¡Sí Se Puede!

The United Farm Workers Union and the Delano Grape Strike

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Grade Level	9th – 12th Grade	**Time Frame**	100 minutes
Subject	Social Studies	**Duration**	2 class periods
Course	U.S. History		

Essential Question

How can political participation affect change?

Summary

This labor movement lesson guides students through an exploration of how collective action transforms society, using the United Farm Workers Union and Delano Grape Strike as a compelling historical case study. Students begin by grappling with César Chávez's provocative assertion that "perfect participation" matters more than perfect systems, then trace the evolution of farmworker conditions through comparative photo analysis spanning decades. As they investigate the injustices that sparked the movement and examine the strategic leadership of figures like Chávez, Dolores Huerta, and Larry Itliong, students develop a nuanced understanding of how sustained organizing creates lasting change.

Snapshot

Engage

Students analyze a quote and participate in a group discussion.

Explore

Students analyze images and record their observations and inferences to complete a Painting a Picture Chart.

Explain

Students examine an Infogram paired with a graphic organizer and will use the S-I-T strategy to gather their thoughts.

Extend

Students watch an ICAP interview of a LiUNA local union leader, learning about how labor organizations and unions have protected workers throughout history.

Evaluate

Students evaluate their learning using the 3-2-1 strategy .

Standards

ACT College and Career Readiness Standards - Reading (6-12)

PPV701: Identify or infer a purpose in complex passages and how that purpose shapes content and style

Oklahoma Academic Standards (Social Studies: United States History (9th through 12th grade))

USH.7.2D: Describe the goals and effectiveness of the social movement of the United Farm Workers and César Chávez.

Attachments

- 3-2-1—Sí Se Puede - Spanish.docx
- 3-2-1—Sí Se Puede - Spanish.pdf
- 3-2-1—Sí Se Puede.docx
- 3-2-1—Sí Se Puede.pdf
- Infogram Graphic Organizer—Sí Se Puede - Spanish.docx
- Infogram Graphic Organizer—Sí Se Puede - Spanish.pdf
- Infogram Graphic Organizer—Sí Se Puede.docx
- Infogram Graphic Organizer—Sí Se Puede.pdf
- Lesson Slides—Sí Se Puede.pptx
- Optional Infogram PDF—Sí Se Puede - Spanish.pdf
- Optional Infogram PDF—Sí Se Puede.pdf
- Painting A Picture Chart—Sí Se Puede - Spanish.docx
- Painting A Picture Chart—Sí Se Puede - Spanish.pdf
- Painting A Picture Chart—Sí Se Puede.docx
- Painting A Picture Chart—Sí Se Puede.pdf
- Picture Set–Painting a Picture—Sí Se Puede.docx
- Picture Set–Painting a Picture—Sí Se Puede.pdf

Materials

- Lesson Slides (attached)
- Digital Infogram (linked below and in slideshow)
- Painting a Picture Chart (attached; one per pair)
- Infogram Graphic Organizer (attached; one per student)
- 3-2-1 Handout (attached; one per student)
- Optional Infogram PDF (attached)
- Optional Painting a Picture Photo Set (attached; class set, one per pair)
- Devices with internet access (optional handout provided)
- Pens/pencils

10 minutes

Engage

Teacher's Note: Introducing the Quote

Prior to this lesson, students should have previously studied the major social and political shifts of the 1960s in the United States. If students have trouble analyzing the quote and answering the questions, have them reflect on an aspect of that era of protest (e.g., the civil rights movement).

Use the attached **Lesson Slides** to guide the lesson. Display **slide 2-3** to introduce the lesson title and learning objectives.

Transition to slide **4** and explain to students that you will be reading a quote by César Chávez aloud. As you read the quote, students should reflect on its meaning.

Read the following quote:

> *"We don't need perfect political systems; we need perfect participation."* —César Chávez

Give students a few moments to reflect on the quote and then follow up by asking them what they think Chávez meant by this. Invite a few students to share out.

Once students have shared their reflections, explain that they will now reflect on what an imperfect/perfect political participation looks like.

On a white board or a large sticky note, create a T-Chart. At the top of the left column, write "Imperfect Political Systems,'' and above the right column, write "Perfect Political Participation." A T-Chart can also be found on **slide 5**, if that is preferred.

As a whole group, have students brainstorm information that could go in either column. Begin with the left side and pose the question: *In what ways can political systems be imperfect?*

Teacher's Note: Scaffolding Question (Left Side)

Ask students to think back to previous lessons they have covered, such as significant domestic and foreign events during the 1940s–1960s. Examples you can provide are as follows: internment of Americans of Japanese descent, infringement on voting practices.

As students reflect, invite them to also consider modern-day politics and examples of how it can still be imperfect today. Next, move on to the right side and pose the question: *What are some examples of perfect political participation?*

Teacher's Note: Scaffolding Question (Right Side)

For this question, have students reflect on ways an individual can engage in political participation. Have them reflect on moments from the civil rights movement and examples of how participants then engaged in effecting change. As students reflect, invite them to consider political participation in modern times as well and to think of recent examples.

Once students have answered for both sides, move to **slide 6** and share the essential question. Inform students they are going to learn about another social movement and the organizations and individuals that played a role in this.

20 minutes

Explore

Teacher's Note: Elbow Partners

Beginning in this section, students will work with a partner for the rest of the lesson. You may use Elbow Partners as a grouping strategy.

Distribute the attached **Painting a Picture Chart** to each pair. Transition to **slide 7** and introduce the Painting a Picture instructional strategy and review key terms.

Explain to students that they will be viewing a set of photos. As the images are presented, have students jot down what they observe occurring and use background knowledge to draw inferences about the photos.

Explain to students that for each section of the chart, there are two photos for them to examine and record their observations and inferences for both images. Begin by showing **slide 8**. Give students about 3 minutes per slide to record their thoughts on the chart. As pairs work, walk around to assess student progress, answer questions, and provide guidance as needed.

Repeat this step through **slide 11**. Once students have worked through all the images, invite a few to share their observations and inferences. As students share, add any other information you think is important to point out.

Wrap up the discussion by explaining that all of these images are of farmworkers and that they depict some of the conditions then and now that workers have endured. Inform students they are now going to dive deeper into the social movement led by farmworkers.

Alternatively, this activity can be done independently without the slides by printing out a class set of the **Picture Set—Painting a Picture Handout**.

35 minutes

Explain

Teacher's Note: Accessing the Infogram and Video

In this section, students need electronic devices with internet access to view a digital infographic. To give students easy access to the Infogram, **slide 12** contains shortened links for both the English-language Infogram and the Spanish-language Infogram.

Alternatively, have the whole class move through the Infogram together and get to a point where you can watch the video as a whole group.

Video: Asian Americans| 'They Liked to Pit the Mexicans Against the Filipinos'

Embedded video

https://youtube.com/watch?v=DavaNXnJd7c

Distribute the attached **Infogram Graphic Organizer** to each student. Although students work through the graphic organizer with their partners, each student should have their own copy.

Display **slide 12** which contains the shortened links to access the Infogram in their preferred language. Before students start working, walk them through the graphic organizer and explain how it is broken into three major parts. As they work through the infographic, they must use the text, images, and video from the Infogram to answer the questions on the handout.

Slide 13 contains a K20 Center 30 minutes timer to allow students to work.

Once students have completed their handouts, discuss any pending questions and clear up misconceptions. Transition to **slide 14** and introduce the S-I-T instructional strategy. Based on the information gathered from the infogram, invite a few students to share the following verbally:

- One *surprising f*act or statement
- One *interesting* fact or statement
- One *troubling* fact or statement

10 minutes

Extend

Teacher's Note: Career-Focused Interviews

The goal of a career-focused interview is to expose students to different career opportunities in fields related to this content. Let students know the video they will watch has a threefold purpose:

- To detail the educational background of the speaker and the path the speaker took to get to his career;
- To describe the work that labor unions do; and
- To identify the significance of the labor movement throughout history and today.

If you wish to show students the discussion questions prior to the video, they can be found on **slide 17**.

Display **slide 15**, which contains an introduction slide for the interview with Arturo Delgado. Explain to students that LiUNA stands for Laborers' International Union of North America.

Go to **slide 16** to play the "ICAP-LiUNA Local Union Leader" video of LiUNA Business Manager Arturo Delgado. In the video, Delgado explains the importance of labor unions and how the actions of early union members continue to impact us today.

Embedded video

https://youtube.com/watch?v=bI-n7kGomck

As students watch the interview, they should be drawing connections between labor unions then and now. After the video, go to **slide 17** and ask students to think about the following discussion questions:

- What stood out to you the most from Delgado's interview?
- What connections can we make between what we've learned about the United Farm Workers and what Delgado mentioned regarding labor unions today?

Have students discuss these questions with their partners and be prepared to share out. Then, facilitate a group discussion.

10 minutes

Evaluate

Transition to **slide 18** and introduce the 3-2-1 instructional strategy. Distribute the **3-2-1 handout** to students or alternatively have them respond in a class notebook. Instruct students to complete the following:

- List three issues that led to the Delano Grape Strike.
- List two nonviolent tactics that were used in the strike.
- Explain how political participation can effect change.

Allow time for students to work and collect their responses to evaluate their learning.

Resources

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- United Farm Workers [@UFWupdates]. (2020). Erick shared this photo arriving to work in King City CA. He shares “There is nothing heroic about what we do…” [Image attached] [Post]. X. https://twitter.com/UFWupdates/status/1304196728208461825/photo/1
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- WETA In Performance. (2020). Asian Americans | ‘They liked to pit the Mexicans against the Filipinos’ [Video]. YouTube. https://youtu.be/DavaNXnJd7c