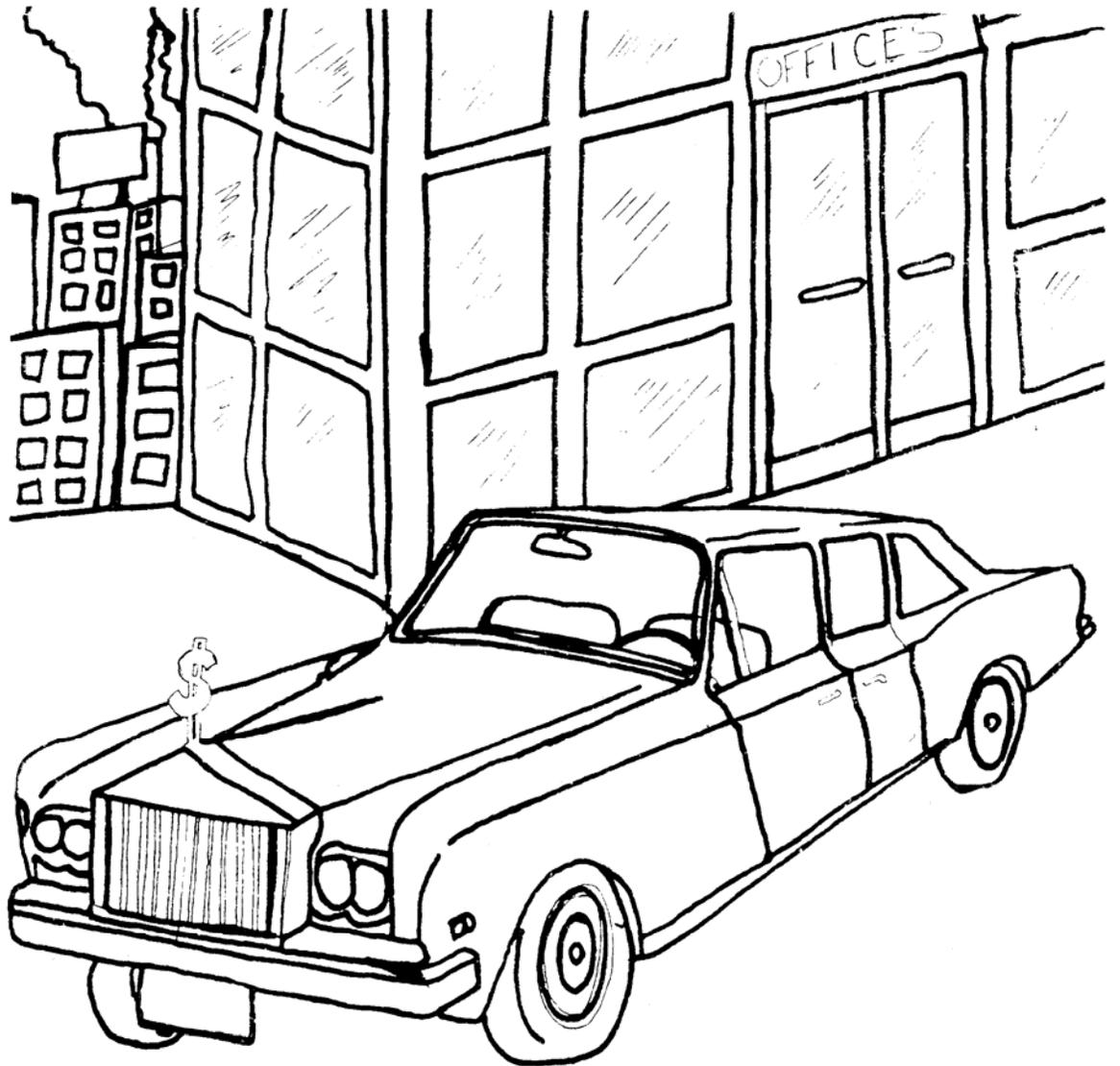
6

Algunas veces los trabajadores campesinos no tienen suficiente dinero para dar de comer a sus hijos.



Sometimes farm workers do not have enough money to feed their children.

Los ricos dueños de la tierra ganan todo el dinero y viven muy lejos de los campesinos.



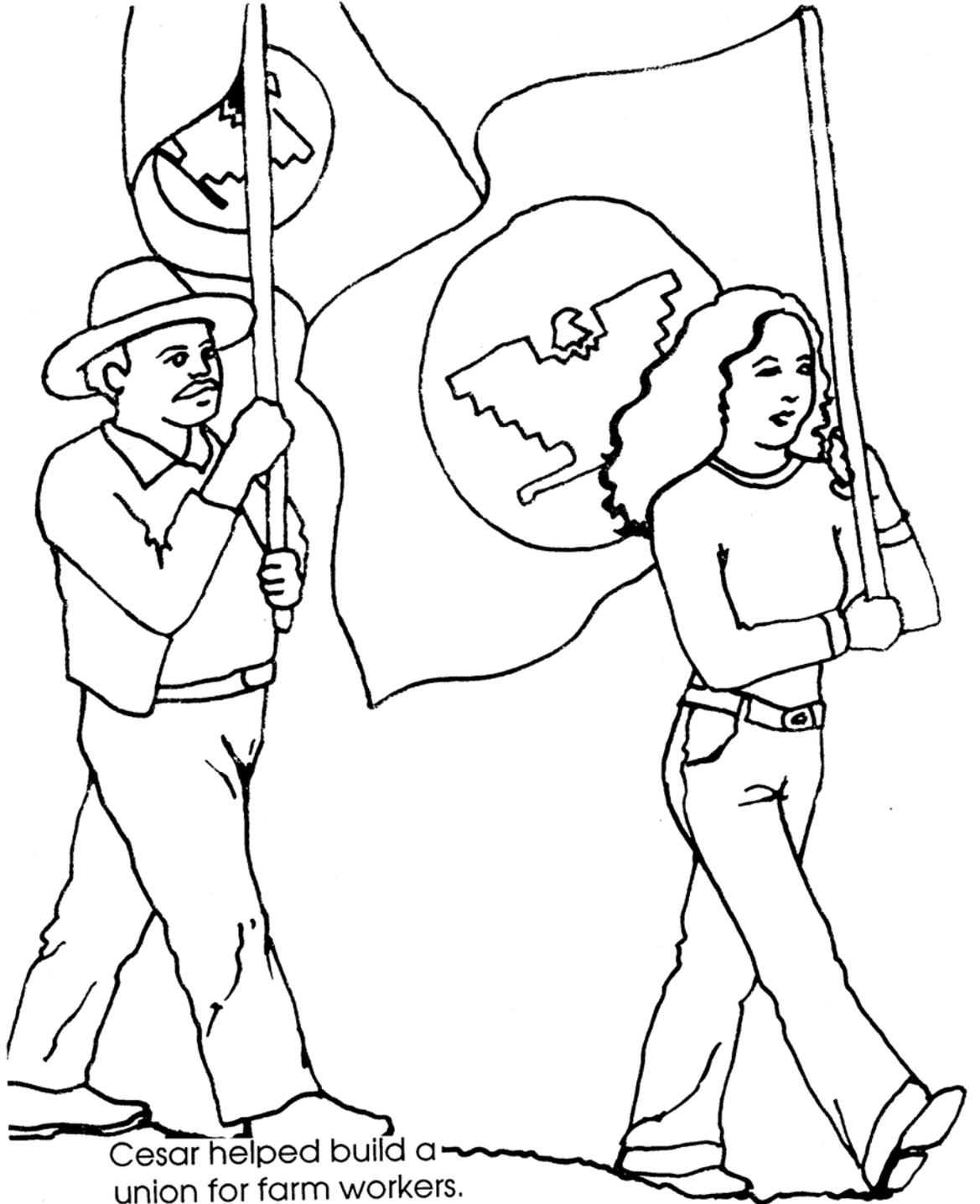
Rich people who own the land make all the money and live far away from the farm workers.

Cesar Chavez ha cambiado las cosas para los trabajadores campesinos.



Cesar Chavez has changed things for the farm workers. 9

Cesar Chavez ayudo a formar la union de los campesinos.



Cesar helped build a union for farm workers.

Una union es un grupo de gente que se junta para defenderse.



A union is a group of people who have joined together.

Ahora los campesinos tienen una vida mejor porque ya tienen union.



Farm workers have better lives because of the union.

12

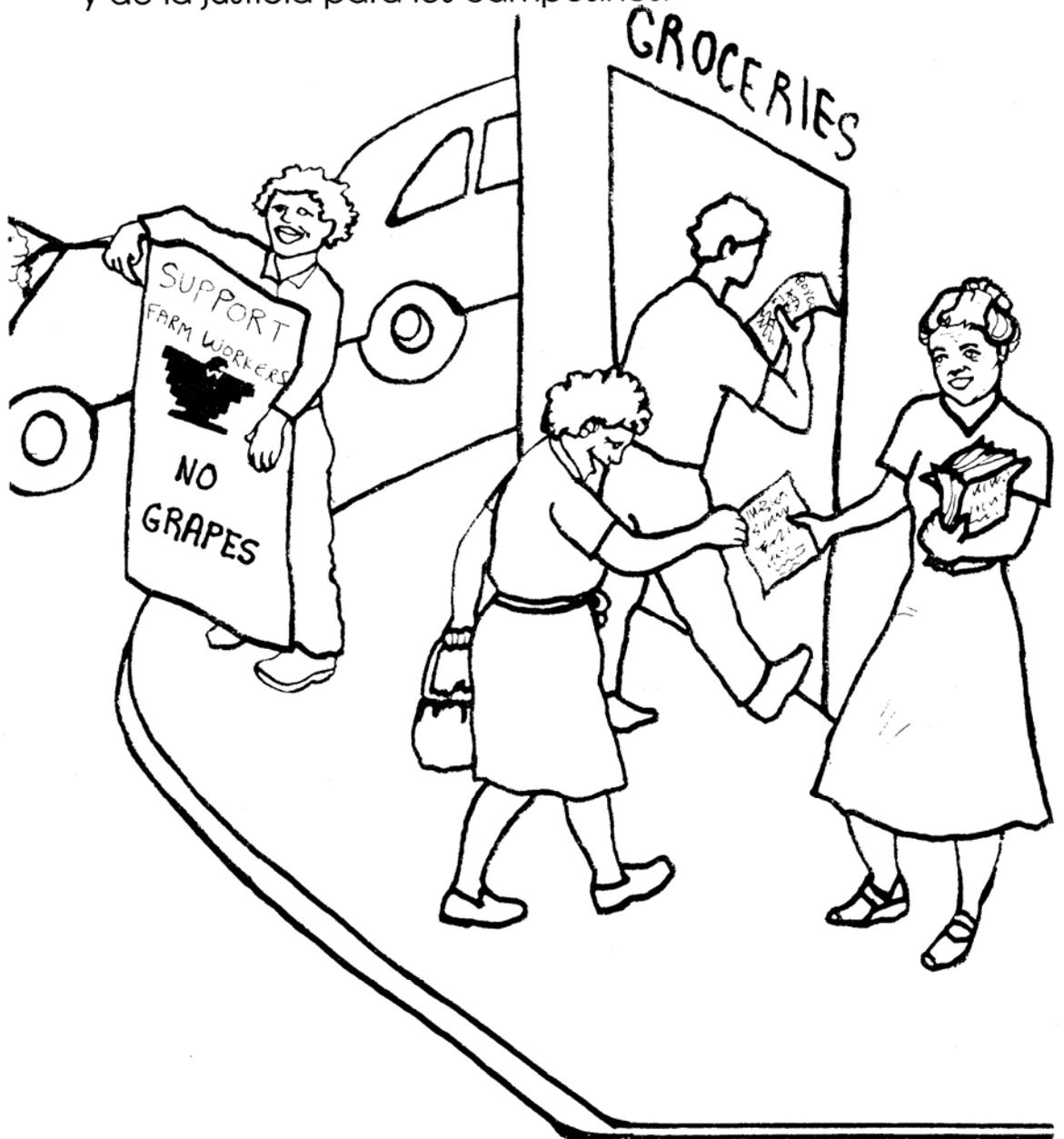
Gente de la ciudad ayuda a los trabajadores campesinos.



People in the cities help the farm workers.

13

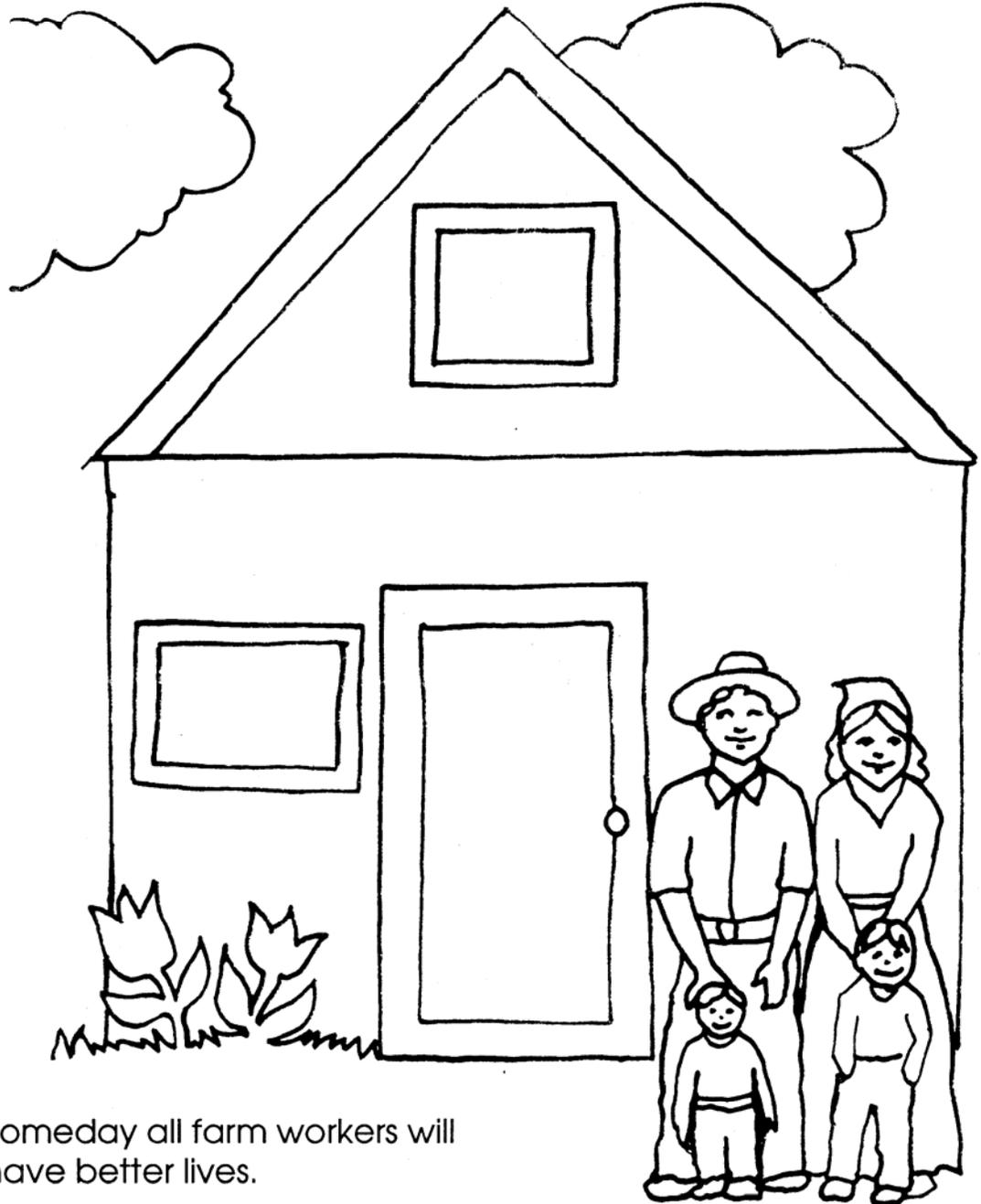
Hacen saber a todos acerca de las pesticidas en las uvas y de la justicia para los campesinos.



They let everyone know about the pesticides on the grapes and about justice for farm workers.

14

Algun día todos los trabajadores campesinos tendrán una vida mejor.



Someday all farm workers will have better lives.

# CHÁVEZ CAMPAIGN ACTION PLAN

## IMAGINE

**What real community need will we address in this project?** What is the identified issue? What do we want to change? What is our vision?

**Who is our target audience?** Who would we like our message to reach? Who do we want to help us create our vision?

**What message would we like to share about this issue?** Who are we? What are we about? Why should they care?

**What is our intended outcome of the project?** What do we want to happen?

**Description of the project:**





What challenges might we encounter along the way and how might we address them?

What types of ongoing reflection will we use to help us analyze our process and product and tell us what worked, what didn't, and how we can improve it?

How will we celebrate our success?

What might our next steps be after this project is completed?

# CITRUS FREEZE RELIEF

## SUGGESTED ITEMS FOR DONATION

### **Canned Food Items**

Tuna  
Stew  
Chili w/beans  
Peanut butter  
Corn  
Mixed vegetables  
Green beans  
Peas  
Spinach  
Mixed fruit  
Peaches  
Pears  
Apricots  
Soup  
Cup noodles  
Menudo  
Albondigas  
Tomato sauce  
Spaghetti sauce

### **Boxed/Bagged Food Items**

Powdered milk  
Beans  
Rice  
Macaroni & cheese  
Oatmeal  
Cream of wheat  
Cereal  
Crackers  
Cookies  
Spaghetti

### **Toiletries**

Toothpaste  
Shampoo  
Lotion  
Soap  
Deodorant



# CERTIFICATE OF ACHIEVEMENT

PRESENTED TO

FOR YOUR PARTICIPATION IN THE  
**Cesar E. Chavez Foundation's 2007 Chavez Campaign**

*“THE END OF ALL EDUCATION SHOULD SURELY BE SERVICE TO OTHERS”*

---

Helen F. Chavez, Founder, Cesar E. Chavez Foundation

# PROJECT REPORT FORM

## Contact Information

Name of School/Organization: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Fax: \_\_\_\_\_

\_\_\_\_\_ E-mail: \_\_\_\_\_

\_\_\_\_\_ Web: \_\_\_\_\_

## Project Information

# Students Engaged \_\_\_\_\_ Grade \_\_\_\_\_

How much food/toiletries \_\_\_\_\_ and/or money \_\_\_\_\_ did you collect for the farm workers?

Our participation was worthwhile Yes \_\_\_\_\_ No \_\_\_\_\_

Additional Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*\*\*\* Please Fax to Julie Chavez Rodriguez at 818-265-0312 \*\*\*\*

## Chavez Foundation's Educational Programs

The **Educating the Heart School Program** works with K-12 schools and community-based organizations across the country to combat academic and civic disengagement among youth. Through training workshops and professional development, we provide educators, community members, youth, and parents with the skills, tools, and resources necessary to develop school and community-based service-learning programs that address social justice issues in their own communities.

The primary goals of the program are:

- To increase academic achievement and civic responsibility
- To engage students in positive, effective service projects in their community
- To enhance students' self-confidence and sense of purpose

The Educating the Heart School Program is a way to transform Cesar's life and teachings into tangible community action projects that address local social problems. Over 20,000 students nationwide are engaged in the Educating the Heart School Program in California, Arizona, Florida, Illinois, and Texas. In learning about Cesar's life and values, students have learned about history, self-determination, help for the needy, and actions that promote equity and justice. In applying these lessons through service-learning projects, students have become life-long learners and active citizens.

Your participation in the Foundation's Educating the Heart School Program will help to develop a new generation of young leaders here in our communities and across the country. Talk to your teacher, principal, or school board member about getting involved.

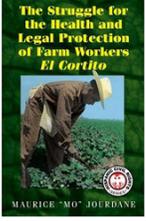
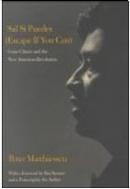
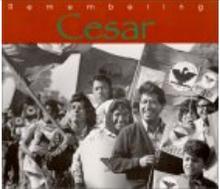
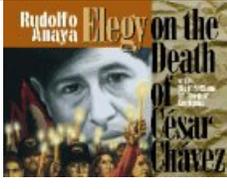
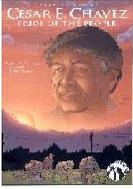
**National Chavez Center Programs** are available to schools, districts, youth groups, and community organizations. Please note that all Chavez Foundation educational programs are tied to California Curricular Content Standards in Language Arts and History Social Science.

Programmatic offerings include:

- School Tours and Field Trips of National Chavez Center and featured exhibits
- Teacher Training and Professional Development Workshops on Chavez curricula, conflict-resolution and character education programs, service-learning, and youth/adult collaboration
- Student/Youth Workshops on leadership development, conflict-resolution and violence prevention strategies, literacy, and art and culture
- Volunteer Service Days for Youth and Community Members, including Cesar Chavez Day, March 31<sup>st</sup>

To learn more about the Chavez Foundation's Programs and how you can support the Foundation, please contact our Programs Director, Julie Chavez Rodriguez at (818) 265-0300, Ext. 233 or by E-mail at [jrodriguez@cecfmail.org](mailto:jrodriguez@cecfmail.org).

**MERCHANDISE ORDER FORM**

 <p><b>Chavez Stamp Poster</b></p> <p>\$15 (# Ordered _____)</p>	 <p><b>CEC Field Poster</b></p> <p>\$20 (# Ordered _____)</p>	 <p><b>Official 2001 Chavez Day Poster</b></p> <p>\$5 (# Ordered _____)</p>	 <p><b>La Causa (Book)</b></p> <p>\$5 (# Ordered _____)</p>	 <p><b>The Struggle for the Health and Legal Protection of Farm Workers (Book)</b></p> <p>\$18 (# Ordered _____)</p>
 <p><b>Sal Si Puedes (Book)</b></p> <p>\$18 (# Ordered _____)</p>	 <p><b>Remembering Cesar (Book)</b></p> <p>\$25 (# Ordered _____)</p>	 <p><b>Cesar Chavez: A Triumph of Spirit (Book)</b></p> <p>\$16 (# Ordered _____)</p>	 <p><b>Elegy on the Death of Cesar Chavez (Book)</b></p> <p>\$20 (# Ordered _____)</p>	 <p><b>Cesar E. Chavez Pride of the People (Book)</b></p> <p>\$2 (# Ordered _____)</p>
 <p><b>Harvesting Hope (Book)</b></p> <p>\$20 (# Ordered _____)</p>	 <p><b>Cosechando Esperanza (Book)</b></p> <p>\$20 (# Ordered _____)</p>	 <p><b>Nosotros Venceremos (DVD)</b></p> <p>\$15 (# Ordered _____)</p>	 <p><b>Common Man Uncommon Vision: The Cesar Chavez Story (DVD)</b></p> <p>\$20 (# Ordered _____)</p>	 <p><b>Folder</b></p> <p>\$1 (# Ordered _____)</p>
 <p><b>Pens</b></p> <p>\$1 for3(# Ordered _____)</p>	 <p><b>Pencils</b></p> <p>\$1 for3(# Ordered _____)</p>	<p>Name: _____</p> <p>Address: _____</p> <p>Phone: _____ Fax: _____</p> <p>E-MAIL: _____</p>		
<p><b>TO SUBMIT YOUR ORDER PLEASE FAX OR MAIL THIS FORM TO:</b></p> <p align="center">NATIONAL CHAVEZ CENTER P.O. BOX 62 KEENE, CA 93531 PHONE: 661 823-6134 FAX: 661 823 6246 E-MAIL: <a href="mailto:chavezcenter@cecfmail.org">chavezcenter@cecfmail.org</a></p>			<p align="center">PLEASE VISIT OUR ONLINE STORE AT: <a href="http://www.chavezfoundation.org">www.chavezfoundation.org</a></p>	

## SPECIAL THANKS TO:

### Our amazing curriculum development team:

Thanks to **Teri Dary**, Education Consultant for Service-Learning, Wisconsin Department of Public Instruction for her vision and curriculum development expertise in creating the Chavez Campaign.

Thanks to **Anthony S. Welch**, Better Life Communications for his leadership in helping to frame, edit, and refine the Chavez Campaign Tool-Kits, as well as his tireless commitment to social justice education.

Thanks to **Matthew F. Heyd** for working so diligently to enhance the substantive impact of the Chavez Campaign Tool-Kits.

### Our wonderful reviewers:

Thanks to **Mel Pontius**, Art Consultant, Wisconsin Department of Public Instruction **Min Cho**, Associate Director, Florida Learn and Serve, **Jeff Johnson**, Art Teacher, Milwaukee Public Schools, and **Richard Collins**, Social Studies Teacher at Waupun High School for their input and expertise.

#### Educators

Please feel free to photocopy this guide and distribute it to colleagues who wish to use the program with their students

### Our financial supporter:



Thanks to **State Farm Insurance** for their commitment to the Power of Service-Learning and providing financial support to the Chavez Foundation's service-learning initiative.

### Chavez Foundation Project Team:

Beatriz Beltran, Executive Assistant  
Celestina Garcia, Programs Coordinator  
Arthur Rodriguez, Programs Intern  
Julie Chavez Rodríguez, Programs Director  
Reymond Velasco, Programs Intern



500 N. Brand Blvd. Ste. 1650  
Glendale, CA 91203  
(818) 265-0300  
[www.chavezfoundation.org](http://www.chavezfoundation.org)