SAMPLE PACKET

LESSON PLANS AND STUDENT SHEETS

BOOK TEN

ALL THE PEOPLE

A History of US
TEACHING GUIDE
AND RESOURCE BOOK

CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS
TALENT DEVELOPMENT MIDDLE SCHOOLS

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BOOK TEN
ALL THE PEOPLE

Description: In the years after World War II, America became the world's greatest power. All the People discusses the U.S.A.'s uneasiness with its postwar role as global policeman, even as we fought to keep countries across the world from becoming part of the Soviet Union's communist empire. There were battles at home, too, with the civil rights movement and opposition to the Vietnam War. Truman, Stalin, Khrushchev, Ho Chi Minh, Thurgood Marshall, JFK, LBJ, Malcolm X, Cesar Chavez, Bill Clinton—even the Beatles star in this exciting final chapter in A History of US.

Teaching & Student Activity Sheet Highlights:

- create a History of US quilt
- examine articles of impeachment
- create millennium milestone trading cards
- review top twentieth century news stories
- analyze song lyrics
- create a wall of 60s terms and symbols
- create a Berlin Wall memorial
- simulate the Cuban missile crisis
- construct an ongoing timeline
- design baseball cards

The Lessons

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THE FOLLOWING LESSONS ARE INCLUDED IN THIS SAMPLE SET: Lessons 7, 18 and 24

To view the listing of materials needed for student activities, see the ‘RESOURCES’ section of each sample Lesson.
Note to the Teacher: Students study the civil rights movement in the next four lessons using *All the People* and at least one other source to investigate a topic or question of their choosing. (If the students have access to computers, one source may be from the Internet.) Each student shares the results of his or her research in a written report. The teacher determines the length of the report appropriate for the class, and reviews how to research and write a formal paper.

Each of the next four lessons opens with a brief Focus Activity and a Teaching Activity. During the Teaching Activity, the teacher reads sections or chapters from *All the People* to the class. This provides the background necessary for students to undertake more focused individual research on the civil rights movement.

In Lesson 7, the teacher briefly reviews the status of African Americans from 1865-1950 and introduces students to the *Brown v. Board of Education* case. Students then skim related chapters of *All the People* to select a research topic. The teacher may suggest or assign topics. Each topic should be narrow enough for students to adequately research, yet broad enough to yield sufficient research material. For example, Martin Luther King, Jr., would be too broad a topic, but King and the Montgomery Boycott would allow students to focus on a particular aspect of King’s life.

The teacher also reviews lesson vocabulary. During lessons 7-10, the teacher begins class by sharing background information from the Overview, and
students use the remainder of the class period to conduct individual research with the help of the teacher. Reading all four Overviews and all the corresponding chapters in *All the People* before beginning this study provides the teacher with a complete grasp of the era.

Student access to web sites and resource books about the civil rights movement is essential. Coordinate the students’ research with the librarian, media specialist, or computer lab teacher who can provide opportunities and resources for students’ investigations. Also coordinate the research project with language arts teachers, who can review in more detail the process of writing research papers, note taking, and correct citation of sources.

When the students will write the paper is at the teacher's discretion. Students could write during their language arts class with the assistance of the teacher, or students could use the history period to do research while following guidelines established by the language arts teacher. Or the teacher can use the time table in the following three lessons, using class time for research and assigning writing for homework.

Provide opportunities for the students to briefly share their papers with each other. The papers could be bound into a class book that students could read, present to the school library, or share with another social studies class.

*THEME*

In a case with far-reaching implications for civil rights, the Supreme Court ruled in *Brown v. Board of Education* that segregation is unconstitutional.

*OVERVIEW*

Although the Civil War ended slavery, it did not end the oppression of African Americans. In spite of Northern efforts during Reconstruction, freedom
from slavery did not necessarily bring economic or political freedom. In many cases, the former slaves became trapped in an economically dead-end existence as sharecroppers and saw their dream of civil rights evaporate.

In spite of the Civil Rights Acts of 1866 (which guaranteed citizenship and equal rights to blacks), the Fourteenth Amendment (which guaranteed due process of law and equal opportunities for all), and the Fifteenth Amendment (which extended the franchise to black males), blacks failed to achieve full equality after the Civil War, especially in the South. With the collapse of Reconstruction in 1876, former Confederate states passed black codes and poll taxes to restrict the activities and civil rights of blacks.

The *Plessy v. Ferguson* case of 1896 laid the legal foundation for second-class citizenship for African Americans by allowing “separate but equal” railroad cars. This decision soon became the basis for an array of institutionalized Jim Crow laws that restricted and segregated the lives of black Americans from the cradle to the grave. Especially egregious was the disparity of educational opportunities in supposedly equal black facilities, where students struggled to learn in schools far inferior to those of their white counterparts.

Between 1882 and 1930, mobs executed nearly five thousand people—nearly all of whom were southern blacks. To escape the fear and intimidation they often faced and find greater economic opportunities, several hundred thousand southern blacks moved to the industrial north in the Great Migration of the early twentieth century.

In spite of honorable service in both world wars, black Americans still faced discrimination at home. They lacked equal access to education and were often relegated to the lowest paying jobs; in 1940,
half of all black workers labored in unskilled jobs, as compared to seven percent of white workers.

Linda Brown, a fifth grade student in Topeka, Kansas, had to ride a school bus across town to the all-black public school rather than attend the grade school in her neighborhood. Her father, the Rev. Oliver Brown, sued the board of education, asking that his daughter be admitted to the neighborhood school—an all-white school.

The National Association for the Advancement of Colored People (NAACP) took up her case, *Brown v. the Board of Education*. It was combined with four other segregation cases and presented to the Supreme Court in 1952. NAACP lawyer Thurgood Marshall argued that not only were black schools inferior to those for whites, but also that the concept of separate but equal itself violated the equal protection clause of the Fourteenth Amendment. The segregated schools, he argued, harmed minority students by making them feel inferior, thus hampering their ability to learn; separate facilities, as such, could never be equal. Marshall and the other NAACP lawyers argued that the framers of the Fourteenth Amendment had intended it as a means to end segregation, “a last vestige of slavery.”

For a year and a half, the legal arguments continued as the Court considered the original meaning of the Fourteenth Amendment. In one of history’s most interesting—and significant—twists, Chief Justice Fred Vinson died while the Court deliberated. President Eisenhower appointed former governor and 1948 Republican vice-presidential candidate Earl Warren the new Chief Justice.

Warren, who indicated even before his Senate confirmation that he would vote to overturn *Plessy* (which legally permitted separate but equal facilities), knew that a divided Court decision would further split the county. With considerable political and judicial skill, he persuaded the other justices to over-
turn Plessy unanimously. He delivered the Court’s decision in May 1954, ruling that separate but equal had no legal grounding:

*Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other “tangible” factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does....We conclude that in the field of public education the doctrine of “separate but equal” has no place. Separate educational facilities are inherently unequal.*

Some historians have considered the monumental ruling as “the judicial equivalent of the shot heard ‘round the world,” and it was indeed followed by skirmishes and struggles around the country. School districts in both the north and the south fought the decision in myriad ways—from protests and anti-segregation citizens’ councils to violence, use of troops, and in one Virginia county, the closing of an entire district for five years.

In a decision that came to be known as Brown II, the Court ruled in 1955 that schools that had refused entrance to black students admit them “with deliberate speed.” “The vitality of these constitutional principles cannot be allowed to yield simply because of disagreement with them,” Warren wrote.

Nearly ten years later, however, several southern states still had no black students enrolled in public schools with white students. Not until additional legislation—most notably, the Civil Rights Act of 1964—did the nation move closer to the goal of racial equality. While it did not instantly transform the attitudes of those who wanted a return to separate but equal, the Brown decision was nevertheless a milestone in the struggle to provide equal rights for all Americans.
STANDARDS

HISTORICAL THINKING
The student will
Chronological Thinking
• create time lines
Historical Comprehension
• reconstruct the literal meaning of a historical passage
• evidence historical perspectives
• draw upon visual, literary, and musical sources
Historical Analysis and Interpretation
• compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions
• analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance
• hypothesize the influence of the past
Historical Research Capabilities
• formulate historical questions
• obtain historical data
Analysis and Decision-Making
• identify issues and problems in the past
• evaluate the implementation of a decision

CONTENT
The student will demonstrate understanding of
The “Second Reconstruction” and its advancement of civil rights
• Explain the postwar origins of the modern civil rights movement and the role of the NAACP in the legal assault on segregation
• Evaluate the Warren Court’s reasoning in Brown v. Board of Education and its significance in advancing civil rights
• Explain the resistance to civil rights in the south between 1954 and 1965
• Analyze the roles and ideologies of Martin Luther King, Jr., and Malcolm in the civil rights movement and evaluate their legacies

RESOURCES

For each student
All the People by Joy Hakim: Chapters 12-16, “Separate but Unequal”; “Linda Brown—and Others”; “MLKs, Senior and Junior”; “Rosa Parks Was Tired”; and “Three Boys and Six Girls”; Chapters 19 and 20, “Some Brave Children Meet a Roaring Bull”; and “Standing With Lincoln”; and Chapters 24 –26, “Salt and Pepper the Kids”; “A King Gets a Prize and Goes to Jail”; and “From Selma to Montgomery.”
Student Sheet: Explore! Sheet

For the classroom
Overhead projector
Vocabulary words written on chart paper
Chart paper

For the teacher
Transparency: Two Buildings

Web sites
Civil Rights Movement @ http://lcweb2.loc.gov/ammem/aaohtml/exhibit/aopart9.html
National Civil Rights Museum @ http://www.midsouth.rr.com/civilrights/
Brown v. Board of Education National Historic Site @ http://www.nps.gov/brvb/
Brown v. Board of Education @ http://www.sidwell.edu/~lcozzens/africa/low-graphics/brown/brown.html

Words to Remember
bar association — organization for lawyers
Fourteenth Amendment — guarantees that all citizens have equal protection under the law
Plessy v. Ferguson — 1896 Supreme Court case that ruled that separate but equal was legal
*segregation — separation on the basis of race
*Brown v. Board of Education — Supreme Court decision in 1954 that declared segregation unconstitutional

People to Remember
Charles Hamilton Houston — dean of Howard University Law School who trained black lawyers, including Thurgood Marshall, to be experts on the Constitution
John Marshall Harlan — wrote the dissenting (disagreeing) opinion in the Plessy v. Ferguson case
*Thurgood Marshall — won the Brown v. Board of Education case before the Supreme Court, overturning segregation
John Davis — argued for segregation in Brown v. Board of Education
**Elizabeth Peratrovich** — Native Alaskan woman who fought to pass a civil rights bill in Alaska to protect the rights of minorities

*Linda Brown* — brought a suit against segregation, which was eventually decided by the Supreme Court

*Earl Warren* — chief justice of the Supreme Court who convinced other justices that segregation was unconstitutional

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### The Lesson

**FOCUS ACTIVITY**

**FOCUS ACTIVITY — 5 minutes**

1. Show the Transparency: *Two Buildings.* Ask students to describe the two buildings and **Predict:**
   - What are the buildings in these two photographs?
   - How might they be related?

2. After a brief class discussion, explain that these are the separate but equal schools in a county in South Carolina. Tell students that today they will learn how such unequal conditions were allowed under United States law, and how a Supreme Court decision changed them.

**TEACHING ACTIVITY**

**TEACHING ACTIVITY — 25 minutes**

1. Ask the students what they remember about the *Plessy v. Ferguson* case in 1896. Refresh their memories by directing them to read page 62 (2d ed. p. 64) and the first full paragraph of page 63 (2d ed. p. 65) in Chapter 12, “Separate but Unequal.” Ask:
   - What effect did *Plessy v. Ferguson* have on African Americans? on the nation?
   - Compare the title of the chapter with the Supreme Court’s phrase “separate but equal.”
Why is the chapter title different?
• Who was Jim Crow? What did he represent?

2. As students follow along, read Chapter 13, “Linda Brown and Others,” omitting the sidebars and captions. Ask students to listen for the following information and quietly raise their hands when they hear the answers to these questions (written on chart paper). When students respond to what they hear, stop the reading to discuss the question that the reading has answered.

• What did the Rev. Oliver Brown do?
• Describe the schools in Clarendon County.
• What did the students at Moton High School do?
• Why was Brown v. the Board of Education one of the most important cases ever heard by the Supreme Court?
• Why could segregated schools never be equal?
• Who was Earl Warren?
• How did some school systems react to the Supreme Court’s decision?


4. Explain to the students that in the next four lessons they will learn more about the civil rights movement. They will each choose a topic of particular interest, research that topic, and write a report.

5. To avoid overwhelming students with too many chapters from which to choose a topic, consider assigning each team a chapter or two as follows: 12-13; 14-15; 16; 19-20; 25-26.
STUDENT TEAM LEARNING ACTIVITY

STL ACTIVITY – 25 minutes
Selecting a topic for historical investigation

1. Distribute the Student Sheet: Explore! to guide students in their choice of research topics. Tell them that today they will read their assigned chapters searching for a topic that catches their interest. Topics often start out in the form of a question, someone you would like to learn more about, or something that makes you curious to know more.

2. Tell students to read their chapter(s) and as they read, jot down questions, topics, and names of people that pique their curiosity.

3. After reading and noting possible topics, each student should review his/her list, circle the item that seems the most interesting, and raise his/her hand for the teacher to approve the topic.

4. Students who have received approval for their topics may continue to write questions on the Explore! sheet (what they would like to learn about the topic). Tell students that each of the four questions on the Explore! sheet will become the topic sentence of a paragraph in the main body of their paper.

Circulate and Monitor: As the students read their assigned chapters, visit each team to help them note questions, topics, and names. As students raise their hands, approve their topics or guide them to something more appropriate.

REFLECTION AND REVIEW ACTIVITY – 5 minutes

Note to the Teacher: The timeline Reflection and Review Activity may be the creation of individual timelines, a team timeline, or a class timeline.

1. Working with their teammates, students decide what events from Chapters 12 and 13 to put on the timeline.
2. Students write the information on the timeline and if time permits, illustrate the events.

**Fiction**

*The Girl on the Outside* by Mildred Pitts Walter

**Nonfiction**

*Voices of Freedom: An Oral History of the Civil Rights Movement* by Henry Hampton and Steve Fayer, Bantam Books

*The Civil Rights Movement in America from 1865 to the Present* by Patricia and Fredrick McKissack, Children’s Press

*The Black Americans: A History in their own Words* by Milton Meltzer, Crowell

*Thurgood Marshall: Civil Rights Champion* by D. J. Herda, Enslow Publishers

*Brown v. Board of Education: Equal Schooling for All* by Harvey and Sarah Betsy Fuller, Enslow Publishers


*Martin Luther King, Jr., and the Civil Rights Movement* by Lillie Patterson, Facts on File

*The Day Martin Luther King, Jr., Was Shot: A Photo History of the Civil Rights Movement* by Jim Haskins, Scholastic

*The Story of Ruby Bridges* by Robert Coles, Scholastic

**Cobblestone Magazine**

*Martin Luther King, Jr., and the Civil Rights Movement*

*Important Supreme Court Cases*

**Video**

*Eyes on the Prize*, PBS video

*Simple Justice*, PBS video
Audio
“Will the Circle Be Unbroken?” Southern Regional Council, an audio history of the civil rights movement in five southern communities.

CD Rom
The Story of America: The Civil Rights Era, National Geographic

Sports/Library – In the 1950s, tennis player Althea Gibson became the first African American to play in the U.S. Open and at Wimbledon. Students read about the Gibson’s life.

Math – South Carolina’s Clarendon County spent $43 per year on each of its black students in 1952, and $179 on each white student. How much less did it spend on each group of 100 black students?

Music – In 1955, Marian Anderson became the first African American to sing a leading role with the Metropolitan Opera in New York. Students listen to a recording of Ms. Anderson.

Local History – Students interview an older adult who remembers segregation and record his or her recollections in a journal.

Art – Students view Norman Rockwell’s 1964 painting The Problem We All Live With, which depicts six-year-old Ruby Bridges being escorted to school by federal marshals.
EXPLORE!

My notes, questions, and possible topics:
(I have circled the topic I want to explore.)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

My topic is approved and initialed by the teacher: __________________________

Questions about my topic:

1. __________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. __________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. __________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4. __________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Student Sheet 1 — Lesson 7
All the People
Two Buildings

Transparency 1—Lesson 7
All the People
Through his vision, tireless leadership, moral courage, and the use of nonviolence, César Chávez worked to organize his fellow farm workers and make people aware of their struggles for better pay and safer working conditions.

In “Stone Soup for the World,” Marc Grossman writes:

“For the migrant farm worker, each day was endless; each night he was exhausted and often hungry. His life stood in stunning contrast to the comfortable lives of families who savored the fruits of his labor. In a land that promised plenty, migrant farm workers in the 1960s had no voice, no rights, and no protection. César Chávez knew their troubles firsthand. Once a migrant farm worker, he was small, soft-spoken, and low key; a guy who you could easily lose in a crowd. But this gentle giant woke up the drowsy conscience of the most powerful country in the world.”

For more than a century, farm workers had been denied a decent life in the fields and communities of California. Americans bought plump, juicy grapes or crisp lettuce without a second thought about the plight of the workers. Essential to the state’s biggest industry, the grape pickers made an average of ninety cents an hour in 1965, plus ten cents per basket picked. State laws regarding working standards were ignored by growers who provided no water or portable toilets in the fields and charged the workers for housing—unheated metal shacks with no cooking facilities or indoor
plumbing. Farm labor contractors took bribes and hired favorites, child labor flourished unchecked, death or injury was common in easily preventable accidents—worker life expectancy was only forty-nine years. Furthermore, the bracero program, begun during World War II to provide temporary workers imported from Mexico, was still being used regularly by the growers to replace domestic workers, even though Public Law 78 prohibited the practice.

Farm workers had been trying to organize a union with little success for over a hundred years. During the 1940s and 50s, a small but energetic National Farm Labor Union found its efforts stymied repeatedly by the growers’ manipulation of braceros. In 1959, activist Dolores Huerta established the Agricultural Workers Organizing Committee (an affiliate of the AFL-CIO) composed of Filipinos, Chicanos, Anglos, and black workers. Then in 1962, a young Chicano named César Chávez founded the National Farm Workers Association to represent and organize farm workers.

Chávez was a soft-spoken, hard working, persistent man from an extremely poor family that traveled throughout California to work the fields. As a Chicano, the young César suffered racist remarks and discrimination in the primarily white schools which forbade the speaking of his native Spanish. By the eighth grade he had attended thirty-seven schools and felt that education had nothing to do with his migrant farm worker way of life. When his father was injured, Chávez quit school, and went to work in the fields so that his mother would not have to support the family. After a wartime stint in the Navy he returned to Delano, California, and in 1948, married Helen Fabela.

Although Chávez’s boyhood schooling had been limited, education became his passion as an adult. He read constantly, his interests ranging from
philosophy, economics, and labor relations to biographies of Gandhi and other social activists. Chávez believed that “The end of all education should surely be service to others,” a conviction he practiced throughout his life.

Chávez rose through the ranks of the grassroots Community Service Organization to become its national director. The CSO worked with communities to solve problems through organizing and direct action, but when that organization refused to concentrate its efforts on organizing farm workers, Chávez left to found the National Farm Workers Association with fellow union activist Dolores Huerta. For three years, he traveled the farm valleys of California meeting with workers to tirelessly build an organization which he hoped would become an effective union.

The first test came in the spring of 1965 when the NFWA assisted workers during two small strikes. Although the strikers in both cases won a wage increase, they returned to work with no union recognition by the growers and no signed union contract. But at the end of that summer, farm workers around Chávez’s hometown of Delano demanded $1.25 an hour, and when they did not get it, struck nine farms. After Chicano scabs were employed by the growers, the mostly Filipino strikers asked Chávez and the NFWA to join them. Hundreds of union workers met at Our Lady of Guadalupe Catholic Church and voted unanimously to strike too. Although the fledgling NFWA had only a hundred dollars in its bank account and was apprehensive about a big strike, it took the lead under its red banner emblazoned with a black Aztec eagle. According to Chávez, that “…symbol was an important thing. It gives pride…. When people see it they know it means dignity.”

Within four days, more than thirty farms were out with several thousand workers leaving the fields.
Using a system of roving pickets to cover the hundreds of miles of fields where growers were attempting to use strikebreakers and enduring harassment by growers and police, the NFWA was remarkably successful. When growers raised the wage to $1.25—confident of ending this strike as they had previous ones—they were shocked to find that this time the wage offer was not enough. Encouraged by their effectiveness, strikers demanded recognition of their union.

Soon after the strike erupted, Chávez called upon the public to refrain from buying grapes without a union label. Chávez trained union volunteers who traveled to big cities and established centers that organized friendly unions, churches, and other community groups to publicize the boycott. Helped by other current national events—such as the Civil Rights movement and a new public understanding of racism—millions of consumers stopped buying table grapes.

The two biggest growers, Schenley and DiGiorgio, were vulnerable corporations whose sales in other product areas and labor relations with their other workers could be hurt by the boycott. When Schenley sprayed striking workers with agricultural poisons, Chávez and the NFWA organized a three hundred forty mile protest march to Sacramento. Rallying thousands of people during the twenty-five day march, Chávez attracted media attention and public support. Arriving in the state capital on Easter morning, Chávez announced to ten thousand supporters that Scheney had signed an agreement with the union. DiGiorgio attempted to sign with a more conservative union, but when the workers refused to vote, Governor Pat Brown appointed an arbitrator who ordered another election which the NFWA won.

Using nonviolence and the strength of worker solidarity as Chávez had envisioned, his farm
worker organization became both a union and a civil rights movement with a sense of mission and a depth of moral purpose. Through Chávez’s vision, tireless leadership, and nonviolent tactics, he made people aware of the struggles of farm workers for better pay and safer working conditions. His cause gained the support of organized labor, religious groups, minorities, students, and celebrities.

When necessary, Chávez used his moral courage: he fasted to draw attention to the terrible suffering of farm workers and their children, the crushing of farm workers rights, the dangers of pesticides, and the denial of fair and free union elections. In order to strengthen the union and its use of nonviolence, Chávez fasted many times. In 1968, Chávez went on a twenty-five day, water-only fast; he repeated the fast for twenty-four days in 1972, and again in 1988 for thirty-six days. Explaining his motivation, Chávez said:

“Farm workers everywhere are angry and worried that we cannot win without violence. We have proved it before through persistence, hard work, faith and willingness to sacrifice. We can win and keep our own self-respect and build a great union that will secure the spirit of all people if we do it through a rededication and recommitment to the struggle for justice through nonviolence.”

In 1993, Chávez helped to defend farm workers in a lawsuit resulting from a union boycott of lettuce. After a long day of prolonged questioning on the witness stand, he went to bed at about ten o’clock. At six the next morning his bedroom reading light was still on—a not unusual occurrence as he was fond of reading, writing, or meditating in the early morning hours. When he did not appear by nine o’clock, his colleagues entered his bedroom to find that Chávez had died with a book in his hand and a peaceful smile on his lips.
On August 8, 1994, at a White House ceremony, Helen Chávez, César’s widow, accepted the Medal of Freedom for her late husband. In conferring the honor, President William Clinton stated, “The farm workers who labored in the fields and yearned for respect and self-sufficiency pinned their hopes on this remarkable man who, with faith and discipline, soft spoken humility and amazing inner strength, led a very courageous life.”

For each student
*All the People* by Joy Hakim: Chapter 31, “Picking and Picketing”

For each team
Team Sheet: *Point of View Cards*
12 to 15 colored paper speaking sticks
For the teacher
Transparency: Quotations

Web sites
César Chávez: The Fight for Farm Worker’s Rights @ wysiwyg://7/http://www.letsfindout.com/subjects/america/Chávez.html
César Chávez Story @ http://www.ufw.org/ufw/cectory.htm
César Chávez: Chronology @ http://www.ufw.org/ufw/cecchron.htm
UFW Exhibit: The Cause @ http://www.reuther.wayne.edu/thecause.html
UFW @ http://www.ufw.org/ufw/ufw.htm
UFW Achievements @ http://www.ufw.org/ufw/ufwach.htm
Stone Soup for the World @ http://www.ufw.org/ufw/stonesoup.html

Vocabulary
Words to Remember
*migrant worker – farm laborer who travels great distances and follows the harvests to find work
Farm Workers Association – a union of farm workers organized by César Chávez
fast – to go without food in order to support a cause
strike – to stop work in order to achieve better working conditions and/or higher pay
picket – a person posted by a labor union at a place of work affected by a strike
boycott – to protest a situation by an organized refusal to buy a product
nonviolent – the use of peaceful methods to bring social or legal reform
La Causa – “the Cause” of farm workers for better working conditions and social reform through a labor union

People to Remember
César Chávez – migrant worker who succeeded in organizing farm workers into a union
FOCUS ACTIVITY – 10 minutes

1. Read the story of the Mendoza family to the class (pages 145 through the first paragraph on page 147 [2d ed. p. 147—149] of Chapter 31 in *All the People*).

2. Allow a few minutes for the teams to Think-Team-Share:
   - Is this just an unfortunate accident or is there a broader significance?

3. Use **Numbered Heads** for teams to briefly share their responses.

TEACHING ACTIVITY – 10 minutes.

1. Using the photographs and the sidebar information in Chapter 31 of *All the People* and information from the Overview, introduce the plight of the farm workers and the work of César Chávez as a social activist and union organizer.

   Briefly discuss and define Chávez’s use of nonviolence through marches, boycotts, fasts, and picketing with the students. Explain those Vocabulary Words, People, and Places to Remember that apply to this discussion.

2. Ask the students to Speculate:
   - What other leaders inspired Chávez to use nonviolence? Help the students connect the work of Martin Luther King, Jr., and Gandhi to Chávez.
   - In what ways might Chávez have agreed with Jane Addams? Review the active social reform work of Addams at Hull House. Chávez
might have agreed with Addams that to help others one had to live in their neighborhood and be part of them.

3. Distribute the Team Sheet: *Point of View Cards* and twelve or fifteen colored paper speaking sticks to each team.

4. Explain the Student Team Learning Activity and introduce the remaining Vocabulary *Words, People and Places to Remember*, written on chart paper.

**STL ACTIVITY – 25 minutes**

**Reading to formulate a position on an issue**

1. **Reading for a Purpose:** Beginning on page 147, students finish reading Chapter 31 “Picking and Picketing” of *All the People* in order to develop their characters' points of view concerning the farm workers.

2. Teams discuss the situation of the farm workers from their characters' points of view. Each team member is permitted to speak three times, placing one of his or her three speaking sticks in the center for each contribution.

3. After hearing all the points of view, each student decides his or her own position on the issue of the rights of farm workers.

**Circulate and Monitor:** During the activity, visit each team to assist students with the reading and the discussion.

4. If necessary, very briefly review the results of the team discussions with the class.

5. Show the Transparency: *Quotations*. Read each quotation to the students and discuss them separately.
• What does this quotation tell us about the character of César Chávez?

Students evaluate Chávez’s contribution to reform:
• Why would you consider César Chávez’s actions to be heroic?
• What character traits made Chávez a hero?

In the discussion, emphasize Chávez’s commitment to nonviolence and the strength of worker solidarity, his vision of a farm worker organization that was both a union and a civil rights movement, and his sense of mission and depth of moral purpose in the cause of the farm workers.

**REFLECTION AND REVIEW ACTIVITY – 5 minutes.**

1. Working with their teammates, students decide on the event or events from the lesson to put on the timeline.

2. Students record the information on the timeline and if time permits, illustrate the events.

**HOMEWORK**

Design a symbol or picket sign for the farm workers to use. Write a brief explanation of the symbol and why you chose it.

**LIBRARY/MEDIA RESOURCES**

**Fiction**

*Looking Out* by Virginia Boutis, Four Winds

**Nonfiction**


*Cobblestone Magazine*

*Free Speech*

*The Constitution*
CONNECTIONS

**Language Arts** – Students create a CNN-type news-cast reporting one of Chávez’s marches or fasts.

**Technology/Library** – Students use the United Farm Worker website to research the current status of the farm workers, the leadership, and the problems.

**Technology/Language Arts** – Students use the Internet to find and read some of the speeches of César Chávez and compare them to the speeches of Martin Luther King, Jr.

**Visual Arts** – Students create a mural or collage illustrating the life of César Chávez or La Causa.

**Geography** – Students use or make maps that show the movement of migrant workers or the border movement of Mexicans into the United States to work in the fields.

**Geography** – On a map of their region, students measure a one-hundred mile radius and draw the circumference of a circle. Where might they end up if they walked three hundred miles in any direction from their homes?

**Physical Education and Math** – Students take a one-mile walk and record their time. Then they figure how long it would take them to walk 300 miles. Students speculate what it would be like to walk that distance.
Vinny Vineyard: I own the land and have spent years growing grapes. What is my point of view concerning the rights of farm workers?

Fuerto Farm Worker: I follow the harvests to pick grapes for a pittance in order to feed my family. What is my point of view concerning the rights of farm workers?

Maria Bracero: I cross the Mexican border and am glad to pick grapes in the United States for a very small wage. What is my point of view concerning the rights of farm workers?

Betty Buyer: I want to buy grapes at an affordable price. What is my point of view concerning the rights of farm workers?
“We can win and keep our own self-respect and build a great union that will secure the spirit of all people if we do it through a rededication and recommitment to the struggle for justice through nonviolence.”

— César Chávez

“But this gentle giant woke up the drowsy conscience of the most powerful country in the world.”

— Marc Grossman writing about César Chávez

“The farm workers who labored in the fields and yearned for respect and self-sufficiency pinned their hopes on this remarkable man who, with faith and discipline, soft spoken humility and amazing inner strength, led a very courageous life.”

— President William Clinton
Despite our diversity, Americans share a common history based on democracy.

*America is not like a blanket—one piece of unbroken cloth, the same color, the same texture, the same size. America is more like a quilt—many colors, many sizes, all woven and held together by a common thread.*

—Jesse Jackson

From America’s earliest days, her people have made and used quilts. Quilts, brought from foreign lands, reminded immigrants of their old country roots as they forged a new life in America. Other quilts, constructed by candlelight in pioneer cabins, sod-houses, and farm kitchens, kept families warm under a beautiful folk art covering. Some early quilts told stories or sent coded messages, such as the Underground Railroad quilt codes sewed by African Americans as they sought their freedom. Today, the art of hand-quilting continues, and the value of old quilts escalates as appreciation for their worth grows.

Constructed from fabric scraps and used pieces of material, the quilt transcends its humble origins to become an object of beauty, comfort, and protection. Because the pieces that compose the quilt retain their individual character, color, and pattern when joined into a whole, the quilt offers a powerful and profound analogy for America itself, a nation constructed of bits and pieces of humanity from other countries and cultures.
From its beginning, America offered new hope to many individuals who were considered toss-away outcasts in their native land—the poor, wretched, ignorant, even criminals. Other immigrants, brilliant and educated, brought innovative ideas or noble ideals. Some newcomers were hardworking or adventurous or sought relief from political or religious persecution. Most came to the new land willingly, longing for a better life or a chance to improve their lot, but others came as punishment for their crimes, as an escape from poverty, or as enslaved workers. Nevertheless, the nation—like a quilt—grew in richness and beauty as diverse pieces were stitched together with the threads of freedom and democracy. True, some of the pieces jarred when first placed side by side, but with time and wear, the new pieces gradually became part of the whole and the odd juxtapositions became familiar and comfortable parts of the pattern as the nation adjusted and grew.

Unfortunately, tolerance and acceptance of new immigrants and different cultures did not, and still do not occur, smoothly. Americans continue to harbor reservations about, and even fear of, newly arrived immigrants with foreign customs and strange ideas. The nation’s history reflects a continual strain between noble democratic beliefs and the realities of American life. Throughout the nation’s history, minorities and newly-arrived immigrants struggled for freedom, equality, and justice as they strived for total inclusion and full citizenship in American society. Too often, America failed to provide life, liberty, and the pursuit of happiness to all people, its history stained by vicious, mean, and dark-hearted actions. But even blemished by racism, injustice, and inequality, the nation moves forward to accomplish the promise of its founding principles.

With lofty ideals and noble ideas expressed in piercingly beautiful language, the nation’s founders created a miraculous, workable system of self-government, a common thread to securely hold its
diversity together. The thread of America’s greatest promise is not found in dry, dusty documents but in a living, nitty-gritty process. A process that has worked—albeit haltingly and slowly—from the its revolutionary beginnings to provide a nation of laws and opportunity that promises to all people the inalienable rights of life, liberty, and the pursuit of happiness.

**STANDARDS**

**HISTORICAL THINKING**
The student will

**Chronological Thinking**
- create time lines

**Historical Comprehension**
- read historical narratives imaginatively
- draw upon visual, literary and musical sources

**Historical Analysis and Interpretation**
- consider multiple perspectives
- hypothesize the influence of the past

**Historical Research Capabilities**
- obtain historical data

**Historical Analysis and Decision-Making**
- identify issues and problems in the past

**CONTENT**
The student will demonstrate understanding of Economic, social, and cultural development in contemporary America

- Continuing reform agendas
  - evaluate how diverse peoples and their cultures have shaped American life

**RESOURCES**

For each student

*All the People* by Joy Hakim: Chapter 41, “A Quilt, Not a Blanket” and Chapter 42, “The Land That Never Has Been Yet”

Colored art paper, markers, crayons, scissors, glue, and other art supplies to create a paper quilt patch

One 8 by 11 inch plastic sleeve or quart size frozen food bag

Optional Student Sheet: *What if*...

For the classroom

Colored masking tape to attach the plastic sleeves or bags together to form the quilt
For the teacher

The Keeping Quilt by Patricia Polacco, Simon and Schuster

Web sites

America’s Library: Stitch a Quilt @ http://www.americaslibrary.gov/cgi-bin/page.cgi/jp/quilt

Words to Remember

*democracy – a form of government in which the people govern themselves and are the supreme power
*quilt – a covering made from scraps of material sewn together
*blanket – a whole-piece covering woven from thread

People to Remember

*Jesse Jackson – African American minister and twentieth-century political leader
*Langston Hughes – African American author and poet

The Lesson

FOCUS ACTIVITY – 5 minutes

1. Students read Jesse Jackson’s words on page 192 (2d ed. p. 198) of Chapter 41 of All the People.

2. Students use Think-Team-Share to Speculate
   - Why does Jesse Jackson think that America is more of a quilt than a blanket?
   - Do you agree or disagree with Jackson? Why?

3. Use Numbered Heads for teams to briefly share their opinions.
TEACHING ACTIVITY – 25 minutes

1. **Reading for a Purpose:** Read Chapter 41 in *All the People* to the students. As you read, stop frequently to engage students in discussing the stories of Orestes Lorenzo Perez and Bang Huy Le. Ask the students
   - What is the broader meaning of these stories?

2. After reading Chapter 41, briefly discuss America’s past immigrant experience and the reluctance of Americans to welcome newcomers. Remind the students of Emma Lazarus and the words on the Statue of Liberty.

   Ask the students to recall some immigrants whose stories appear in other books of *A History of US*.
   - What part did immigrants such as Ying Lee, Mary Antin, and Albert Einstein play in our history?

3. Ask the students about the present immigrant experience.
   - Are there new immigrants in your classroom or community?
   - What are their experiences?
   - How do they feel about America?
   - How do you feel about recent immigrants?

4. Connect America’s immigrant experience with Jesse Jackson’s quotation.

STL ACTIVITY – 25 minutes

1. Ask the students to consider persons and events that shaped our nation’s history and led us closer to its ideals for all the people.

   In their teams, students **Round Robin** a list of these persons and events that they think should be included in a *History of US* quilt.
2. Each student chooses a person or event that he or she believes should be included in the quilt.

3. Using cut paper, crayons, markers, paints, or other available art materials, each student designs and creates an eight by eleven inch quilt patch featuring that person or event.

4. As students create the quilt patches, read *The Keeping Quilt* by Patricia Polacco to the class. Discuss the role the quilt played in the author’s American family.

5. On a separate sheet of paper, each student writes an explanation of his or her quilt patch and why he or she choose that particular event or person for the *History of US* quilt.

**Circulate and Monitor:** As the students work, visit each team to help students choose quilt persons or events, create the quilt patches, and write their explanations. Be sure students are accomplishing the assignment in a timely manner.

6. When completed, each students places his or her quilt patch and the written explanation back-to-back in a plastic sleeve or bag.

7. Students tape all the plastic sleeves together with colored masking tape to form the quilt.

8. If time permits, students explain their quilt patches to classmates. Display the quilt in the hallway, cafeteria, library, or other public room in the school. Students might take the quilt to other classrooms or invite other classes or their families to an open house during which they show and explain the quilt.
REFLECTION AND REVIEW ACTIVITY

1. Working with their teammates, students decide what five events on the *All the People* timeline are the most significant to our future as a nation and why.

2. Use **Numbered Heads** for teams to share their choices with the class.

OPTIONAL ACTIVITY

**Note to the Teacher:** The Optional Activity can be extended into the next class session.

1. **Reading for a Purpose:** Students read Chapter 42, “The Land That Has Never Been Yet” to determine
   - What is the message of the chapter?
   - What is the message of Langston Hughes?

2. In their teams, the students discuss their own role in the continuing history of us:
   - How will you advance the ideas and ideals of the United States so our nation becomes what it was meant to be?
   - What did you learn about how ordinary people influence history?
   - What do you think history will say about your generation and its contribution to the American quilt?
   - Why is this textbook titled *All the People*?

3. **Reading for a Purpose:** Students read the Student Sheet: *What if...* to discuss what the poem means.
   - How does the message of the poem connect with the message of Chapter 42?

HOMEWORK

Begin your own quilt or quilt-like poster that tells the story of you. Make paper or cloth patches for important events in your own life.
Nonfiction


*The Century for Young People* by Peter Jennings and Todd Brewster, Random House, Inc.

*Life: Our Century in Pictures* edited by Richard B. Stolley, Little, Brown and Company

*The Quilt-Block History of Pioneer Days* by Mary Cobb, The Millbrook Press

*The Keeping Quilt* by Patricia Polacco, Simon and Schuster

*Hidden in Plain View: A Secret Story of Quilts and the Underground Railroad* by Jacqueline L. Tobin and Raymond G. Dobard

Language Arts/Library – Students read *Hidden in Plain View: A Secret Story of Quilts and The Underground Railroad* by Jacqueline L. Tobin and Raymond G. Dobard to learn about the coded messages in African American quilts for escaping slaves.

Technology/Library – Students use web sites to research making quilts and the quilts of various nationalities and ethnic groups such as the Amish.

Art/Library – Quilts are an art form as well as a warm cover. Students research the various quilt patterns and how they acquired their descriptive names (e.g. Wild Goose Chase, Hole in the Barn Door, Bear’s Paw, Fox and Geese, Rail Fence, Log Cabin). *The Quilt-Block History of Pioneer Days* offers a variety of patterns and projects for young people.

Writing – Students write their own *What if ... poems.*
What if…
By Jackie French Koller

Did you ever stop and think
how the world would be
if some folks had turned out
differently?

For instance,
what if Ben Franklin,
ever tried to fly a kite,
Or Shakespeare never tried to write?

What if Einstein never
used his brain,
or the Wright brothers
never tried to fly a plane?

What if Lincoln never tried
to free the slaves,
or Susan B. Anthony was afraid to make waves?

What if Alexander Graham Bell
was content just to yell?

What if Ford never tried
to make a car,
or Walt Disney never wished
upon a star?

What if Beethoven
never tried to play?
What if Mother Teresa
turned away?
What if Babe Ruth
was afraid to swing a bat?
What if Columbus accepted
that the world was flat?

What if Luciano Pavarotti
never tried to sing?
What if dreams were enough
for Martin Luther King?

What if Jim Thorpe
never entered the race,
Or Baryshnikov let another
dance in his place?

What if Michelangelo thought
he wasn’t good enough,
or John Glenn feared
he didn’t have the right stuff?

What if all the folks
who’ve changed the world
had lived and died
and never tried?

What if you had a dream
and you held it inside
and never tried?

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