

Harvesting Hope

teacher's guide

How to use the Harvesting Hope teacher's guide

Read *Harvesting Hope: The story of Cesar Chavez* and the Teacher's Guide to determine which suggested activities will be most valuable in your classroom.

Use the Pre-Reading Activity to create enthusiasm and prepare your students to learn about Cesar Chavez's his life and work.

Read *Harvesting Hope: The story of Cesar Chavez* aloud to your class.

Use any or all of the Thematic Connections to think, talk, and generate reflections among your students.

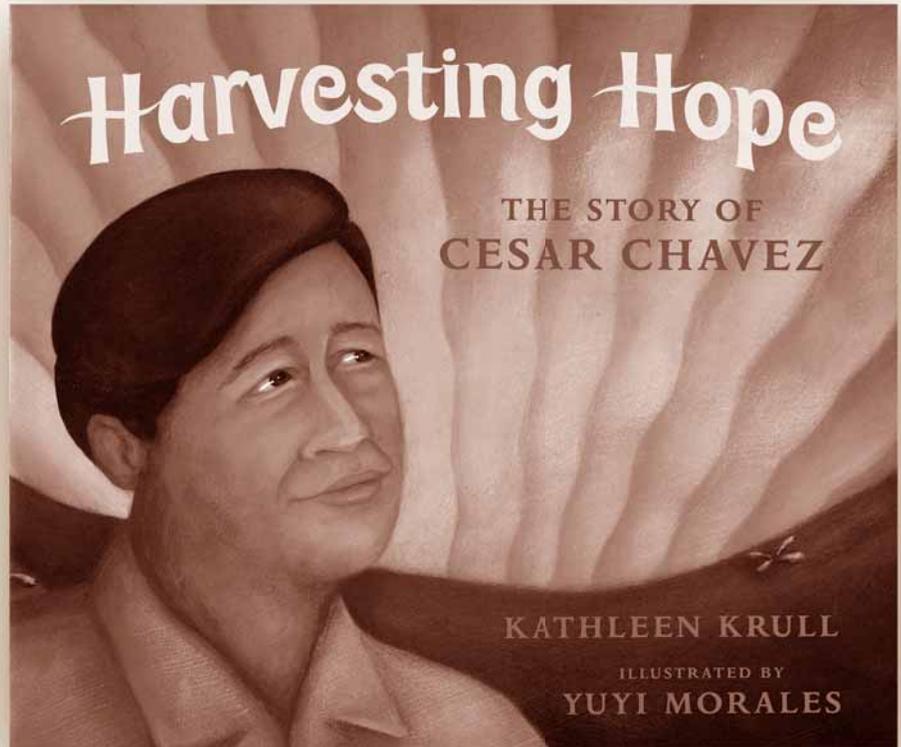
Integrate any or all of the Connecting to the Curriculum activities into your class.

Use the ready-to-copy activities sheet to complement your activities. The  indicates that an activity sheet is available.

Thematic connections:

Courage ★ Family
Hope ★ Social power
Prejudice

Grades K-2 and 3-5.



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About the book



Cesar Chavez is known as one of America's greatest civil rights leaders. When he led a 340-mile peaceful protest march through California, he ignited a cause that improved the lives of thousands of migrant farmworkers. But Cesar wasn't always a leader. As a boy, he was shy and was often teased at school. His family slaved in the fields, earning barely enough money to survive. Cesar believed such conditions had to change. He thought that, maybe, he could bring about those changes. So he took charge. He spoke up, and an entire country listened.

Look for *Harvesting Hope: The Story of Cesar Chavez* at your local bookstore or library. To order directly from the publisher, call 800-543-1918.

pre-reading activity

Ask the students: If you could eat only the foods that you grew, what would those foods be? On a roll of paper, create a mural. Students can draw themselves tending the vegetable or fruit that they would grow. Decorate the classroom with the mural. If possible, arrange a trip to a farm, an orchard, or a neighborhood produce market. Ask the children to make a list of the vegetables and fruits that they recognize. Encourage them to read the labels or interview a worker to find out where the produce comes from.

reading together

Read *Harvesting Hope: The Story of Cesar Chavez* aloud to your students. Allow them ample time to look at the illustrations, and invite them to identify the emotions that the characters express at different moments in the story.



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vocabulary

Ask students to list unfamiliar words from the book and try to define the words from the context of the story. Use Cesar Chavez's Hidden Message  to get your class started.



thematic connections

Courage— Ask students to help you write a list on the chalkboard of what it means to be courageous. In his fight for justice, Cesar told people that nonviolence took more guts, and he refused to respond with violence whenever he or protesters were attacked. Encourage students to identify the nonviolent acts that Cesar used in order to force changes. Engage in a discussion of Cesar's strategy for fighting without violence. How can nonviolent acts take more courage than using violence? How can nonviolent actions be stronger than punches and bullets? Discuss Cesar's words, "It is well to remember there must be courage but also that in victory there must be humility." Have students discuss conflicts that may occur during their day at school or home. Choose three sample scenarios of conflict and discuss possible responses. Then role-play a nonviolent response.

Family—Have students define what a family is. Cesar learned important lessons from his parents. His mother often cautioned him against fighting, urging him to use his mind and words to work out conflicts. From his father, who often made his family walk out of the fields when he felt they were being treated unfairly by the foremen or the growers, Cesar learned to be persistent and fight for what he thought was right. Cesar's sisters and brothers were his inseparable companions and they played and worked together. Ask the class to write about the most important things that they have learned from some members of their families. Have students discuss how they might demonstrate what they have learned.

Social power—Cesar Chavez dedicated his life to creating change. One by one he convinced people to join his fight. He formed an organization of farmworkers and together they demanded better pay and working conditions. Define the word strike. Discuss what a community can do to accomplish goals by joining and organizing together.

Prejudice—While Cesar was growing up, there were different rules for people of different races. Some stores and restaurants served only white patrons, and at school children like Cesar were not allowed to speak in their native language (Spanish, Chinese, etc). Discuss how prejudice caused Cesar to hate school. Ask students to list ways in which prejudice hurts people.

Hope— Encourage students to discuss how hope drives change. What were the things that Cesar hoped for that made him find a way to talk people into joining his fight for justice? How did hope help Cesar to overcome his shyness and become a leader? How do Cesar Chavez and other activists like him instill hope in Latinos, farmworkers, and other people? Have students trace one of their feet on a piece of paper and write on the inside one hope that they will try to pursue in their lifetime.

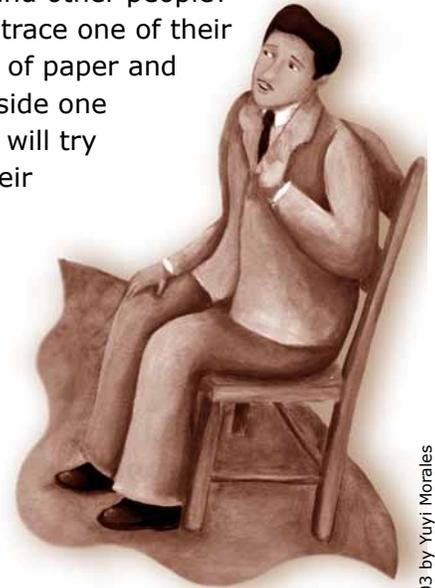


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connecting to the curriculum



 **Social Studies** —Cesar Chavez’s family lost their ranch during the Great Depression. This forced them to become migrants, moving constantly to look for work in farms in the green valleys of California.

K-2 Do a class brainstorm (or web on chartpaper) about what farmers do. Have students solve the “Looking For Work” maze. 

3-5 Discuss with the class the meaning of the term economic depression. In addition to solving the “Looking for Work” maze, have students research the many hardships that families faced during this time. Ask them to make a “cause and effect” chart about the Great Depression.

 **Science** — Cesar, like all other farmworkers, suffered from the hardships of working the land with tools that cause injuries. One of the fights that Cesar fought on behalf of migrants was the banning of the short-handled hoe, the cause of permanent back injury to thousands of workers.

K-2 Have students plant seeds and take care of them. Encourage them to talk about the care plants need as they grow. Record the plants’ growth in an observation log.

3-5 Have students research old-fashioned agricultural tools and the modern tools that replaced them (e.g., horse and plow were replaced by a farm tractor, the short-handled hoe was replaced by the long-handled hoe). Ask students to design a new type of farming tool and draw it.



Math— One morning in 1965, Cesar Chavez and sixty-seven other protesters started a march of more than three hundred miles to the state capitol in Sacramento, to gain support and to ask for help from the government.

K-2 Have children examine the illustration on **Harvesting Hope: The Story of Cesar Chavez** that depicts the arrival of the marchers at the capitol building (pages 40-41). Ask them to guess the number of people in the scene, and to write the number on a post-it note. Make a graph of the childrens' estimation. Divide the class into groups and have each group count by tens to determine the total number of people in the crowd scene. (There are 305 people painted in the illustration.)

3-5 The marchers walked about three hundred miles total, covering an average of fifteen miles a day. Ask students to calculate how many days it might have taken the marchers to reach their destination.



Language Arts—Before Cesar Chavez organized his historic march, most people were unaware of the terrible conditions under which the California farmworkers lived. But Cesar knew that if he made others aware of it, he could raise support for change.

K-2 Words are a very powerful way to create change. Demonstrate how to break apart words into syllables. Have students practice by having them break apart some of Cesar's words on the "Awareness Syllables" handout. 

3-5 Have the class become reporters for a day and interview their parents, grandparents, or seniors to find out about their first job. Encourage students to report their findings in the form of a newspaper clipping and to include drawings to illustrate their stories.



Music and Storytelling—A *corrido* is a Mexican ballad that tells the story of a legendary character or event. At times, people who sang *corridos* were the carriers of news to places where no other media were available. During the first meeting of the National Farm Workers Association (pages 24-25) a *corrido* about the farmworker movement and Cesar Chavez was played on a tape player.

K-2 Have the class look at the illustrations in **Harvesting Hope: The Story of Cesar Chavez** and ask them to identify scenes where music is being sung or played. Talk about how music evokes emotions such as joy, excitement, peacefulness, sadness, tranquility, etc. If possible, play different songs and have the students discuss how the music makes them feel.

3-5 Divide the class into groups and ask each group them to write a *corrido* that tells the story of an interesting event in their lives as students. Allow time for each group to sing or recite the *corridos* to the rest of the class.





Geography— Cesar Chavez lead farmworkers on a march from Delano to Sacramento, the capital of California, to ask for the government’s help.

K-2 Have students chart the journey on a class map, starting at Delano on Route 99 and ending in Sacramento.

3-5 After charting the journey, have students find some of the cities the marchers walked through: Fresno, Modesto, Stockton, etc. Ask them to research the physical landmarks, animals, and vegetation that the marchers would have seen during their journey.



Art—Cesar Chavez has been recognized as a hero for his dedication to peace and non-violence, and for his self-sacrifice. Many attributes helped him become the beloved figure he is. Among them were his patience and compassion, as well as his stubbornness and persistence. Use the “Character Attributes Crisscross Puzzle” to help students identify characteristics that define people as individuals. 

K-2 Ask students to draw someone they admire. Encourage them to tell why they admire that person. They may write a short sentence or paragraph describing their drawing.

3-5 Have students create and decorate a Cesar Chavez award. Group the class in pairs and explain that each student is to give the award he or she has created to the person they have been paired with. Encourage students to think about the qualities and attributes that make that person the right recipient of an award. Ask them to write down on the award the character attributes of that person (e.g., _____receives the Cesar Chavez award for _____). Allow time for the class to give the awards.

enjoy a cesar chavez picnic!



Now that you and your students have learned about Cesar Chavez, his dedication to helping others, and his commitment to nonviolence, organize and work together to make a salad for a Cesar Chavez Picnic. Encourage the class to come up with ideas for a recipe and help them divide up the tasks of washing, cutting, decorating, serving, and cleaning up. Students can create Hope Flags by gluing a piece of paper to a toothpick. Ask the children to write on their flags things that they hope for their lives, their family, their friends, their school, or the world. Decorate the salad with the Hope Flags. Have a nice Cesar Chavez picnic!

CELEBRATE CESAR CHAVEZ DAY



March 31 honors Cesar E. Chavez, born on March 31, 1927. Join the celebration by performing a community service project. Plant a community garden, pick up litter, paint a mural, or do any other project of your choosing, and honor Chavez's life and work.

About the Author

KATHLEEN KRULL is acclaimed for her innovative, award-winning biographies for young readers. Her popular Lives of... series offers funny and inspiring glimpses into the lives of musicians, writers, artist, athletes, U.S. presidents, and extraordinary women. She is also the author of **Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman**. Ms. Krull lives in San Diego, California. To learn more about her life and books, visit her Web site: www.kathleenkrull.com.

About the Illustrator

YUYI MORALES is an artist, author, puppet maker, Brazilian folkdancer, and former host of a Spanish-language storytelling radio show. She is the recipient of the 2000 SCBWI Don Freeman Grant, awarded annually to a promising body of work in the field of illustration. To research her art for **Harvesting Hope: The Story of Cesar Chavez**, she visited the very fields where Cesar Chavez lived and worked, and traveled the route of his historic 1965 march. Ms. Morales grew up in Veracruz, Mexico, and now lives in San Francisco, California. To learn more about her life and art, visit her Web site: www.yuyimorales.com.



Internet resources

To learn more about Cesar Chavez, visit **Cesar E. Chavez Institute for Public Policy**
http://www.sfsu.edu/%7Eecceipp/cesar_chavez/chavezhome.htm

To find more curriculum information, visit **César Chávez Day page of the California Department of Education**
<http://chavez.scientech.com/>

To learn more about the farmworkers union, visit **United Farm Workers**
<http://www.ufw.org>

Further reading

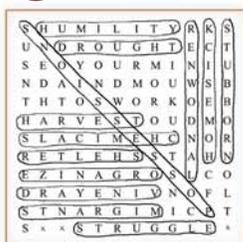
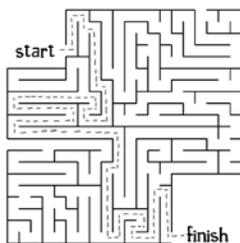
The Fight in the Fields: Cesar Chavez and the Farmworkers Movement
Susan Ferriss and Ricardo Sandoval

Remembering Cesar: The Legacy of Cesar Chavez
by Ann McGregor
Cindy Wathen
George Elfie Ballis

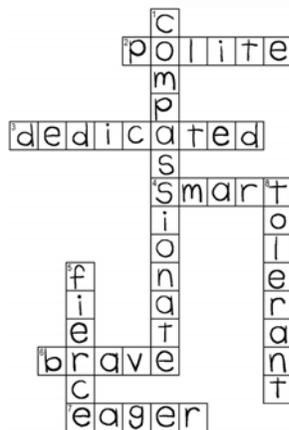
Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories
S. Beth Atkin



Answer key



use your mind and mouth to work out conflicts



Prepared by Yuyi Morales with the collaboration of Vincent Buckwash, teacher in Kennett Square, PA, and Susan Katz, National Board Certified Teacher.