

Full Lesson Plans

FULL LESSON PLANS/MINI-UNIT FOR HARVESTING HOPE: LARRY ITLIONG'S FARMWORKER MOVEMENT

GRADE LEVEL(S): 3-5

LESSON AUTHOR(S): Elementary School ESOL Teacher

AUTHOR AFFILIATION (SCHOOL): International Community School

INSTRUCTIONAL TIME OR CLASS SESSIONS REQUIRED: 8-10 class periods (50-60 minutes each)

LESSON RATIONALE/TRANSDISCIPLINARY CONNECTION/BIG IDEA

This multi-day unit explores Larry Itliong's crucial role in the farm workers' movement and civil rights history. Students will analyze primary sources, engage with biographical text, and understand how individuals can create positive social change through leadership and organizing. The unit connects civil rights history, immigration experiences, economic justice, and civic engagement. **Big Idea:** *By standing up for what's right, we can fight for equality and transform lives.*

SUBJECT AREAS & STATE PERFORMANCE STANDARDS

Social Studies Standards (Primary)

Grade 3:

- SS3CG2a: Explain the necessity of respecting the rights of others and promoting the common good

- SS3CG2b: Explain the necessity of obeying reasonable laws/rules voluntarily and importance of citizen participation in democratic society (staying informed, voting, volunteering, communicating with public officials)

Grade 4:

- SS4CG2: Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution [connecting to rights of assembly and petition in labor movements]

Grade 5:

- SS5H6b: Explain the key events and people of the Civil Rights movement, including:
 - Key events of 1950-1975 [focusing on parallels with farm workers' rights movement]
 - Civil Rights Act and its impact on labor rights
 - Role of civil rights leaders and coalition building
 - Connection to other civil rights activities and movements

English Language Arts Standards (Secondary)

Grade 3:

- ELAGSE3RI3: Describe relationships between historical events, scientific concepts, or steps in procedures
- ELAGSE3RI6: Distinguish their own point of view from that of the author

Grade 4:

- ELAGSE4RI3: Explain events, procedures, ideas, or concepts in historical, scientific, or technical texts
- ELAGSE4RI6: Compare and contrast firsthand and secondhand accounts

Grade 5:

- ELAGSE5RI3: Explain relationships between individuals, events, ideas, or concepts
- ELAGSE5RI6: Analyze multiple accounts of the same event or topic

IB FRAMEWORK CONNECTION

Who We Are: Exploration of rights, responsibilities, and human dignity

Where We Are in Place and Time: Migration and movement impact

How We Organize Ourselves: Economic systems and labor rights

K-12 ASIAN AMERICAN FRAMEWORK EMPHASIS

- Power & Oppression: Filipino American immigration experience
- Resistance & Solidarity: Labor movement contributions, Cross-cultural coalition building

GLOBAL CONNECTION

- International labor rights
- Immigration patterns
- Social justice movements
- Cultural exchange and identity

CONTENT BACKGROUND

Larry Itliong (1913-1977) was a Filipino American labor leader who transformed farm workers' rights in America. Immigrating at age 15, he worked in Alaska's canneries and California's fields, experiencing harsh conditions that shaped his commitment to workers' rights. In 1965, he led the Agricultural Workers Organizing Committee (AWOC) in the historic Delano Grape Strike, later collaborating with Cesar Chavez to form the United Farm Workers (UFW).

Key contributions include:

- Organizing the 1965 Delano Grape Strike
- Founding member of the UFW
- Advocacy for Filipino American workers
- Building multi-ethnic labor coalitions
- Fighting for immigrant workers' rights

UNIT OVERVIEW

This expanded 8-day unit explores Larry Itliong's crucial role in the farm workers' movement while emphasizing community, solidarity, and the importance of collective action. The unit incorporates Filipino-American history, farm worker conditions, and leadership comparisons.

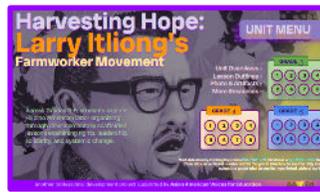
ESSENTIAL QUESTIONS

- How do people work together to create positive change?
- Why is solidarity important in fighting for rights?
- How can we learn from historical leaders to make our communities better?

UNIT LESSON SLIDES AND WEB APPS

[Harvesting Hope: Lesson Slides](#)

[Harvesting Hope: Interactive Resources](#)



ESSENTIAL RESOURCES

- Filipino timeline <https://www.timetoast.com/timelines/filipino-immigration-to-america>
- Videos about the movement
 - <https://www.youtube.com/watch?v=KjH0UZGQag8>
 - <https://www.youtube.com/watch?v=l1sZVV719H0>
 - https://www.youtube.com/watch?v=Y_r2Emdiu90
- Filipino American history <https://www.youtube.com/watch?v=NvrFA24bc0c>
Someone talking about being part of it
 - <https://www.youtube.com/watch?v=DavaNXnJd7c>
 - <https://mexicosolidarityproject.org/archives/187/>
- Larry Itliong <https://kids.britannica.com/kids/article/Larry-Itliong/634086#:~:text=Itliong%20was%20born%20on%20October,became%20a%20farmworker%20in%20California.>
- Stories from workers
 - <https://www.farmworkerjustice.org/stories-from-the-field/>
 - <https://www.npca.org/articles/1555-remembering-the-manongs-and-story-of-the-filipino-farm-worker-movement>
- Short article + timeline <https://guides.loc.gov/latinx-civil-rights/united-farm-workers-union>
- Labor statistics
 - <https://www.bls.gov/ooh/farming-fishing-and-forestry/agricultural-workers.htm#tab-1>
 - <https://www.farmworkerjustice.org/about-farmworker-justice/who-we-serve>
 - <https://data.bls.gov/search/query/results?cx=013738036195919377644%3A6ih0hfrgl50&q=farm+work>
- Farm work conditions
 - <https://docs.google.com/document/d/1NGfER-cohcACUSZSfOZGVT7qW89XVmIN-8YxDLbe1bY/edit?usp=sharing>
 - <https://nfwm.org/farm-workers/farm-worker-issues/children-in-the-fields/>

- Cesar Chavez <https://www.twinkl.co.uk/teaching-wiki/cesar-chavez>

Additional research and student materials were curated by *Miriam Elnaggar*, who also partially edited Grade 5's Unit Plans.

Larry Itliong's Farmworker Movement Social Studies Units

Grades 3-5

Lesson 3.1: Understanding Filipino-American Roots

Summary

Filipino immigrants faced very unfair discrimination upon arrival in America in the 1920s • 30s. Through examining historical photos and maps, students trace migration patterns from the Philippines, exploring how early communities formed despite exclusionary laws.

Standards

- SS3CG2a: Explain the necessity of respecting the rights of others and promoting the common good.
- ELAGSE3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- ELAGSE3RI6: Distinguish their own point of view from that of the author of a text.

Learning Objectives

- Identify key events in Filipino American immigration history
- Describe early Filipino American experiences
- Connect historical events to present day communities

Essential Questions

- How do people work together to create positive change?
- Why is solidarity important in fighting for rights?
- How can we learn from historical leaders to make our communities better?

Vocabulary Focus

- immigration
- community
- heritage
- culture

Lesson Flow

OPENING (20 minutes):

- Display map of the Philippines and U.S.
- Watch video describing Filipino American history
- In pairs, students create timeline of Filipino immigration or explore

<https://www.timetoast.com/timelines/filipino-immigration-to-america>

- Partner discussion: What challenges did immigrants face?

MAIN ACTIVITY (25 minutes):

- Show historical photos of Filipino American communities
- Read passages about early Filipino American life
- Create "Then vs Now" comparison charts in notebooks
- Class discussion: How communities support each other
- Reflection check: What surprised you most?

CLOSING (15 minutes):

- Reflection check: How would you feel moving to a new country?
- Share one thing learned with class
- Exit ticket: What questions do you have about Filipino American history?

Assessment Methods

- Timeline completion
- Letter writing
- Exit ticket responses
- Class participation

Extensions/Differentiation

- Provide visual aids for ELL students
- Use simplified texts for struggling readers
- Offer advanced research prompts for high-performing students

Resources

Materials:

- Historical photos
- World map
- Timeline materials

Hyperlinked Resources:

- [Remembering the Manongs and Story of the Filipino Farm Worker Movement](#)

- [Filipino Immigrants in the United States](#)
- [Today in History: The Delano Grape Strike Begins](#)
- [Timeline Worksheet](#)
- [Interactive Timeline](#)
- [Filipino Immigration Video](#)
- [World Map](#)

Lesson 3.2: Larry Itliong's Early Life and Leadership

Summary

At age 15, Larry Itliong arrived in America, working very hard jobs in Alaskan canneries and California fields. His personal experiences with unfair treatment drove him to become a fearless organizer who united workers across ethnic lines.

Standards

- SS3CG2a: Explain the necessity of respecting the rights of others and promoting the common good.
- ELAGSE3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- ELAGSE3RI6: Distinguish their own point of view from that of the author of a text.

Learning Objectives

- Identify key events in Larry Itliong's early life
- Describe how his experiences shaped his leadership
- Explain why people choose to become leaders

Essential Questions

- What makes someone a good leader?
- How do personal experiences shape leadership?
- How can we be leaders in our communities?

Vocabulary Focus

- leadership
- courage
- experience
- advocate

Lesson Flow

OPENING (20 minutes):

- Display a timeline of Larry's youth

- Read sections of “Journey for Justice” about his early life (or use youtube video)
- Partner share on challenges Larry faced
- Reflection check

MAIN ACTIVITY (25 minutes):

- Emphasize the connection between Larry’s personal experiences (immigration, challenges) and the broader community context from Day 1
- Examine photos/documents about young Larry
- Read about his first experiences organizing workers
- Students create storyboard of key moments
- Class discussion: What makes someone a good leader?

CLOSING (15 minutes):

- Reflection check: Share a time you helped others
- Share entries in small groups
- Exit ticket: How can you be a leader in your community?

Assessment Methods

- Storyboard completion
- Diary entry content
- Exit ticket responses
- Class participation

Extensions/Differentiation

- Provide sentence starters for struggling writers
- Use visual timelines for ELL students
- Encourage advanced students to research other young leaders

Resources

Materials:

- Timeline materials
- Storyboard templates
- Historical photos

Hyperlinked Resources:

- [Larry Itliong Timeline - Rise Up Exhibition](#)
- [Life and Legacy of Larry Itliong](#)

- [Larry Itliong Photo Collection](#)
- [Journey for Justice: The Life of Larry Itliong Read Aloud](#)
- [Storyboard Template](#)

Lesson 3.3: Farm Worker Conditions and Rights

Summary

In 1960s California, farm workers endured unsafe conditions ▪ no clean water, exposure to pesticides, and poverty wages. Through examining historical photos, students analyze how these conditions sparked demands for basic human rights.

Standards

- SS3CG2a: Explain the necessity of respecting the rights of others and promoting the common good.
- ELAGSE3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- ELAGSE3RI6: Distinguish their own point of view from that of the author of a text.

Learning Objectives

- Describe conditions faced by farm workers
- Identify basic workers' rights
- Explain why safe working conditions are important

Essential Questions

- How do unsafe conditions affect workers?
- Why are workers' rights important?

Vocabulary Focus

- conditions
- rights
- safety
- fair treatment

Lesson Flow

OPENING (20 minutes):

- Show historical photos of farm workers

- Read passages about working conditions
- Whole class activity: Create a T-chart of Safe vs. Unsafe conditions
- Partner discussion: Why is safety important?
- Reflection check: What surprised you most?

MAIN ACTIVITY (25 minutes):

- Introduce concept of workers' rights
- Read about basic rights farm workers wanted
- Choose one right and create a poster about it
- Class discussion: Why do we need these rights?
- Reflection check: Which right seems most important?

CLOSING (15 minutes):

- Write a letter to a farm owner about conditions
- Share letters with class
- Exit ticket: How can we make workplaces safer?

Assessment Methods

- T-chart completion
- Rights booklet content
- Letter writing
- Class participation

Extensions/Differentiation

- Provide visual aids for ELL
- Use simplified texts
- Offer advanced research options

Resources

Materials:

- Historical photographs
- Art supplies
- Rights booklet template

Hyperlinked Resources:

- [Farm Worker Movement Photo Gallery](#)
- [FSA Farm Worker Photo Collection](#)

- [Farm Worker Working Conditions](#)
- [Children in the Fields - NFWM](#)
- [Journey for Justice: The Life of Larry Itliong Read Aloud](#)

Lesson 3.4: Building Community and Solidarity

Summary

The Filipino Hall in Delano became a crucial gathering place where Filipino and Mexican workers shared meals, celebrated culture, and built trust. This solidarity was essential for the successful 1965 grape strike.

Standards

- SS3CG2a: Explain the necessity of respecting the rights of others and promoting the common good.
- ELAGSE3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- ELAGSE3RI6: Distinguish their own point of view from that of the author of a text.

Learning Objectives

- Define solidarity and community support
- Examine alliance between Filipino and Mexican workers
- Identify ways communities work together

Essential Questions

- How do communities support each other?
- Why is unity important?

Vocabulary Focus

- solidarity
- alliance
- unity
- cooperation

Lesson Flow

OPENING (20 minutes):

- Show photos of Filipino and Mexican workers together
- Read stories of collaboration from "Journey for Justice" Journey for Justice: The Life of Larry Itliong

Read Aloud

- Group work/whole class: Create word web around "solidarity"
- Partner share: What does working together mean?
- Reflection check: Why do people help each other?

MAIN ACTIVITY (25 minutes):

- Examine photos/documents about Filipino Hall meetings
- Read about Filipino-Mexican alliance formation
- Optional: Create collaborative class mural showing unity
- Class discussion: How did working together help?
- Reflection check: Share a time you worked with others

CLOSING (15 minutes):

- Write thank-you note to someone who helps others
- Share notes in small groups
- Exit ticket: How can we build unity in our classroom?

Assessment Methods

- Word web contributions
- Mural participation
- Thank-you note content

Extensions/Differentiation

- Use bilingual materials
- Provide sentence frames
- Allow group work options

Resources

Materials:

- Historical photos of worker alliances
- Art supplies for mural
- Thank-you note template

Hyperlinked Resources:

- [Farm Worker Movement Photo Gallery](#)
- [Community Mural Supply Guide](#)

- [Mural Painting Guide](#)
- [Thank You Card Writing Guide](#)
- [Customizable Thank You Templates](#)
- [Student Thank You Notes](#)
- [Thank You Card Templates](#)
- [When Mexicans and Filipinos joined together - UFW](#)

Lesson 3.5: Power of Working Together

Summary

The 1965 Delano Grape Strike demonstrated unprecedented unity between Filipino and Mexican workers. Students examine strike photos showing how peaceful protest and disciplined organizing led to victory.

Standards

- SS3CG2a: Explain the necessity of respecting the rights of others and promoting the common good.
- ELAGSE3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- ELAGSE3RI6: Distinguish their own point of view from that of the author of a text.

Learning Objectives

- Analyze Delano Grape Strike success
- Identify peaceful protest methods
- Describe group collaboration

Essential Questions

- How does peaceful protest create change?
- Why is working together powerful?

Vocabulary Focus

- strike
- peaceful protest
- picket line
- negotiations

Lesson Flow

OPENING (20 minutes):

- Display photos of Filipino and Mexican workers on picket lines
- Read passages about strike organization from "Journey for Justice"
- Students create illustrated timeline of strike events

- Partner discussion: "Why did workers choose to strike?"
- Reflection check: What makes a strike powerful?

MAIN ACTIVITY (25 minutes):

- Examine photos/documents showing peaceful protest strategies
- Read about how workers maintained peaceful demonstrations
- Create "Protest Methods" mini-book showing different approaches
- Class discussion: Why is staying peaceful important?
- Reflection check: Share examples of peaceful problem-solving

CLOSING (15 minutes):

- Write protest chant or slogan supporting workers
- Practice chants in small groups
- Exit ticket: How does working together make us stronger?

Assessment Methods

- Timeline completion
- Mini-book content
- Chant creation
- Participation

Extensions/Differentiation

- Provide visual supports
- Scaffold writing tasks
- Extend research options

Resources

Materials:

- Historical strike photos
- Timeline materials
- Mini-book templates

Hyperlinked Resources:

- [Civil Rights History Photos](#)
- [Civil Rights Movement Photo Collection](#)
- [Interactive Timeline Creator](#)
- [Farmworker Movement](#)

[1960-1993](#)

- [Journey for Justice Book](#)
- [Timeline Worksheet](#)
- [Mini Book Template](#)

Lesson 3.6: Comparing Leaders and Styles

Summary

Larry Itliong's aggressive but strategic approach complemented Cesar Chavez's nonviolent philosophy. Their combined leadership styles strengthened the movement by bringing different strengths together.

Standards

- SS3CG2b: Explain the necessity of obeying reasonable laws/rules voluntarily and importance of citizen participation in democratic society staying informed, voting, volunteering, communicating with public officials.
- ELAGSE3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- ELAGSE3RI6: Distinguish their own point of view from that of the author of a text.

Learning Objectives

- Compare Itliong and Chavez's styles
- Identify effective leadership qualities
- Understand collaborative leadership

Essential Questions

- What makes a good leader?
- How do different leaders work together?

Vocabulary Focus

- leadership
- cooperation
- strategy
- influence

Lesson Flow

OPENING (20 min):

- Intro: What makes an effective leader?
- What makes a good leader?

- Reflection check: Share leadership examples

MAIN ACTIVITY (25 min):

- Show profiles of Larry Itliong, Cesar Chave
- Discuss their different approaches to leadership
- Create Venn diagram comparing their approaches
- Partner discussion: How did leaders complement each other?

CLOSING (15 min):

- Class discussion: Why do movements need different leaders?
- Exit ticket: What kind of leader would you be?

Assessment Methods

- Venn diagram accuracy
- Leadership cards
- Role▪ play participation

Extensions/Differentiation

- Use simplified biographies
- Provide graphic organizers
- Extend analysis tasks

Resources

Materials:

- Leader portraits and biographies
- Venn diagram templates
- Role▪ play scenario cards
- Leadership quality card templates

Hyperlinked Resources:

- [Interactive Venn Diagram Creator](#)
- [Cesar Chavez's first major address after his 36-day 1988 fast over the pesticide poisoning of farm workers](#)
- [From Birmingham to Parkland: Celebrate the Power of Young Voices](#)
- [César Chávez – Facts and Accomplishments – Twinkl](#)
- [Larry Itliong - Kids](#)
- [Mini Book Template](#)

Lesson 3.7: Building Cross-Cultural Solidarity

Summary

Cultural celebrations at Filipino Hall fostered deep bonds between Filipino and Mexican communities. Shared meals, music, and traditions helped overcome historical divisions to build lasting unity.

Standards

- SS3CG2a: Explain the necessity of respecting the rights of others and promoting the common good.
- ELAGSE3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- ELAGSE3RI6: Distinguish their own point of view from that of the author of a text.

Learning Objectives

- Examine alliance building between Filipino and Mexican workers
- Identify common goals
- Describe diversity's strength

Essential Questions

- How do different cultures work together?
- Why is diversity important?

Vocabulary Focus

- solidarity
- culture
- alliance
- unity

Lesson Flow

OPENING (20 minutes):

- Show photos of cultural celebrations (Filipino Hall events, shared meals)
- Create a class “celebration” web (food, dance, music)
- Reflection check: How does celebrating together build trust?

MAIN ACTIVITY (25 minutes):

- Examine examples of Filipino-Mexican alliances
- In groups, assemble a paper unity chain—each link labeled with a cultural tradition
- Brief class share: Which traditions bring people closer together?

CLOSING (15 minutes):

- Write story about friends helping friends
- Share stories in pairs or small groups
- Exit ticket: List and explain one benefit of learning about other cultures

Assessment Methods

- Cultural web completion
- Unity chain participation
- Story writing

Extensions/Differentiation

- Use cultural supports
- Provide writing frames
- Allow creative options

Resources

Materials:

- Cultural celebration photos
- Community stories
- Unity chain supplies

Hyperlinked Resources:

- [Farmworker Movement Documentation Project](#)
- [Digital Archive of Farm Worker Movement](#)
- [The Stockton Connection](#)
- [Grape Strike! Filipino Workers Organize](#)
- [Unity Chain Template](#)
- [Building Unity Through Art Lesson Plan](#)

Lesson 3.8: Creating Lasting Change

Summary

The United Farm Workers' success inspired future labor and civil rights movements. Students connect this legacy to ongoing struggles for worker justice and examine how change happens through collective action.

Standards

- SS3CG2a: Explain the necessity of respecting the rights of others and promoting the common good.
- SS3CG2b: Explain the necessity of obeying reasonable laws/rules voluntarily and importance of citizen participation in democratic society staying informed, voting, volunteering, communicating with public officials.
- ELAGSE3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- ELAGSE3RI6: Distinguish their own point of view from that of the author of a text.

Learning Objectives

- Connect historical movements to present
- Identify community needs
- Plan positive changes

Essential Questions

- How can we create change today?
- What is our role in making change?

Vocabulary Focus

- legacy
- change
- community
- action

Lesson Flow

OPENING (20 minutes):

- Show then/now photos of farm worker communities
- Read about continuing impact of movement
- Create "Change Timeline" showing progress
- Partner share: What has improved? What still needs work?
- Reflection check: How can we continue the progress?

MAIN ACTIVITY (25 minutes):

- Examine current community needs
- Read about youth making difference
- Create personal action plans
- Class discussion: How can we help our community?
- Reflection check: Share commitment ideas

CLOSING (15 minutes):

- Create "Promise to Act" cards
- Share promises in closing circle
- Final reflection: What will you do to help others?

Assessment Methods

- Timeline analysis
- Promise card creation

Extensions/Differentiation

- Scaffold planning tasks
- Provide templates
- Extend research options

Resources

Materials:

- Historical and current photos
- Action plan templates
- Promise cards
- Art supplies

Hyperlinked Resources:

- [Digital Archive of Farm Worker Movement](#)

Lesson 4.1: First Amendment Rights and Social Change

Summary

Farm workers utilized First Amendment freedoms to organize the Delano Grape Strike. Through peaceful assembly at Filipino Hall meetings and petitioning for better conditions, workers demonstrated constitutional rights in action.

Standards

- SS4CG2: Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution connecting to rights of assembly and petition in labor movements.
- ELAGSE4RI3: Explain events, procedures, ideas, or concepts in historical, scientific, or technical texts.
- ELAGSE4RI6: Compare and contrast firsthand and secondhand accounts.

Learning Objectives

- Define First Amendment freedoms
- Connect rights to social movements
- Analyze how rights enable change

Essential Questions

- How do First Amendment rights enable change?
- Why are these freedoms important?
- How do rights protect movements?

Vocabulary Focus

- First Amendment
- freedom
- petition
- assembly

Lesson Flow

OPENING (20 min):

- Display First Amendment text
- Read simplified explanations

- Partner discussion: Why are these rights important?

MAIN ACTIVITY (25 min):

- Examine photos of rights being exercised
- Tell students, "We" read to see how farm labor organizers used these freedoms in practice..."
- Create "Rights in Action" flipbook
- Class discussion: How did the workers use their First Amendment rights?
- Reflection check: Share examples of using right

CLOSING (15 min):

- Create illustrated rights chart
- Reflection check: Which right seems most powerful?
- Exit ticket: How would life be different without these rights?

Assessment Methods

- Rights chart completion
- Flipbook creation
- Speech delivery
- Exit ticket responses

Extensions/Differentiation

- Provide simplified text versions
- Use visual aids for ELL students
- Extend with current events research

Resources

Materials:

- First Amendment text
- Photos of rights being exercised
- Rights in Action flipbook

Hyperlinked Resources:

- [Civil Rights Movement Photo Collection](#)
- [First Amendment Peaceful Assembly Posters](#)
- [Free Speech and the First Amendment Lessons](#)
- [First Amendment Explained](#)
- [Mini-book Template](#)

Lesson 4.2: Understanding Labor History

Summary

Harsh conditions in Alaskan canneries and California fields shaped Filipino labor organizing. Workers faced systemic unfair treatment, leading to the formation of the Agricultural Workers Organizing Committee under Itliong's leadership.

Standards

- SS4CG2: Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution connecting to rights of assembly and petition in labor movements.
- ELAGSE4RI3: Explain events, procedures, ideas, or concepts in historical, scientific, or technical texts.
- ELAGSE4RI6: Compare and contrast firsthand and secondhand accounts.

Learning Objectives

- Analyze Filipino American immigration history
- Examine labor conditions and rights
- Connect historical events to rights movements

Essential Questions

- What challenges did immigrants face?
- How did working conditions affect rights?
- Why did workers organize?

Vocabulary Focus

- immigration
- labor rights
- working conditions
- discrimination

Lesson Flow

OPENING (20 min):

- Display map showing Philippines and America
- Watch video describing Filipino American history
- In pairs, students create timeline of Filipino immigration or explore Filipino Immigration to America timeline

- Partner discussion: Why did people immigrate?
- Reflection check: What challenges did they face?

MAIN ACTIVITY (25 min):

- Study photos of early Filipino farm workers
- Watch video about the movement The Delano Grape Strike
- Create cause-effect chart linking conditions to organizing
- Ask students to make connections in this statement: "Freedom of speech/assembly was critical for protesting poor labor conditions."
- Class discussion: Why did workers need to organize?

CLOSING (15 min):

- Reflection check: How have working conditions changed?
- Exit ticket: What rights did workers fight for?

Assessment Methods

- Timeline accuracy
- Journal content
- Class participation
- Exit ticket responses

Extensions/Differentiation

- Provide native language support
- Use simplified texts
- Extend with family interviews

Resources

Materials:

- Immigration route maps
- Worker testimonies
- Chart paper

Hyperlinked Resources:

- [Colonial pathways: Filipino migration to the United States](#)
- [Farm Worker Testimonies Archive](#)
- [Farm Worker Testimonies Archive](#)
- [Filipino Immigration to America](#)

- [Everything you didn't know about Filipino American History | Breaking The Tabo | Season 1 | Episode 4](#)
- [The Delano Grape Strike](#)
- [World map](#)

Lesson 4.3: Organizing for Change

Summary

Filipino Hall became the epicenter of worker organizing in Delano. Strategic meetings, strike planning, and alliance-building occurred here, demonstrating effective use of assembly rights.

Standards

- SS4CG2: Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution connecting to rights of assembly and petition in labor movements.
- ELAGSE4RI3: Explain events, procedures, ideas, or concepts in historical, scientific, or technical texts.
- ELAGSE4RI6: Compare and contrast firsthand and secondhand accounts.

Learning Objectives

- Analyze organizing strategies
- Examine First Amendment's role
- Compare different approaches

Essential Questions

- How do people organize effectively?
- What makes strategies successful?
- Why is organization important?

Vocabulary Focus

- organize
- strategy
- movement
- collective action

Lesson Flow

OPENING (20 min):

- Show "Then & Now" photos of farmworker communities.
- Research: Learn about different organizing methods.
- Partner Discussion: Why do people organize?
- Partner Share: What has improved? What still needs work?

- Reflection Check: How can we continue making progress?

MAIN ACTIVITY (25 min):

- Create a comparison of different organizing approaches (boycotts, strikes, petitions).
- Examine successful organizing examples.
- Class Discussion: Which strategies work best? Why?
- Reflection Check: Why do some strategies succeed?

CLOSING (15 min):

- Creative Task: Design a protest or organizing poster.
- Presentation: Share posters and explain their message.
- Exit Ticket: How would you organize for change?

Assessment Methods

- Web diagram completion
- Strategy chart
- Poster creation
- Presentations

Extensions/Differentiation

- Provide graphic organizers
- Use collaborative groups
- Extend with modern examples

Resources

Materials:

- Historical photos
- Strategy cards
- Poster supplies
- Presentation space

Hyperlinked Resources:

- [Civil Rights History Project Photos](#)
- [Labor Movement Photo Gallery](#)

Lesson 4.4: Building Coalitions

Summary

The historic merger between Filipino AWOC and Mexican NFWA created unprecedented unity. Cultural celebrations and shared meals at Filipino Hall strengthened bonds between communities.

Standards

- SS4CG2: Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution connecting to rights of assembly and petition in labor movements.
- ELAGSE4RI3: Explain events, procedures, ideas, or concepts in historical, scientific, or technical texts.
- ELAGSE4RI6: Compare and contrast firsthand and secondhand accounts.

Learning Objectives

- Analyze coalition building strategies
- Examine cross-cultural collaboration
- Evaluate effectiveness of united action

Essential Questions

- How do coalitions form?
- Why is unity important?
- What makes alliances successful?

Vocabulary Focus

- coalition
- alliance
- unity
- collaboration

Lesson Flow

OPENING (20 min):

- Display coalition meeting photos
- Introduce the concept of coalitions
- Partner discussion: Why form coalitions?
- Reflection check: What makes coalitions strong?

MAIN ACTIVITY (25 min):

Asian American Voices for Education – 2024 Georgia Educator Fellowship Cohort

- Read about Filipino-Mexican alliance
- Create unity chain showing coalition strengths
- Class discussion: How do coalitions help movements?

CLOSING (15 min):

- Reflection check: Share cooperation experiences
- Exit ticket: Why is unity important?

Assessment Methods

- Unity chain participation
- Written plan
- Class discussion

Extensions/Differentiation

- Provide bilingual resources
- Use visual supports
- Extend with community interviews

Resources

Materials:

- Coalition meeting photos
- Filipino-Mexican alliance documents
- Unity chain materials

Hyperlinked Resources:

- [Farm Worker Movement Photo Gallery](#)
- [Coalition Building Resources](#)
- [Building Worker Alliances](#)
- [Building Unity Through Art Lesson Plan](#)
- [Coalition Facts for Kids](#)

Lesson 4.5: The Power of Peaceful Protest

Summary

The 1965 Delano Grape Strike showcased disciplined, nonviolent resistance. Workers maintained picket lines, boycotted grapes, and gained national support through strategic communication.

Standards

- SS4CG2: Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution connecting to rights of assembly and petition in labor movements.
- ELAGSE4RI3: Explain events, procedures, ideas, or concepts in historical, scientific, or technical texts.
- ELAGSE4RI6: Compare and contrast firsthand and secondhand accounts.

Learning Objectives

- Analyze different forms of peaceful protest
- Evaluate protest strategies
- Connect protests to First Amendment rights

Essential Questions

- Why do people choose peaceful protests?
- How do protests create change?
- What makes protests effective?

Vocabulary Focus

- protest
- boycott
- picket line
- demonstration

Lesson Flow

OPENING (20 min):

- Display protest photo collection
- Read accounts of Delano Grape Strike protests
- Partner discussion: Which methods do you think would be most effective during a strike?
- Reflection check: Why do people choose peaceful protests?

MAIN ACTIVITY (25 min):

Asian American Voices for Education – 2024 Georgia Educator Fellowship Cohort

- Review First Amendment rights
- Discuss how protesters used First Amendment rights
- Create protest planning guide
- Class discussion: How did rights protect protesters?
- Reflection check: Share thoughts on peaceful change

CLOSING (15 min):

- Design protest signs using First Amendment rights
- Present and explain signs
- Exit ticket: How do protests create change?

Assessment Methods

- Methods chart completion
- Planning guide creation
- Sign design
- Presentations

Extensions/Differentiation

- Provide simplified texts
- Use collaborative groups
- Extend with current events

Resources

Materials:

- Protest photo collection
- Delano Grape Strike accounts
- Protest methods chart
- Art supplies

Hyperlinked Resources:

- [Civil Rights Movement Photo Collection](#)
- [Teaching Peaceful Protest](#)
- [How Did the Workers Maintain Peaceful Demonstrations during Their Boycott?](#)
- [Teach Kids Their First Amendment Rights](#)

Lesson 4.6: Leadership Styles and Strategies

Summary

Itliong's direct approach complemented Chavez's style during the formation of UFW. Their combined leadership strengthened worker solidarity across ethnic lines.

Standards

- SS4CG2: Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution connecting to rights of assembly and petition in labor movements.
- ELAGSE4RI3: Explain events, procedures, ideas, or concepts in historical, scientific, or technical texts.
- ELAGSE4RI6: Compare and contrast firsthand and secondhand accounts.

Learning Objectives

- Compare multiple movement leaders
- Analyze leadership approaches
- Evaluate leadership effectiveness

Essential Questions

- What makes an effective leader?
- How do leaders work together?
- Why do movements need different leaders?

Vocabulary Focus

- leadership
- strategy
- influence
- collaboration

Lesson Flow

OPENING (20 min):

- Intro: What makes an effective leader?
- What makes a good leader?
- Reflection check: Share leadership examples

MAIN ACTIVITY (25 min):

- Show profiles of Larry Itliong, Cesar Chave

- Discuss their different approaches to leadership
- Create leadership strategy guide booklet
- Partner discussion: How did leaders complement each other?

CLOSING (15 min):

- Class discussion: Why do movements need different leaders?
- Exit ticket: What kind of leader would you be?

Assessment Methods

- Matrix completion
- Strategy guide
- Speech writing
- Presentations

Extensions/Differentiation

- Provide speech templates
- Use visual aids
- Extend with leader research

Resources

Materials:

- Leader profiles
- Strategy comparison tools
- Leadership analysis materials

Hyperlinked Resources:

- [Larry Itliong: Father of West Coast Labor](#)
- [Larry Itliong Profile - National Park Service](#)
- [What is a Leader?](#)
- [César Chávez - Facts and Accomplishments - Twinkl USA](#)
- [Larry Itliong - Kids](#)
- [Mini-book Template](#)

Lesson 4.7: Communication and Media

Summary

Strategic use of newspapers, radio, and public speaking amplified the movement's message. Filipino workers shared their stories through various media channels to build public support.

Standards

- SS4CG2: Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution connecting to rights of assembly and petition in labor movements.
- ELAGSE4RI3: Explain events, procedures, ideas, or concepts in historical, scientific, or technical texts.
- ELAGSE4RI6: Compare and contrast firsthand and secondhand accounts.

Learning Objectives

- Analyze movement communication
- Evaluate media coverage
- Compare different perspectives

Essential Questions

- How does the media shape movements?
- Why is communication important?
- What makes messages effective?

Vocabulary Focus

- media
- perspective
- communication
- coverage

Lesson Flow

OPENING (20 min):

- Display newspaper headlines and photos
- Partner discussion: If someone who sided with the growers wrote about the same event, how would they write about it? Would it be exactly the same?
- Reflection check: How do we find truth?

MAIN ACTIVITY (25 min):

Asian American Voices for Education – 2024 Georgia Educator Fellowship Cohort

- Read about spreading information
- Create communication strategy plan for sharing information about the strike
- Class discussion: How do you think workers share their story?

CLOSING (15 min):

- Reflection check: Best ways to communicate?
- Exit ticket: Why is communication important?

Assessment Methods

- Chart completion
- Communication plan
- Article writing
- Presentations

Extensions/Differentiation

- Provide writing frames
- Use media examples
- Extend with current media

Resources

Materials:

- Historical newspapers
- Communication samples

Hyperlinked Resources:

- [How Media Depicts Labor Issues](#)
- [Labor Movement Media Coverage](#)
- [PBS Labor Movement Archives](#)
- [Modern Labor Communication Strategies](#)
- [Strike in Grades, an Article by The Movement, October 1965](#)
- [What is fake news? Tips For Spotting Them - Fake News for Kids](#)
- [Fact vs. Fake: A Quick Lesson in Media Literacy | CBC Kids](#)
- [How the Media Depicts Labor Issues and How Unions Can Set the Record Straight](#)

Lesson 4.8: Legacy and Modern Connections

Summary

The United Farm Workers' success inspired future labor movements and civil rights activism. Modern farm worker organizing continues to build on Itliong's coalition-building strategies.

Standards

- SS4CG2: Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution connecting to rights of assembly and petition in labor movements.
- ELAGSE4RI3: Explain events, procedures, ideas, or concepts in historical, scientific, or technical texts.
- ELAGSE4RI6: Compare and contrast firsthand and secondhand accounts.

Learning Objectives

- Connect movements to present
- Analyze ongoing issues
- Evaluate movement impact

Essential Questions

- What has changed today?
- What still needs improvement?
- How can we create change?

Vocabulary Focus

- legacy
- impact
- progress
- continuing struggle

Lesson Flow

OPENING (20 min):

- Show historical and current labor photos
- Discuss what changed and what hasn't
- Partner discussion: What do you think changed? What hasn't?
- Reflection check: Why do some problems persist?

MAIN ACTIVITY (25 min):

Asian American Voices for Education – 2024 Georgia Educator Fellowship Cohort

- research current labor movements.
- Partner Activity: Identify improvements and persisting challenges.

create a "Then & Now" Comparison Chart.

- Develop a "Call to Action" presentation.

CLOSING (15 min):

- Share presentations
- Final reflection: What can we do to create change?

Assessment Methods

- Chart completion
- Action plan
- Presentation
- Final reflection

Extensions/Differentiation

- Provide planning templates
- Use current examples
- Extend with community projects

Resources

Materials:

- Historical and current labor photos
- Movement comparison charts
- Presentation materials
- Action plan templates

Hyperlinked Resources:

- [Larry Itliong's Lasting Legacy](#)
- [California Hall of Fame Profile](#)

Lesson 5.1: Civil Rights Context and Filipino American History

Summary

Post-1965 Immigration Act, Filipino Americans faced discriminatory policies and exploitative labor practices. Their fight paralleled other civil rights movements of the era.

Standards

- SS5H6b: Explain the key events and people of the Civil Rights movement, including key events of 1950-1975 focusing on parallels with the farmworker rights movement.
- ELAGSE5RI3: Analyze relationships between individuals/events.
- ELAGSE5RI6: Analyze multiple accounts of the same event or topic.

Learning Objectives

- Analyze Filipino American immigration within the civil rights context
- Compare parallel civil rights movements
- Evaluate the impact of immigration policies

Essential Questions

- How did different civil rights movements connect?
- Why did multiple movements emerge?
- What impact did immigration have?

Vocabulary Focus

- civil rights
- immigration
- discrimination
- legislation

Lesson Flow

OPENING (20 min):

- Display timeline of 1950-1975 civil rights events
- Emphasize, "Many groups fighting for civil rights," including farmworkers as one key front in that larger struggle
- Partner discussion: How do you think the movements influence each other?

- Reflection check: What patterns do you notice?

MAIN ACTIVITY (25 min):

- Watch video about about Filipino Americans' experiences
- Read about Filipino immigration waves
- Create parallel timelines comparing the Grape Strike to other movements.
- Class discussion: Why do you think multiple movements emerge?

CLOSING (15 min):

- Group discussion: Compare movements
- Exit ticket: How do civil rights movements connect?

Assessment Methods

- Timeline creation
- Analysis chart
- Written paragraph
- Class participation

Extensions/Differentiation

- Provide simplified texts
- Use visual timelines
- Extend with additional research

Resources

Materials:

- Immigration timeline materials
- Historical photos

Hyperlinked Resources:

- [Civil Rights History Project Collection](#)
- [Filipino Immigration to America Illustrated Timeline](#)
- [Farm Worker Movement Photo Gallery](#)
- [Interactive Timeline Creator](#)

Lesson 5.2: Labor Conditions and Worker Rights

Summary

Systematic unfair treatment in agriculture included debt peonage, unsafe conditions, and wage theft. Documentation of abuses strengthened demands for reform.

Standards

- SS5H6b: Explain the key events and people of the Civil Rights movement, including key events of 1950-1975 focusing on parallels with the farmworker rights movement.
- ELAGSE5RI3: Analyze relationships between individuals/events.
- ELAGSE5RI6: Analyze multiple accounts of the same event or topic.

Learning Objectives

- Analyze systematic labor unfair treatment
- Evaluate economic justice issues
- Compare different approaches to worker rights

Essential Questions

- How were workers systematically exploited?
- Why did the conditions persist?
- What makes reforms effective?

Vocabulary Focus

- unfair treatment
- economic justice
- systematic
- reform

Lesson Flow

OPENING (20 min):

- Students take on roles of farmworkers, growers, and union organizers.
- Read first hand testimonies from farmworkers.
- Partner discussion: How do different roles view the strike?
- Reflection check: How would you feel in these situations?

MAIN ACTIVITY (25 min):

- Conduct a class simulation of unfair labor conditions (e.g., working under time limits, unequal "wages").
- Optional: read about farmers working conditions
- Analyze a photo gallery of working conditions.
- Create an infographic depicting farmworker struggles.
- Class discussion: What are the biggest challenges workers faced?
- Reflection check: What solutions might help?

CLOSING (15 min):

- Students write a persuasive letter to a fictional grape company explaining why they should improve conditions.

Peer review letters in small groups.

- Exit ticket: What is the most convincing argument for change?

Assessment Methods

- Data analysis
- Matrix completion
- Written argument
- Presentations

Extensions/Differentiation

- Provide data interpretation guides
- Use collaborative groups
- Extend with current statistics

Resources

Materials:

- Labor statistics
- Primary sources
- Analysis tools
- Presentation materials

Hyperlinked Resources:

- [Historical Labor Statistics Database](#)
- [Farm Labor Statistics Archive](#)

- [Farm Worker Primary Source Collection](#)
- [The Power of Peaceful Protest](#)
- [Stories from the field](#)

Lesson 5.3: Movement Building and Organization

Summary

The Agricultural Workers Organizing Committee (A.W.O.C.) was built on decades of Filipino labor activism. Itliong's experience in cannery unions informed successful agricultural organizing tactics.

Standards

- SS5H6b: Explain the key events and people of the Civil Rights movement, including key events of 1950-1975 focusing on parallels with the farmworker rights movement.
- ELAGSE5RI3: Analyze relationships between individuals/events.
- ELAGSE5RI6: Analyze multiple accounts of the same event or topic.

Learning Objectives

- Analyze movement-building strategies
- Evaluate organizational approaches
- Compare different resistance methods

Essential Questions

- What makes strategies successful?
- How do movements grow?
- Why choose certain approaches?

Vocabulary Focus

- strategy
- resistance
- organization
- mobilization

Lesson Flow

OPENING (20 min):

- Watch video about nonviolent protests
- Discuss historical examples of nonviolent protests.
- Compare the Grape Strike to famous boycotts (e.g., Montgomery Bus Boycott).
- Partner discussion: Why do boycotts work?

- Reflection check: What would make people join a strike?

MAIN ACTIVITY (25 min):

- Students break into "organizing committees" to plan a mock labor protest.
- Analyze strategies used by Chavez and Itliong.
- Design protest materials (posters, slogans, speeches).
- Class discussion: How do leaders convince others to join?
- Reflection check: What strategies would work today?

CLOSING (15 min):

- Groups present their protest plans.
- Provide peer feedback on effectiveness.
- Exit ticket: What is the most important part of movement building?

Assessment Methods

- Matrix completion
- Analysis guide
- Strategy plan
- Peer review

Extensions/Differentiation

- Provide planning templates
- Use visual organizers
- Extend with modern movements

Resources

Materials:

- Movement organization charts
- Strategic planning documents
- Strategy evaluation matrix

Hyperlinked Resources:

- [Movement Planning Documents](#)
- [The Power of Peaceful Protest](#)
- [Non violence and peaceful protests](#)
- [How do workers maintain peaceful demonstrations](#)
- [Articles and Essays | Civil Rights History Project | Digital Collections | Library of Congress](#)

Lesson 5.4: Building Cross-Cultural Coalitions

Summary

Filipino-Mexican unity challenged traditional divide-and-conquer tactics. Shared meals, cultural celebrations, and joint strike activities fostered lasting alliance.

Standards

- SS5H6b: Explain the key events and people of the Civil Rights movement, including key events of 1950-1975 focusing on parallels with the farmworker rights movement.
- ELAGSE5RI3: Analyze relationships between individuals/events.
- ELAGSE5RI6: Analyze multiple accounts of the same event or topic.

Learning Objectives

- Analyze coalition building processes
- Evaluate cross-movement collaboration
- Compare different unity approaches

Essential Questions

- How do movements unite?
- Why form coalitions?
- What makes alliances successful?

Vocabulary Focus

- coalition
- solidarity
- alliance
- unity

Lesson Flow

OPENING (20 min):

- Read about coalition formation documents
- Watch video about the formation of the movement
- Partner Discussion: Why did different groups join?
- Reflection Check: What makes coalitions work?

MAIN ACTIVITY (25 min):

- Activity: Role-play coalition negotiations between farmworkers, unions, and consumers.

- Class Discussion: How do movements unite?

CLOSING (15 min):

- Reflection Check: What makes solidarity powerful?
- Exit ticket: Why is unity important?

Assessment Methods

- Chart completion
- Strategy guide
- Proposal writing
- Presentations

Extensions/Differentiation

- Provide bilingual resources
- Use visual supports
- Extend with interviews

Resources

Materials:

- Coalition formation documents
- Unity statements
- Analysis tools
- Presentation space

Hyperlinked Resources:

- [Farm Worker Coalition Documents](#)
- [Itliong Image Archive](#)
- [Unity Analysis Tools](#)
- [The Delano Grape Strike](#)
- [Coalition Facts for Kids](#)

Lesson 5.5: Leadership in Social Movements

Summary

Itliong's aggressive unionism and Chavez's nonviolent approach created effective synergy. Their complementary strategies strengthened the movement's impact.

Standards

- SS5H6b: Explain the key events and people of the Civil Rights movement, including key events of 1950-1975 focusing on parallels with the farmworker rights movement.
- ELAGSE5RI3: Analyze relationships between individuals/events.
- ELAGSE5RI6: Analyze multiple accounts of the same event or topic.

Learning Objectives

- Compare leadership styles across movements
- Analyze decision-making processes
- Evaluate different approaches

Essential Questions

- What makes leadership effective?
- How do leaders work together?
- Why choose different strategies?

Vocabulary Focus

- leadership
- strategy
- collaboration
- decision-making

Lesson Flow

OPENING (20 min):

- Intro: What makes an effective leader?
- What makes a good leader?
- Reflection check: Share leadership examples

MAIN ACTIVITY (25 min):

- Show profiles of Larry Itliong, Cesar Chavez
- Discuss their different approaches to leadership

- Create leadership strategy guide booklet
- Partner discussion: How did leaders complement each other?

CLOSING (15 min):

- Class discussion: Why do movements need different leaders?
- Exit ticket: What kind of leader would you be?

Assessment Methods

- Matrix completion
- Flowchart creation
- Essay writing
- Class discussion

Extensions/Differentiation

- Provide analysis templates
- Use collaborative groups
- Extend with leader research

Resources

Materials:

- Leadership profiles
- Strategy comparison tools
- Analysis materials

Hyperlinked Resources:

- [Leadership Analysis Tools](#)
- [What is a Leader?](#)
- [César Chávez - Facts and Accomplishments - Twinkl USA](#)
- [Larry Itliong - Kids](#)
- [Standing Up for Democracy | Facing History & Ourselves](#)

Lesson 5.6: Media and Message

Summary

National coverage of the Delano strike highlighted farm worker struggles. Strategic media engagement helped secure broad public support for the grape boycott.

Standards

- SS5H6b: Explain the key events and people of the Civil Rights movement, including key events of 1950-1975 focusing on parallels with the farmworker rights movement.
- ELAGSE5RI3: Analyze relationships between individuals/events.
- ELAGSE5RI6: Analyze multiple accounts of the same event or topic.

Learning Objectives

- Analyze media coverage of movements
- Evaluate public opinion influence
- Compare narrative strategies

Essential Questions

- How does the media shape movements?
- Why do perspectives differ?
- What makes messages effective?

Vocabulary Focus

- media
- narrative
- public opinion
- influence

Lesson Flow

OPENING (20 min):

- Display newspaper headlines and photos
- Partner discussion: If someone who sided with the growers wrote about the same event, how would they write about it? Would it be exactly the same?
- Reflection check: How do we find truth?

MAIN ACTIVITY (25 min):

- Read or watch videos about spreading information

- Create communication strategy plan for sharing information about the strike
- Class Discussion: How did movements tell their story?
- Reflection Check: Share media insights.

CLOSING (15 min):

- Reflection check: Best ways to communicate?
- Exit ticket: Why is communication important?

Assessment Methods

- Analysis completion
- Campaign plan
- Presentations
- Class participation

Extensions/Differentiation

- Provide writing frames
- Use media examples
- Extend with current events

Resources

Materials:

- Historical media samples
- Communication analysis tools

Hyperlinked Resources:

- [Farm Worker Movement Media Archive](#)
- [Strike in Grades, an Article by The Movement, October 1965](#)
- [What is fake news? Tips For Spotting Them - Fake News for Kids](#)
- [What is fake news? Tips For Spotting Them - Fake News for Kids](#)
- [How Media Depicts Labor Issues; How Unions Can Set the Record Straight](#)
- [Farmworker Movement Online Gallery](#)

Lesson 5.7: Policy Reform and Legislative Change

Summary

Worker organizing led to the California Agricultural Labor Relations Act. Legislative victories built on years of grassroots activism and coalition-building.

Standards

- SS5H6b: Explain the key events and people of the Civil Rights movement, including key events of 1950-1975 focusing on parallels with the farmworker rights movement.
- ELAGSE5RI3: Analyze relationships between individuals/events.
- ELAGSE5RI6: Analyze multiple accounts of the same event or topic.

Learning Objectives

- Analyze legislative change process
- Evaluate policy impacts
- Compare reform approaches

Essential Questions

- How do laws create change?
- What makes reforms effective?
- Why is legislation important?

Vocabulary Focus

- legislation
- policy
- reform
- implementation

Lesson Flow

OPENING (20 min):

- Display legislative timeline
- Read law passages and impact statements
- Create policy analysis chart
- Partner discussion: How do laws create change?

- Reflection check: Why is legislation important?

MAIN ACTIVITY (25 min):

- Study implementation documents
- Read about policy challenges
- Create reform evaluation matrix
- Reflection check: Share policy insights

CLOSING (15 min):

- Class discussion: What makes reforms effective?
- Exit ticket: How can laws improve society?

Assessment Methods

- Chart completion
- Matrix creation
- Recommendations
- Presentations

Extensions/Differentiation

- Provide analysis guides
- Use simplified texts
- Extend with current policies

Resources

Materials:

- Legislative documents
- Policy records
- Analysis templates

Hyperlinked Resources:

- [Farm Labor Laws History](#)
- [National Labor](#)

[Relations Board Case Search](#)

- [The Labor Movement in the United States | History](#)
- [César Chávez – Facts and Accomplishments – Twinkl](#)

Lesson 5.8: Implementing Social Change

Summary

Modern farm worker movements continue Itliong's emphasis on cross-cultural organizing. Current campaigns address ongoing issues of worker unfair treatment and safety.

Standards

- SS5H6b: Explain the key events and people of the Civil Rights movement, including key events of 1950-1975 focusing on parallels with the farmworker rights movement.
- ELAGSE5RI3: Analyze relationships between individuals/events.
- ELAGSE5RI6: Analyze multiple accounts of the same event or topic.

Learning Objectives

- Analyze contemporary labor issues
- Evaluate movement impacts
- Compare historical/current strategies

Essential Questions

- What has/hasn't changed?
- Why do issues persist?
- How can we create change?

Vocabulary Focus

- legacy
- contemporary
- impact
- adaptation

Lesson Flow

OPENING (20 min):

- Show current labor statistics
- Compare modern labor movements to the Grape Strike.
- Group work: Create comparison analysis
- Partner discussion: What has/hasn't changed?
- Reflection check: Why do issues persist?

MAIN ACTIVITY (25 min):

Asian American Voices for Education – 2024 Georgia Educator Fellowship Cohort

- Study modern movements
- Read about new approaches
- Create action strategy plan
- Class discussion: How can change happen today?
- Reflection check: Share strategic insights

CLOSING (15 min):

- Create advocacy presentation
- Present action plans
- Final reflection: How will you create change?

Assessment Methods

- Analysis completion
- Strategy plan
- Presentation
- Final reflection

Extensions/Differentiation

- Provide planning templates
- Use current examples
- Extend with community projects

Resources

Materials:

- Current statistics
- Modern movement documents
- Analysis tools
- Presentation materials

Hyperlinked Resources:

- [Current Union Statistics](#)
- [Modern Labor Data](#)
- [Labor Matters | Learning for Justice](#)

INSTRUCTIONAL SUGGESTIONS, DIFFERENTIATION AND RESOURCES

Instructional Considerations

1. Use visual aids extensively
2. Incorporate role-playing activities
3. Connect to students' daily lives
4. Include multilingual resources
5. Emphasize collaborative learning

General Notes: Incorporate diverse primary sources, such as interviews with Larry Itliong, recordings of his speeches, and historical photographs, to enrich students' perspectives and deepen their engagement with the material.

Materials Needed For Mini-Unit

- "Journey for Justice" book
- Primary source documents
- Timeline materials
- Art supplies
- Digital presentation tools
- Writing materials
- Technology Integration:
- Digital timeline tools
- Research databases
- Presentation software (Google Slide or PowerPoint)

Differentiation Needs

Grade 3:

- **Differentiation:** Provide guided questions and paired reading for students who need additional support. Use visual aids and simplified texts to ensure comprehension.

Grade 4:

- **Differentiation:** Offer scaffolded graphic organizers and allow students to work in small groups for discussions. Provide sentence starters for writing activities to support diverse learners.

Grade 5:

- **Differentiation:** Incorporate higher-level thinking prompts and allow advanced students to lead group discussions. Provide multilingual resources and visual supports for English Language Learners (ELLs).

ASSESSMENT OF LEARNING

Formative Assessments:

- Daily exit tickets aligned to standards
- Discussion participation rubric focusing on civic concepts
- Document analysis worksheets
- Group work evaluation forms

Key Summative Assessments for Social Studies Concepts

Civic Action Project (SS3CG2b):

- Design and present plan for school/community improvement
- Include specific civic participation strategies

Rights Analysis (SS4CG2):

- Create multimedia presentation showing First Amendment rights in action
- Connect to Farm Workers Movement examples

Movement Comparison (SS5H6b):

- Written analysis comparing civil rights movements between two or more minority groups

Portfolio Assessment (all grades)

- Collection of work showing understanding of rights and civic participation
- Self-reflection on learning and civic engagement

Ideas for Assessment Criteria/Rubric Development

Grade 3 (SS3CG2a, SS3CG2b)

1. Identify Workers' Rights:

- Accurately identify and explain workers' rights as presented in the text/or media viewed.

2. **Cause-Effect Understanding:**
 - Complete cause-effect charts demonstrating how rights affect communities.
3. **Relationship Analysis:**
 - Analyze relationships between events using graphic organizers.
4. **Discussion Participation:**
 - Actively participate in discussions, providing evidence from the text/media viewed to support ideas.
5. **Impact of Advocacy:**
 - Demonstrate understanding of the impact of advocacy on change through worksheets or modality of choice.

Grade 4 (SS4CG2)

1. **Explain First Amendment Rights:**
 - Clearly explain the importance of First Amendment rights as illustrated in the anchored story.
2. **Cause-Effect Mapping:**
 - Accurately complete cause-effect charts showing how Larry Itliong's advocacy used First Amendment rights to promote social change.
3. **Analyze Relationships:**
 - Effectively analyze relationships between events and characters using graphic organizers.
4. **Engage in Discussions:**
 - Participate in discussions using evidence from the text to support explanations.
5. **Understand Communication Strategies:**
 - Demonstrate understanding of communication strategies and their impact on the movement through worksheets, discussions or modality of choice.

Grade 5 (SS5H6, SS5CG1, ELAGSE5RI3 & ELAGSE5RI6)

1. **Describe Civil Rights Significance:**
 - Accurately describe the significance of key events and people in the Civil Rights movement, including Larry Itliong's role.
2. **Cause-Effect Analysis:**
 - Complete cause-effect charts linking Larry's strategies to outcomes in the Civil Rights movement.
3. **Compare Movements:**
 - Analyze relationships between Larry Itliong's actions and other Civil Rights events or figures using graphic organizers.
4. **Discussion and Evidence Use:**
 - Participate in discussions, using evidence from the text to support comparisons and analyses.

5. Understand Constitutional Protections:

- Demonstrate understanding of how citizens' rights are protected under the U.S. Constitution through worksheets, discussions or modality of choice.

END OF MINI-UNIT ASSESSMENT IDEAS

Grade 3 Quiz Questions (SS3CG2a/b)

A. Sample Quiz Questions for Grade 3

1. What did Larry Itliong do to help farm workers?
 - A) He built houses for them
 - B) He organized them to work together for better rights
 - C) He taught them how to read
 - D) He gave them free food
2. Why is it important to respect others' rights?
 - A) To make friends
 - B) To promote the common good
 - C) To win competitions
 - D) To get more toys
3. Which right did Larry Itliong use to speak and meet with workers?
 - A) Right to vote
 - B) Right to bear arms
 - C) First Amendment rights
 - D) Right to privacy
4. What was the main goal of the Delano Grape Strike?
 - A) To plant more grapes
 - B) To improve working conditions and wages
 - C) To celebrate harvest season
 - D) To build new farms
5. How did working together help the farm workers?
 - A) They could share food
 - B) They could reach their goals more easily
 - C) They could take more breaks
 - D) They could play games
6. What does it mean to stand up for what's right?
 - A) To ignore problems
 - B) To help others and make positive changes
 - C) To take things without asking

- D) To stay silent in meetings
- 7. Why did Larry Itliong believe in following reasonable laws?
 - A) To avoid punishment
 - B) To ensure fairness and cooperation
 - C) To win awards
 - D) To make life easier for himself
- 8. What can we learn from Larry Itliong's leadership?
 - A) How to work alone
 - B) How to organize and help others
 - C) How to play sports
 - D) How to read faster
- 9. True or False: Larry Itliong worked alone to improve farm workers' rights.
- 10. True or False: Using our rights to speak and meet can help make our community better.
- 11. Describe one way Larry Itliong helped improve the lives of farm workers.
- 12. Why is it important to follow reasonable laws and rules in a community?

Answer Key

- 1. B
- 2. B
- 3. C
- 4. B
- 5. B
- 6. B
- 7. B
- 8. B
- 9. False
- 10. True
- 11. Sample Answer: Larry Itliong organized the farm workers to work together for better wages and safer working conditions, which helped improve their lives.
- 12. Sample Answer: Following reasonable laws and rules helps everyone live safely and fairly, and it allows people to work together to solve problems.

B. Multiple Modalities:

- (Visual) Match the workers' rights illustrated in the book with their definitions.
- (Oral) Share one way you can participate in your community to promote the common good.
- (Written) Draw a picture showing how advocacy led to change in the story.

C. Reflection:

- *What is one thing you learned about respecting others' rights from Larry Itliong's story?*

Grade 4 Quiz Questions (SS4CG2)

A. Sample Quiz Questions for Grade 4

1. What are the freedoms guaranteed by the First Amendment that Larry Itliong used?
 - A) Freedom of movement and right to vote
 - B) Freedom of speech, assembly, and petition
 - C) Freedom of religion and right to privacy
 - D) Freedom to bear arms and freedom of the press
 - Correct Answer: B) Freedom of speech, assembly, and petition
2. How did Larry Itliong use the freedom of speech to help farm workers?
 - A) By writing letters to the editor
 - B) By organizing meetings and giving speeches to rally workers
 - C) By painting murals in the community
 - D) By creating silent protests
3. Why is the right to assemble important in social movements?
 - A) It allows people to celebrate alone
 - B) It helps people come together to discuss and plan for change
 - C) It lets people move freely without restrictions
 - D) It gives people the right to own property
4. What did Larry Itliong achieve by using petitions during the farm workers' movement?
 - A) He collected signatures to show support for workers' demands
 - B) He organized sports events for workers
 - C) He built new farms for the workers
 - D) He wrote stories about the workers
5. Which of the following is NOT a First Amendment right?
 - A) Freedom of speech
 - B) Right to a fair trial
 - C) Freedom of assembly
 - D) Freedom to petition the government
6. How did the freedom to petition help Larry Itliong and the farm workers?
 - A) It allowed them to create art together
 - B) It gave them a way to formally request changes from the government
 - C) It let them vote in elections
 - D) It provided them with financial support
7. Why is it important to have the freedom of the press in a movement?
 - A) It allows the government to control information
 - B) It helps spread the movement's message to a wider audience
 - C) It restricts people from sharing ideas
 - D) It gives people free access to entertainment
8. What role did the First Amendment play in the success of the farm workers' movement?
 - A) It limited the workers' ability to communicate

- B) It provided the legal protections needed to organize and advocate for rights
 - C) It allowed the workers to avoid paying taxes
 - D) It gave the workers ownership of the farms
9. True or False: The First Amendment only protects the freedom of speech.
10. True or False: Larry Itliong used the right to assemble to bring farm workers together for meetings and planning.
11. Explain one way Larry Itliong used the First Amendment to help improve farm workers' lives.
12. Why is it important for people to have the right to petition the government?
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Answer Key

1. B
2. B
3. B
4. A
5. B
6. B
7. B
8. B
9. False
10. True
11. **Sample Answer:** Larry Itliong used the freedom of speech by giving speeches and organizing meetings, which helped bring farm workers together to demand better wages and working conditions.
12. **Sample Answer:** The right to petition the government is important because it allows people to formally request changes and express their concerns, helping to create laws and policies that benefit the community.

B. Multiple Modalities

- (Visual) Identify and label the different First Amendment rights shown in the book.
- (Oral) Explain one of Larry's strategies to a partner.
- (Written) Write a short paragraph about how a peaceful protest made a difference in the story.

C. Reflection

- *How can you use your First Amendment rights to help others in your community?*
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Grade 5 Quiz Questions (SS5H6b)

A. Multiple Choice/True-False /Short Response Questions

1. What was the main goal of the Delano Grape Strike led by Larry Itliong?
 - A) To plant more grapes
 - B) To improve wages and working conditions for farm workers
 - C) To celebrate the harvest season
 - D) To build new farms
2. How did Larry Itliong's leadership influence the Civil Rights Movement?
 - A) By focusing solely on farm workers' rights
 - B) By collaborating with other Civil Rights leaders to strengthen the movement
 - C) By avoiding any form of protest
 - D) By writing novels about his experiences
3. What organization did Larry Itliong help to found after the Delano Grape Strike?
 - A) American Federation of Labor (AFL)
 - B) United Farm Workers (UFW)
 - C) National Association for the Advancement of Colored People (NAACP)
 - D) International Workers of the World (IWW)
4. Which Civil Rights Act impacted labor rights and was influenced by movements like the one led by Larry Itliong?
 - A) Civil Rights Act of 1964
 - B) Voting Rights Act of 1965
 - C) Americans with Disabilities Act of 1990
 - D) Fair Labor Standards Act of 1938
5. Why was coalition-building important in Larry Itliong's movement?
 - A) It allowed for more efficient farming techniques
 - B) It united different ethnic groups to strengthen the labor movement
 - C) It reduced the need for communication among workers
 - D) It focused on individual achievements rather than group efforts
6. What role did peaceful protests play in the success of the Delano Grape Strike?
 - A) They intimidated the workers
 - B) They attracted public support and media attention
 - C) They caused confusion among the workers
 - D) They delayed the strike's progress
7. How did Larry Itliong's actions during the strike demonstrate his understanding of constitutional protections?
 - A) By ignoring the law to achieve his goals
 - B) By using legal rights like assembly and petition to advocate for workers
 - C) By focusing only on informal agreements
 - D) By avoiding any form of written communication
8. What was one significant outcome of the Delano Grape Strike?

- A) The immediate end of all farm work
 - B) The formation of the United Farm Workers (UFW)
 - C) The establishment of new farming techniques
 - D) The decrease in grape production
9. True or False: The Delano Grape Strike had no impact on labor laws in the United States.
10. True or False: Coalition-building helped different ethnic groups work together towards common labor goals.
11. Describe how coalition-building strengthened the farm workers' movement during the Delano Grape Strike.
12. Explain the significance of the United Farm Workers (UFW) in the Civil Rights Movement.

Answer Key

1. B
2. B
3. B
4. A
5. B
6. B
7. B
8. B
9. False
10. True
11. Sample Answer: Coalition-building brought together Filipino and Mexican workers, uniting different ethnic groups to support each other's demands, which made the movement stronger and more effective in negotiating better wages and working conditions.
12. Sample Answer: The United Farm Workers (UFW) played a crucial role in advocating for farm workers' rights, setting a precedent for labor movements, and influencing labor laws. By uniting diverse groups, the UFW demonstrated the power of collective action in achieving social justice and equality.

B. Multiple Modalities:

- (Visual) Create a timeline that includes Larry Itliong's key contributions and their impact on the Civil Rights Movement.
- (Oral) Present a summary of how the Delano Grape Strike affected other Civil Rights events.
- (Written) Explain how coalition-building was important for the success of the farm workers' movement.

C. Reflection:

- *In what ways does Larry Itliong's legacy continue to influence labor rights today?*

KEY GLOSSARIES DIFFERENTIATED BY GRADE LEVELS

Grade 3 Vocabulary (12 Terms)

1. advocacy (3-5)
Definition: Speaking up to support and protect people's rights.
Example: Larry showed advocacy by speaking up for the farm workers' fair treatment.
2. condition (3)
Definition: The way something is or the state it is in.
Example: The workers worked in tough conditions with long hours and little pay.
3. freedom (3-5)
Definition: The ability to act or speak without being controlled.
Example: Farm workers fought for the freedom to organize and protest.
4. unity (3-5)
Definition: Being together and working as one.
Example: Unity among the workers made their strike stronger.
5. worker (3-5)
Definition: A person who does a job or labor.
Example: The workers gathered to discuss better wages and safer conditions.
6. fairness (3-5)
Definition: Treating everyone equally without favoritism or discrimination.
Example: Larry promoted fairness by ensuring all workers were treated equally.
7. rights (3-5)
Definition: Things that people are allowed to do or have.
Example: Workers have the right to fair pay and safe working environments.
8. legacy (4-5)
Definition: Something important that someone has done that will be remembered.
Example: Larry's legacy lives on through the United Farm Workers.
9. justice (4-5)
Definition: The quality of being fair and reasonable.
Example: Larry fought for justice so that all workers would be treated fairly.
10. collaboration (3-5)
Definition: Working together with others to achieve a common goal.
Example: Collaboration between different worker groups strengthened their movement.

11. freedom (3-5)

Definition: The ability to act or speak without being controlled.

Example: The freedom to assemble allowed workers to plan their strike effectively.

12. communicate (3-5)

Definition: To share or exchange information, ideas, or feelings.

Example: Larry used meetings to communicate the workers' demands clearly.

Grade 4 Vocabulary (16 Terms)

1. advocacy (3-5)
Definition: Speaking up to support and protect people's rights.
Example: Larry showed advocacy by speaking up for the farm workers' fair treatment.
2. assembly (4-5)
Definition: A group of people gathered together for a purpose.
Example: The workers held an assembly to discuss their demands.
3. civil rights (3-5)
Definition: The rights that ensure people are treated equally and fairly.
Example: Civil rights movements helped protect the workers' rights.
4. collaboration (3-5)
Definition: Working together with others to achieve a common goal.
Example: Collaboration between different worker groups strengthened their movement.
5. constitution (4-5)
Definition: The set of rules that make up a country's government and laws.
Example: The First Amendment of the Constitution protects the right to speak and assemble.
6. equity (5)
Definition: Fairness and justice in how people are treated.
Example: Equity in the workplace ensures all workers receive equal pay for equal work.
7. freedom (3-5)
Definition: The ability to act or speak without being controlled.
Example: Farm workers fought for the freedom to organize and protest.
8. legislation (5)
Definition: Laws that have been made to govern a country.
Example: New legislation was passed to improve farm workers' rights.
9. legacy (4-5)
Definition: Something important that someone has done that will be remembered.
Example: Larry's legacy lives on through the United Farm Workers.
10. organize (3-5)
Definition: To arrange or plan something systematically.
Example: Larry helped organize the workers to negotiate better conditions.
11. petition (4-5)
Definition: A formal request to an authority, often signed by many people.
Example: The workers signed a petition to demand fair wages.

12. protest (4-5)

Definition: A public demonstration showing disagreement or support for something.

Example: The workers held a peaceful protest to highlight their struggles.

13. rights (3-5)

Definition: Things that people are allowed to do or have.

Example: Workers have the right to fair pay and safe working environments.

14. strike (5)

Definition: A work stoppage caused by workers protesting against conditions or pay.

Example: The strike lasted for several weeks as workers demanded better wages.

15. unity (3-5)

Definition: Being together and working as one.

Example: Unity among the workers made their strike stronger.

16. welfare (4-5)

Definition: The health, happiness, and well-being of a person or group.

Example: Improving the welfare of farm workers was a key goal of the movement.

Grade 5 Vocabulary (20 Terms)

1. advocacy (3-5)

Definition: Speaking up to support and protect people's rights.

Example: Larry showed advocacy by speaking up for the farm workers' fair treatment.

2. assembly (4-5)

Definition: A group of people gathered together for a purpose.

Example: The workers held an assembly to discuss their demands.

3. civil rights (3-5)

Definition: The rights that ensure people are treated equally and fairly.

Example: Civil rights movements helped protect the workers' rights.

4. collaboration (3-5)

Definition: Working together with others to achieve a common goal.

Example: Collaboration between different worker groups strengthened their movement.

5. constitution (4-5)

Definition: The set of rules that make up a country's government and laws.

Example: The First Amendment of the Constitution protects the right to speak and assemble.

6. equity (5)

Definition: Fairness and justice in how people are treated.

Example: Equity in the workplace ensures all workers receive equal pay for equal work.

7. freedom (3-5)

Definition: The ability to act or speak without being controlled.

Example: Farm workers fought for the freedom to organize and protest.

8. legislation (5)

Definition: Laws that have been made to govern a country.

Example: New legislation was passed to improve farm workers' rights.

9. legacy (4-5)

Definition: Something important that someone has done that will be remembered.

Example: Larry's legacy lives on through the United Farm Workers.

10. organize (3-5)

Definition: To arrange or plan something systematically.

Example: Larry helped organize the workers to negotiate better conditions.

11. petition (4-5)

Definition: A formal request to an authority, often signed by many people.

Example: The workers signed a petition to demand fair wages.

12. protest (4-5)

Definition: A public demonstration showing disagreement or support for something.

Example: The workers held a peaceful protest to highlight their struggles.

13. rights (3-5)

Definition: Things that people are allowed to do or have.

Example: Workers have the right to fair pay and safe working environments.

14. strike (5)

Definition: A work stoppage caused by workers protesting against conditions or pay.

Example: The strike lasted for several weeks as workers demanded better wages.

15. unity (3-5)

Definition: Being together and working as one.

Example: Unity among the workers made their strike stronger.

16. welfare (4-5)

Definition: The health, happiness, and well-being of a person or group.

Example: Improving the welfare of farm workers was a key goal of the movement.

17. justice (4-5)

Definition: The quality of being fair and reasonable.

Example: Larry fought for justice so that all workers would be treated fairly.

18. civil disobedience (5)

Definition: A peaceful refusal to obey certain laws as a form of protest.

Example: The workers used civil disobedience by peacefully refusing to work until their demands were met.

19. negotiation (5)

Definition: A discussion aimed at reaching an agreement.

Example: Larry led the negotiation talks to secure better wages for the workers.

20. influence (5)

Definition: The power to have an effect on people or things.

Example: Larry Itliong's efforts had a strong influence on future labor movements.