

# Harvesting Hope: The Story of Cesar Chavez

## • Library Lessons •

by | Lynne Farrell Stover

Grades  
2–5

### Cesar Chavez Bonus Econ Lesson

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#### Productive Resources (Featuring the Migrant Farm Worker)

**Introduction:** In this lesson, students will identify productive resources as they apply to migrant workers in mid-Twentieth Century California.

#### Objectives:

- The student will review the terms natural resources, human resources, and capital resources.
- The student will participate in a class problem solving activity.
- The student will give examples of natural resources, human resources, and capital resources.

#### McREL Standards

##### Reading

- Uses the general skills and strategies of the reading process

##### Writing

- Uses the general skills and strategies of the writing process

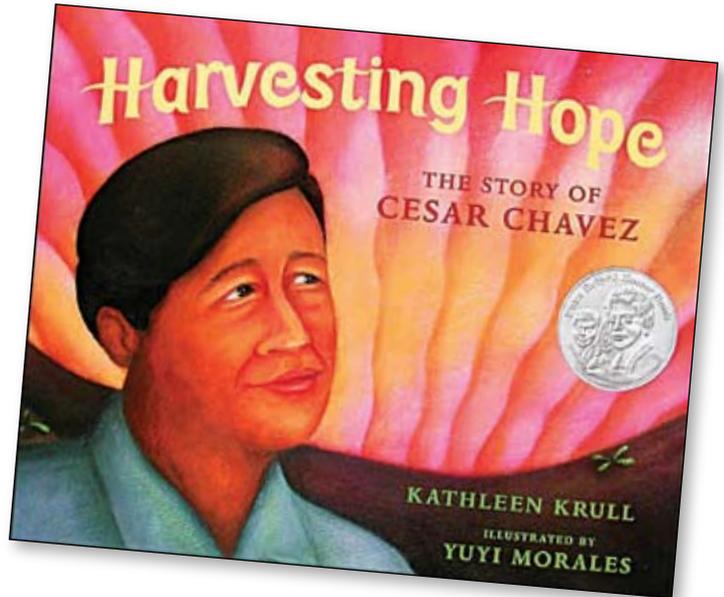
##### Economics

- Knows that productive resources are all natural resources, human resources, and capital resources used to produce goods and provide services

**Time Required:** 25–30 minutes

#### Materials:

- A set of Productive Resources and the Migrant Worker cards (printed on card stock and cut apart)



- Activity Sheets
- Writing tools
- Tape

#### Procedure:

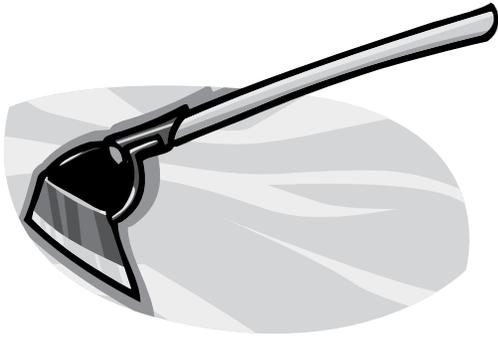
1. Prepare materials prior to class.
2. Introduce the lesson by writing these three terms on the board, NATURAL RESOURCES, HUMAN RESOURCES, and CAPITAL RESOURCES.
3. Explain that the words on the board are productive resources and are used to make goods and services. There are different types of productive resources. **Natural resources** are gifts from nature that people use to provide goods and services. For example, people use the land to grow vegetables, they use the sun to provide heat, and water to hydrate the plants.
4. Explain that natural resources have so many uses that people have to make decisions about what to do with them. For example, land can be used for many purposes. People can use land to build a barn, to grow grapes, or keep chickens. Ask the students what other products can be made using land. *[Possible answers: houses, factories, parks, roads, etc.]*

5. Introduce **human resources** as people doing work to produce goods and services.
6. Explain that farmers are human resources; they provide fruits and vegetables, which are goods. Ask the students to name other human resources. *[Possible answers: teacher, carpenter, cook, barber, etc.]*
7. Introduce **capital resources** as tools that people use to produce other goods and services. For example, people make plows so that farmers can use them to till the land for planting season. Other people make packing crates so that farm workers can use pack them full of fruit to ship to the market.
8. Explain that capital resources include tools, buildings and machines. All of these things are made so that other things can be produced. Ask students for other examples of capital resources. *[Possible answers: truck, shovel, scissors, stove, etc.]*
9. Tell students that they will now be applying everything that has just been discussed to an activity. Hold up one of the Migrant Worker Cards and ask the students the questions on the back of the card. (What is pictured on this card? What kind of resources is it? What could be produced using these resources?) Use the same method to discuss the item pictured the other cards. After correctly identifying each item as a specific type of resource, tape it to the board under the appropriate word.
10. Distribute the activity sheet and writing tools. Review its content with the class. Students may work independently or in small groups.
11. Check for understanding. 1. Human Resource- Migrant Worker, Natural Resources- *Grapes and Sun*, Capital Resources, *Glass Jar and Pail*. 2. Possible answers include: *truck driver, store owner, cashier, produce manager, bagger*. 3. Possible illustrations may include: *jam, jelly, juice, wine*
12. Encourage students to share their answers with the class. Be aware that some answers may vary. Encourage the discussion that this may initiate.

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# Productive Resources and the Migrant Worker Introduction Cards



**short-handled hoe**

## Card Questions

- What is pictured on this card?
- What kind of resource is it?
- What could be produced using this resource?



**grapes**

## Card Questions

- What is pictured on this card?
- What kind of resource is it?
- What could be produced using this resource?



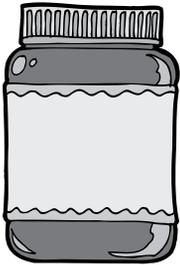
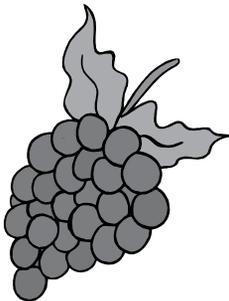
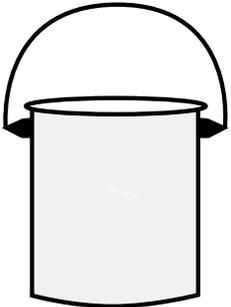
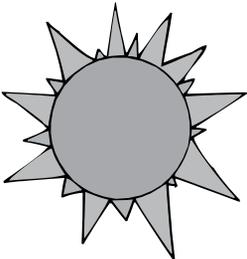
**migrant worker**

## Card Questions

- What is pictured on this card?
- What kind of resource is it?
- What could this resource produce?

# Productive Resources

**Introduction:** Cesar Chavez worked hard for the civil rights of migrant workers. In 1965, when some California grape growers cut their workers' pay, Chavez and his followers marched 340 miles to draw the nation's attention to many unfair working conditions. His *La Causa*, "The Cause", would change the lives of these farm workers for the better.

Glass Jar	Migrant Worker	Grapes	Pail	Sun
				

1. Using the illustrations above list an example of

Human Resources \_\_\_\_\_

Natural Resource \_\_\_\_\_

Capital Resource \_\_\_\_\_

2. What other kinds of workers (human resources) would be needed to get products grapes to a store and sell them?

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3. On the back of this paper draw a picture of two things that can be made using the pictured resources.

# Interdisciplinary Extension Activities

*Harvesting Hope: The Story of Cesar Chavez* has just the right content, tone, and length for its intended second and third grade audience. However, as the text is written on a sixth grade reading level, upper-elementary and middle school teachers will find it a valuable tool to use in interdisciplinary units focusing on multi-cultural studies, the civil rights movement or the history of passive resistance.

## Civic Responsibility

Cesar Chavez believed in the importance of being of service to others. He worked hard to improve the living conditions of those who had little hope of having a voice in their own future. Research a local social situation that needs addressing. Brainstorm a way the students in your school can make a difference in rectifying this situation. Make it happen.

## Literature

(For Discussion and Research) The illustrator of this book, who was born in Mexico, received one of the American Library Association's Pura Belpré Awards in 2004. These awards are presented to Latino/Latina writers and illustrators for outstanding contributions to children's literature. This award was established in 1996 and was presented every other year. However, beginning in 2009, this award will be given annually. Why do you think that an award that was given every other year is now an annual award?

A list of the books that have won this award can be found at the Website below.

<http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/belpremedal/belprepast/index.cfm>

Does your school library have any of these titles?

## History

Cesar Chavez credits his mother with teaching him to resolve conflicts in a peaceful manner. He was also influenced by others who led by example. Select a quote from one of the famous pacifists below. Research this person. Find and list five facts that prove that they believed in their statement. Remember to cite your sources.

"A man can't ride your back unless it's bent."  
-Martin Luther King

"In a gentle way, you can shake the world."  
-Mahatma Gandhi

“We can do no great things, only small things with great love.”

-Mother Theresa

“It is no use walking anywhere to preach unless our walking is our preaching.”

-Saint Francis of Assisi

## Research

Bill Clinton awarded Cesar Chavez a Presidential Medal of Freedom in 1994.

(Details can be found at <http://www.medalloffreedom.com/CesarChavez.htm>)

What is this award? Why do you think President Clinton selected Cesar Chavez?

List ten other people you admire who have received this award.

## Writing

Readers can almost feel the back pain that the short-handled hoe would give the worker using it to weed lettuce. One of the things that Cesar Chavez and his organization were able to change was the use of the short-handled hoe. It is now banned for use by migrant workers. Write the answers to the following questions. Be prepared to discuss your opinions with the class.

- Why do you think using a short-handled hoe in the fields would be difficult?
- Why do you think the farm owners might NOT want the migrant workers to use long handled hoes?
- Who do you think benefited when short-handled hoes were banned?

## Vocabulary

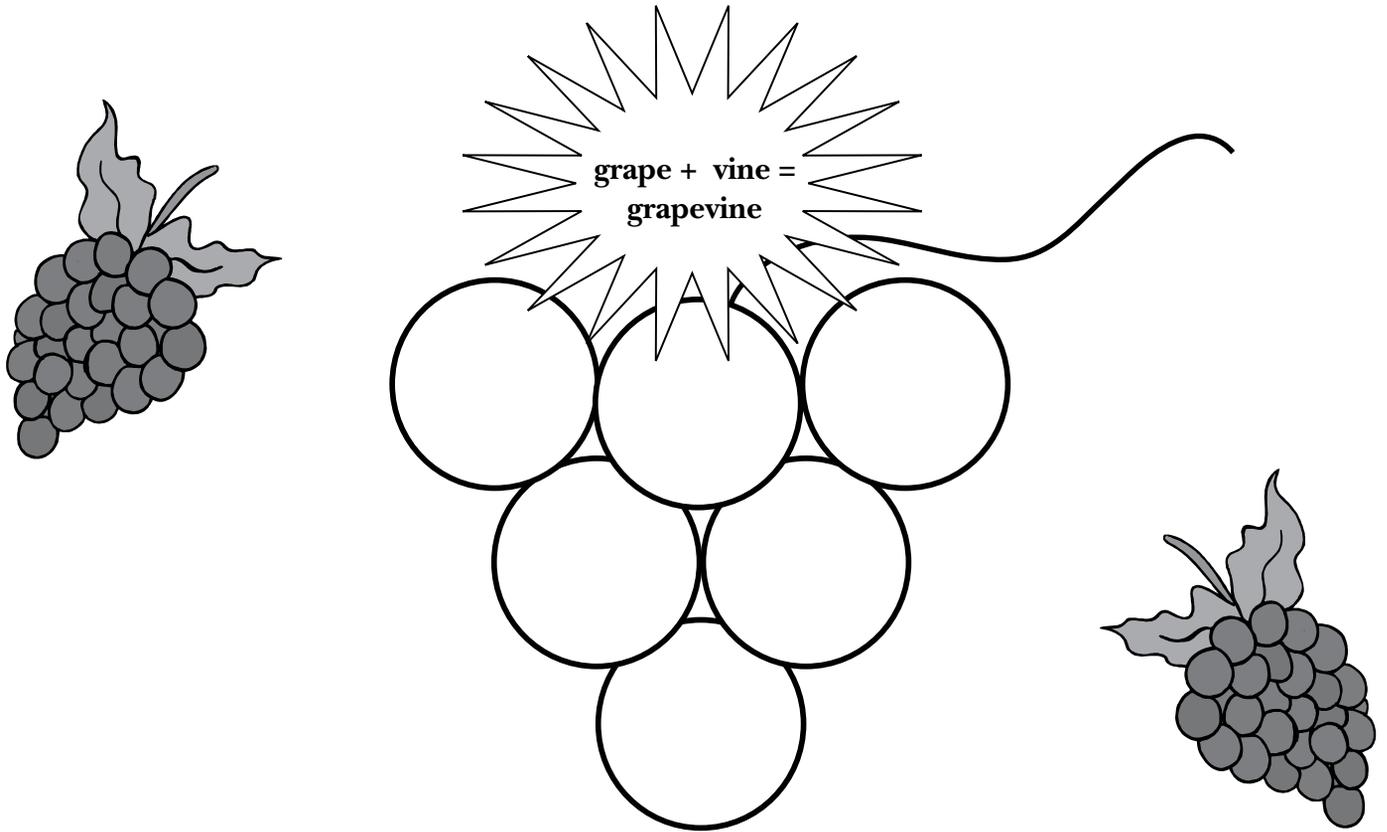
While third graders will find this book interesting, many may find it difficult to read.

The following words are found in the text. Chose ten of these words and write a definitions for them that you think could be understood by a second or third grader.

1. Spacious
2. Coaxing
3. Possessions
4. Migrant
5. Battered
6. Fierce
7. Torment
8. Blurred
9. Conflicts
10. Embarrassed
11. Access
12. Suspicious
13. Jolt
14. Miserable
15. Reluctantly
16. Dedicate
17. Compassionate
18. Imagination
19. Powerlessness
20. Abandoned
21. Hunched
22. Obstacle
23. Unharvested
24. Pilgrimage
25. Mariachi

# Harvesting Compound Words

**Directions:** Make six compound words by matching a word from Column A to a word in Column B. Write one word in each grape. Then use the new words to complete the sentences.



## Column A

water  
home  
farm  
sun  
land  
out

## Column B

owners  
down  
melon  
workers  
side  
sick

1. Cesar Chavez liked to eat \_\_\_\_\_ with his family \_\_\_\_\_ in the warm Arizona nights.
2. When Cesar first went to school he ran back to his house because he was \_\_\_\_\_.
3. The \_\_\_\_\_ would pick grapes from sunup until \_\_\_\_\_.
4. The \_\_\_\_\_ agreed to pay the workers more money and give them better working conditions.

# Cesar Speaks - Quotation Code

Cesar Chavez understood that words were powerful tools in his efforts to organize and give migrant workers a voice. Use the code below to reveal one of his quotes on the grid.



A	B	C	D	E	F	G	H	I	L	M	N	O	P	R	S	T	U	V	W	Y
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

T H E R E    — —    — —    — — — — — —    — — — — — —    — —

17-8-5-15-5    9-16    12-13    16-18-3-8    17-8-9-12-7    1-16

— — — — — —    — —    — — — — — — — — — — — — — — — —

4-5-6-5-1-17    9-12    12-13-12-19-9-13-10-5-12-3-5

What do you think Cesar Chavez meant when he said this?

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# Cesar Speaks - Quotation Code I



A	B	C	D	E	F	G	H	I	L	M	N	O	P	R	S	T	U	V	W	Y
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

\_\_\_ \_\_\_ \_\_\_    \_\_\_ \_\_\_ \_\_\_    \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_    \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_  
 21 - 13 - 18    1 - 15 - 5    12 - 5 - 19 - 5 - 15    16 - 17 - 15 - 13 - 12 - 7

\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_    \_\_\_ \_\_\_ \_\_\_ \_\_\_    \_\_\_ \_\_\_ \_\_\_    \_\_\_ \_\_\_ \_\_\_ \_\_\_  
 5 - 12 - 13 - 18 - 7 - 8    17 - 8 - 1 - 17    21 - 13 - 18    4 - 13 - 12 - 17    12 - 5 - 5 - 4

\_\_\_ \_\_\_ \_\_\_ \_\_\_  
 8 - 5 - 10 - 14

What do you think Cesar Chavez meant when he said this?

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# Cesar Speaks - Quotation Code II



A	B	C	D	E	F	G	H	I	L	M	N	O	P	R	S	T	U	V	W	Y
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

\_ \_ \_ \_ \_    \_ \_ \_ \_ \_    \_ \_ \_ \_ \_    \_ \_ \_ \_ \_    \_ \_ \_ \_ \_  
 17-8-5    6-9-7-8-17    9-16    12-5-19-5-15    1-2-13-18-17

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 7-15-1-14-16    13-15    10-5-17-17-18-3-5.    9-17    9-16

\_ \_ \_ \_ \_    \_ \_ \_ \_ \_    \_ \_ \_ \_ \_    \_ \_ \_ \_ \_  
 1-10-20-1-21-16    1-2-13-18-17    14-5-13-14-10-5.

What do you think Cesar Chavez meant when he said this?

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# Cesar Speaks - Quotation Code III



A	B	C	D	E	F	G	H	I	L	M	N	O	P	R	S	T	U	V	W	Y
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

\_\_\_\_\_  
 20 - 8 - 5 - 12      1      14 - 5 - 15 - 16 - 13 - 12      16 - 18 - 6 - 6 - 5 - 15 - 16      6 - 13 - 15

\_\_\_\_\_  
 16 - 13 - 11 - 5 - 13 - 12 - 5      9 - 12      7 - 15 - 5 - 1 - 17 - 5 - 15      12 - 5 - 5 - 4,

\_\_\_\_\_  
 17 - 8 - 1 - 17      14 - 5 - 15 - 16 - 13 - 12      9 - 16      8 - 18 - 11 - 1 - 12

What do you think Cesar Chavez meant when he said this?

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# Young Cesar's Opportunity

When Cesar Chavez was a young boy, his family would have barbecues in the evenings. There were many fun things to do. If you were Cesar what would you choose to do?

Cesar's Choices	Tally
 <p data-bbox="539 642 927 743"><b>Take a guitar lesson from Grandpa</b></p>	
 <p data-bbox="549 1089 919 1190"><b>Listen to Grandma tell a scary story</b></p>	
 <p data-bbox="564 1535 903 1635"><b>Help Mama cook the corn</b></p>	

If Cesar could not do his first choice, what would he then do? This is his **opportunity cost**, the thing he gave up for his first choice.

# The Chavez Family Fiesta Activity Choices Cards

## Brother Richard

Brother Richard

**Eat  
Watermelon**

Brother Richard

**Listen to  
Music**

Brother Richard

**Play a  
Game**

## Sister Rita

Sister Rita

**Drink  
Lemonade**

Sister Rita

**Read a Book**

Sister Rita

**Dance**

## Papa

Papa Chavez

**Slice the  
Watermelon**

Papa Chavez

**Play the Guitar  
& Sing a Song**

Papa Chavez

**Take a  
Nap**

# Family Fiesta

## Opportunity Cost

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Pretend you are the member of the Chavez family named on cards in the envelope. You are at a summer family fiesta in the warm Arizona desert. You can do only one of the things listed on the cards. What would you choose to do? Complete the sentences below based on your choice. Be prepared to share your answers with the class.



I am \_\_\_\_\_.

The thing I would choose to do is \_\_\_\_\_.

My second choice would be \_\_\_\_\_.

This is my *opportunity cost* because it is what I gave up to do my first choice.

**Extra Credit:** Illustrate the character doing the chosen activity on the back of this paper.