



## ¡Si Se Puede!

# The United Farm Workers Union and the Delano Grape Strike



Mariana DeLoera, Daniel Schwarz  
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<b>Grade Level</b>	9th – 12th Grade	<b>Time Frame</b>	100 minutes
<b>Subject</b>	Social Studies	<b>Duration</b>	2 class periods
<b>Course</b>	U.S. History		

## Essential Question

How can political participation effect change?

## Summary

In this lesson about the labor movement, students will compare and contrast photos of farmworkers that were taken before the start of the movement and in the present day. Students will watch a video and examine an infographic to learn about the injustices faced by farmworkers, the rise of the labor movement, and the actions taken by labor union members and leaders, including César Chávez, Dolores Huerta, and Larry Itliong. Students will also have an opportunity to watch an ICAP video, in which a labor union leader from Oklahoma explains how labor unions have played and continue to play a crucial role in advocating for workers' rights.

## 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 by completing an Exit Ticket.

## Standards

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

- [Infogram Graphic Organizer—Si Se Puede - Spanish.docx](#)
- [Infogram Graphic Organizer—Si Se Puede - Spanish.pdf](#)
- [Infogram Graphic Organizer—Si Se Puede.docx](#)
- [Infogram Graphic Organizer—Si Se Puede.pdf](#)
- [Lesson Slides—Si Se Puede.pptx](#)
- [Optional Infogram PDF—Si Se Puede - Spanish.pdf](#)
- [Optional Infogram PDF—Si Se Puede.pdf](#)
- [Painting a Picture Chart—Si Se Puede - Spanish.docx](#)
- [Painting a Picture Chart—Si Se Puede - Spanish.pdf](#)
- [Painting a Picture Chart—Si Se Puede.docx](#)
- [Painting a Picture Chart—Si Se Puede.pdf](#)
- [Picture Set—Si Se Puede - Spanish.docx](#)
- [Picture Set—Si Se Puede - Spanish.pdf](#)
- [Picture Set—Si Se Puede.docx](#)
- [Picture Set—Si Se Puede.pdf](#)

## Materials

- Lesson Slides (attached)
- Digital Infogram (linked below and in slideshow)
- Optional Infogram PDF (attached; class set, one per pair)
- Painting a Picture Chart (attached; one per pair)
- Optional Painting a Picture Photo Set (attached; class set, one per pair)
- Infogram Graphic Organizer (attached; one per student)
- Large sticky notes
- 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 covered some of the ongoing social and political transformations the United States was undergoing during the era of change in the 1960s. 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).

Introduce the lesson using the attached **Lesson Slides**. Use **slides 2–3** to review the lesson title and objectives as needed. Then, go to **slide 4** and read the following quote aloud to the class.

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

Give students a few moments to reflect on the quote, and then follow up by asking them what they think Chavez meant by this. Invite a few students to share out. 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 sample T-Chart can be found on **slide 5**.

As a whole group, have students brainstorm information that could go in either column. Begin with the left side and pose the question found on **slide 6**: *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, segregation policies, 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 found on **slide 7**: *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 8** 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 of students. Go to **slide 9** and explain the [Painting a Picture](#) strategy. Inform students this strategy is about using observations of what they see in conjunction with any background knowledge they might have about the topic to make inferences about the content being explored. In other words, students will use multiple resources to figuratively "paint a picture" of the topic being studied. Slide 9 contains definitions for both *observations* and *inferences*. Before beginning the activity, take time to review these terms with students.

Next, have student pairs make observations about photos of farmworkers in the field during the 1950s and present day. The **Painting a Picture Chart** contains questions to guide students' observations. The photos for this activity can be found on **slides 10–13**. You may do this activity as a class by following the instructions provided, or print out a class set of the attached **Painting a Picture Photo Set** for each pair to work independently.

For each section of the chart, there is an (A/B) for students to record their observations and inferences. Begin by showing **slide 10**. 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 until **slide 13**. 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 these images are all of farmworkers, and 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.

30 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 14 contains shortened links for both the [English-language Infogram](#) and the [Spanish-language Infogram](#). **Optional Infogram PDF** versions in each language are also attached to this lesson as optional handouts.

If you plan to have students use the PDFs, the following video will need to be shown separately. You may provide students with the video link so they can access it individually. 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 14**. Have students use either of the short links to view 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.

After giving students sufficient time to complete the handout, go to **slide 15** and have students share their thoughts using the [S-I-T](#) strategy. Based on the information they gathered from the Infogram, each pair must come up with one fact or statement they found surprising, one fact or statement they found interesting, and one fact or statement they found troubling. Students may write their responses on the back of their graphic organizers, or just ask them to be prepared to share out.

Invite different pairs of students to share out one of their S-I-T statements.

10 minutes

## Extend

### Teacher's Note: ICAP Videos

The goal of an ICAP video 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 18.

Display **slide 16**, 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 17** 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=bl-n7kGomck>

As students watch the interview, they should be drawing connections between labor unions then and now. After the video, go to **slide 18** 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

As a brief evaluation of the lesson, have students complete an [Exit Ticket](#). Display **slide 19** to review the essential question introduced earlier in the lesson: *How can political participation effect change?*

Have students summarize what they have learned throughout the lesson and apply that knowledge to answer the question in 3–5 sentences. Collect students' responses to evaluate their learning.

## Resources

- Bartleby, B. (2015, August 18). Brown-eyed children of the sun: Daniel Valdez. Antiwar Songs. <https://www.antiwarsons.org/canzone.php?id=50465&lang=en>
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- K20 Center. (n.d.). Bell ringers and exit tickets. Strategies. <https://learn.k20center.ou.edu/strategy/125>
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