



EXPEDITIONARY
LEARNING

Grade 7: Module 2A: Unit 2: Lesson 2

Reading Closely: Introducing Chávez's Commonwealth Club Address and Considering the Plight of the Farmworker



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine a theme or the central ideas of an informational text. (RI.7.2)

I can analyze the development of a theme or central idea throughout the text. (RI.7.2)

I can analyze the organization of an informational text

(including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)

Supporting Learning Targets

- I can determine one of César Chávez's main claims and identify the supporting evidence for it.
- I can analyze the development of a central claim in César Chávez's speech.
- I can analyze the structure of Chávez's speech and explain how each section contributes to his central claim.

Ongoing Assessment

- Students' annotated text of the Commonwealth Club Address



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Listening for the Gist: Paragraphs 1–15 (15 minutes)</p> <p>2. Work Time</p> <p>A. Analyzing the Structure of the Speech (10 minutes)</p> <p>B. Reading Closely: Paragraphs 1–7 (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Forming Evidence-Based Claims: Paragraphs 1–7 (5 minutes)</p> <p>4. Homework</p> <p>A. Complete the Forming Evidence-Based Claims graphic organizer for Paragraphs 1–7.</p> <p>B. Continue reading in your independent reading book for this unit at home.</p>	<ul style="list-style-type: none"> Unit 2 Lessons 2-7 are adapted from the Making Evidence-Based Claims unit developed by Odell Education. For the original Odell Education unit, go to www.odelleducation.com/resources. In this lesson, students will begin to work with the central text, César Chávez's Commonwealth Club Address (1984). This text is challenging. Therefore, students will first read and listen to large chunks of the speech for gist. Then they will reread and analyze each selection in greater depth. To help students connect with this powerful text, in this lesson students read along as they listen to a recording of Chávez actually delivering the first half of his Commonwealth Club Address (paragraphs 1-15). (The source of this recording is the Commonwealth Club of California) Then students dive deeper into the first seven paragraphs of the Commonwealth Club Address to analyze one of Chávez's claims. In Unit 1, students formed evidence-based claims after collecting evidence. Here they reverse that process: they are given the claim but must find evidence to support it. The examples provided in the teacher versions are possibilities meant more to illustrate the process than to shape textual analysis. Instruction will be most effective if the evidence used in modeling flows naturally from the textual ideas and details that you and the students find significant and interesting. Students use a Forming Evidence-based claims graphic organizer (similar to ones they used in Module 1). This graphic organizer is adapted in collaboration with Odell Education based on their Forming Evidence-based Claims worksheet (also see stand-alone document on EngageNY.org and odelleducation.com/resources). In this unit, students often hold their thinking by annotating their text. Because students may have little experience with annotating text, consider displaying your own copy of the text on a document camera and annotating it as you go to provide students with a visual model of what their speech should look like. In this lesson, students begin their work on RI.7.5: understanding how each section of the Chávez speech contributes to his central claim. They begin to work with a graphic organizer that notes the main claim in each part of the speech and has a place to note how each section connects to the central claim of the speech. Keep this as a class anchor chart and also provide students with their own copy to take notes on.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• Note that in these lessons, the term “central claim” is used to refer to the overall claim of Chávez’s speech. As with any argument, his central claim is supported by a number of smaller claims that add together to create his central claim. These lessons use the language of “main claim in the section ...” to refer to the smaller claims that together support his central claim. Both central claim and main claim refer to arguments that are supported by evidence or reasons.• Note that Chávez’s central claim is in Paragraph 15, in the middle of the speech. Lead students to understand how this is different from the essays they have written and how a persuasive speech differs in structure from an argumentative essay. In an argumentative essay, the central claim is established early. In this speech, it is introduced in the middle.• Review: Commonwealth Club Address, Paragraphs 1–15.• Post: learning targets.

Lesson Vocabulary	Materials
Structure, central claim, section; tunnel vision, migrant, savage, mortality, implements, chattel, Anglo, Chicano, chattel, union, asserts	<ul style="list-style-type: none">• Recording of César Chávez giving the speech: http://esl-bits.net/listening/Media/CesarChavez/default.html (TM/© 2014 the Cesar Chavez Foundation www.chavezfoundation.org)• Text of Commonwealth Club Address by César Chávez (one per student)• Commonwealth Club Address Structure anchor chart (one per student and one for display)• Commonwealth Club Address Structure anchor chart (for teacher reference)• Text-Dependent Questions for Paragraphs 1–7 (one per student)• Text-Dependent Questions for Paragraphs 1–7 (Answers, for teacher reference)• Forming Evidence Based Claims graphic organizer for Paragraphs 1–7 (one per student)



Opening	Meeting Students' Needs
<p>A. Listening for the Gist: Paragraphs 1–15 (15 minutes)</p> <ul style="list-style-type: none"> • Distribute a copy of the Commonwealth Club Address by César Chávez to each student. Orient students to the text. Explain that the left margin is where they will take gist notes. These will help them understand what Chávez is saying. Tell them to label that side “What Chávez Says.” The right margin is where they will take notes about how he is saying it. Tell them to label that side “How Chávez Says It.” Refer students to the learning targets. Point out that the left side will help them determine the central ideas and summarize the text, while the right side will help them analyze the development of the ideas. • Next, direct their attention to the learning targets for the day. Point out to students that they will work with this text, which explores a fascinating time in American history, over a number of days. They will be noticing what claims Chávez makes, and analyzing how he makes and constructs those claims. Ask students to raise their hands if they can define <i>claim</i>. When many students have their hands up, call on one student to do so. • Explain to students that they will do several reads of this text, and that the first read will always be reading silently while they hear Chávez deliver the speech. They will do this in two halves; the first half will be today. • On their speech, they will take notes on the left side first. As they listen to the recording of Chávez giving the speech, they should write down the gist of each paragraph. Remind them to write legibly and small. Assure them that you will pause the recording so they will have time to jot down notes without missing the next part of the speech, but they should feel free to underline words or phrases they think are important. • Begin playing the recording. At the end of Paragraph 3, pause and model writing the gist of the paragraph. Consider saying something similar to: “In Paragraph 2, Chávez is saying that farmworkers live under terrible conditions. He gives examples from the past and the present to show how terrible it is. So I’m going to write, ‘Farmworkers live in horrible conditions.’ In Paragraph 3, he gives some statistics to show their terrible working conditions, so I’ll write, “Terrible working conditions.” • Repeat this process for Paragraphs 1–15. After modeling a few, ask different students to “think aloud” the gist notes. Consider pausing after Paragraphs 4, 7, 9, 12, and 15. Make sure students are adding to their notes. • This portion of the speech takes about 10 minutes to read aloud. In the interest of time, limit the students to gist notes. They will have a chance to read each section more closely later. 	<ul style="list-style-type: none"> • Hearing a complex text read slowly, fluently, and without interruption or explanation promotes comprehension and fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.



Work Time	Meeting Students' Needs
<p>A. Analyzing the Structure of the Speech (10 minutes)</p> <ul style="list-style-type: none"> Direct students' attention to the third learning target: <ul style="list-style-type: none"> * "I can analyze the structure of Chávez's speech and explain how each section contributes to his central claim." Review relevant vocabulary: Remind students that they talked about analysis in Unit 1, and that it means to take something apart or study it closely. Ask them what they think of when they hear the word <i>structure</i>, and listen for them to say: "Building" or "Something that has been built." Tell them that when we talk about structure, we mean the way the parts work together to form a whole. A house has a structure; there are four walls that hold up a roof, plus doors and windows. It is easy to see the structure of a house, but it is harder to see the structure of a text. Texts, like things that are built with hammers and nails, have structures. They are composed of a number of parts, and those parts fit together in a way to form a whole. For example, the first part of a book is often designed to grab your attention and introduce you to the characters. This is part of the structure of a text. Tell students that understanding the overall purpose of what they are analyzing is an important part of understanding the structure. Offer the example of the house again: Once you know that the purpose of a house is to provide a comfortable place to live, you can figure out that the purpose of the door is to provide a way in, that the windows are to provide light, and that the roof is to keep out rain. Say: "Once you understand the overall purpose of a text, it is much easier to analyze the parts that make it up, and to understand the purpose of each section." Guide students to see that when we talk about the structure of a text, we often divide the text into sections, such as paragraphs or sets of paragraphs. Then we can ask, What is happening in this section? What is the purpose of this section? How does this one section contribute to or add to the text as a whole? Tell students that they will practice doing this with the Chávez speech and that they will get really good at it. Later, they will show their ability to do this independently by tackling a new text. Distribute and display the Commonwealth Club Address Structure anchor chart. Ask students to find the overall purpose of the speech and put their finger on it. When most students have their fingers in the right place, ask a student to read the central claim out loud. Point out that the central claim is the argument Chávez is making that is the reason for his whole speech: Everything he says is to convince the audience of his central claim. 	<ul style="list-style-type: none"> Careful attention to learning targets throughout a lesson engages, supports, and holds students accountable for their learning. Consider revisiting learning targets throughout the lesson so that students can connect their learning with the activity they are working on. Using an analogy helps to make abstract concepts more accessible to students. Consider writing these questions on the board for struggling learners who benefit from visuals to reinforce discussion.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Point out that readers generally can't say for sure what the central claim of a text is until they've read the whole thing, because it doesn't always appear in the same place in texts. To help them see the structure of the Chávez speech, you are telling them the central claim, which you determined in the same way they will determine the main claims in various sections of the speech.• Point out that the students just heard that sentence in the speech when they were listening to the recording. Direct students to Paragraph 15 of the text and ask a student to read aloud Lines 109 and 110. Point out that the speech has about 30 paragraphs, so this is halfway through the text. Ask if this is where they would expect a central claim to be. Ask if this is where they put their central claim when they wrote their <i>Lyddie</i> essay argument essay. Why would Chávez put his central claim here, in the middle of the speech? Why not at the beginning or the end? Listen for students to say he didn't put it at the beginning because he wanted to build up to it; putting it in the middle gives him the chance to prove it in the rest of the speech. Point out that this is a very common structure for speeches: Unlike in a school essay, the central claim is rarely at the beginning. Instead, speakers build to their central claim, state it, and then prove it.• Now ask students to find the part of the anchor chart that shows the main claim of Paragraphs 1–7 and put their fingers on it. When most students have their fingers in the right place, call on one student to read it aloud.• Explain that identifying a main claim, or the main topic of a section, is more than gist notes and less than a full summary. Display two poor examples: "Working conditions" and "Statistics show that living conditions for farmworkers are very hard." Ask students: Why is 'Working conditions' not a good way to describe the main claim of this section? Listen for something like: "It gives only a word or two to tell the topic and doesn't explain what Chávez said about this topic." Ask students: "Why is 'Statistics show that living conditions for farmworkers are very hard' not a good way to describe the main claim of this section? Listen for students to point out that this describes only the content of Paragraph 3, not the whole section.• Assure students that they will have a chance to analyze how you determined this main claim, and then they will think about how it relates to the central claim.	<ul style="list-style-type: none">• Many students will benefit from seeing questions posted on an interactive white board or document camera.



Work Time (continued)	Meeting Students' Needs
<p>B. Reading Closely: Paragraphs 1–7 (15 minutes)</p> <ul style="list-style-type: none">• Arrange students in pairs. Tell them they will now read this section closely to see how you determined the claim and how this section relates to the central claim of the text. Remind students that this is the introduction of the speech, so he is introducing the topic, the farmworkers' situation, and himself to the audience.• Explain that they will read the speech with a partner. To help them understand this difficult text, they will read with some guiding questions. After they've discussed the questions, they will write their ideas in the left-hand side of the text, where they wrote their gist notes. You may want to remind them that they will be marking up this text a lot; they should write neatly and not too big so that their notes are legible to them. When students in high school and college read and think about texts, they often mark them up in this way.• Distribute the Text-Dependent Questions for Paragraphs 1–7. Ask the students to read along as you read the directions. Clarify any questions. Circulate to help as needed.• After 10 minutes, debrief students on the questions. Use the Text-Dependent Questions for Paragraphs 1–7 (Answers, for teacher reference) for a guide.• Finally, direct students back to the Commonwealth Club Address Structure anchor chart. Ask them to turn and talk:<ul style="list-style-type: none">* “How does this section connect to Chávez's overall claim?”• Ask probing questions:<ul style="list-style-type: none">* “Is he talking about current conditions or about the past?”* “Why would he talk about the way things used to be?”• Use the Commonwealth Club Address Structure anchor chart—teacher edition to guide students to an understanding of how this section of the speech connects to Chávez's main claim. Add the explanation of how this section connects to the central claim to the class anchor chart; prompt students to add it to their own copies.	



Closing and Assessment	Meeting Students' Needs
<p>A. Forming Evidence-Based Claims: Paragraphs 1–7 (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Forming Evidence-Based Claims graphic organizer for Paragraphs 1–7. Point out that students worked with a similar graphic organizer while they read <i>Lyddie</i>; they collected evidence and then formed an evidence-based claim. But here you have given them the claim and they will be finding evidence.• Tell students that a speaker chooses evidence to support his claim. The task for students is to find four pieces of evidence in the first seven paragraphs that support that section's main claim. Students can write direct quotes or paraphrase the information, but they should give the line numbers. Tell them you want them to notice the different kinds of evidence Chávez uses, so only one box can be a statistic.• Model the first one together. Consider finding evidence for “Point 2,” as it is a more challenging concept. You may do it yourself (example: “I began to realize what other minority people had discovered; that the only answer, the only hope, was in organizing. Lines 39 and 40”) or consider asking a student to “think aloud” for a piece of evidence she noticed.	<ul style="list-style-type: none">• Providing models of expected work supports all learners, especially those who are challenged.
Homework	Meeting Students' Needs
<p>A. Complete the Forming Evidence-Based Claims graphic organizer for Paragraphs 1–7.</p> <p>B. Continue reading in your independent reading book for this unit at home.</p>	



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Supporting Materials



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Commonwealth Club Address

San Francisco, November 9, 1984

Cesar Chavez

Thank you very much, Mr. Lee, Mrs. Black, ladies and gentlemen.

P1

Twenty-one years ago, this last September, on a lonely stretch of railroad track paralleling U.S. Highway 101 near Salinas, 32 Bracero farm workers lost their lives in a tragic accident. The Braceros had been imported from Mexico to work on California farms.

P2

- 5 They died when their bus, which was converted from a flatbed truck, drove in front of a freight train. Conversion of the bus had not been approved by any government agency. The driver had **tunnel vision**. Most of the bodies laid unidentified for days. No one, including the grower who employed the workers, even knew their names. Today, thousands of farm workers live under **savage** conditions, beneath trees and amid
- 10 garbage and human excrement near tomato fields in San Diego County; tomato fields, which use the most modern farm technology. Vicious rats gnaw at them as they sleep. They walk miles to buy food at inflated prices and they carry in water from irrigation ditches.

Child labor is still common in many farm areas. As much as 30 percent of Northern

P3

- 15 California's garlic harvesters are underage children. Kids as young as six years old have voted in states, conducted union elections, since they qualified as workers. Some 800,000 underage children work with their families harvesting crops across America. Babies born to **migrant** workers suffer 25 percent higher infant **mortality** rates than the

tunnel vision: defective sight in which objects not in the center field of vision cannot be properly seen
savage: harsh

migrant: moving from place to place in search of work
mortality: death

rest of the population. Malnutrition among migrant workers' children is 10 times higher
20 than the national rate. Farm workers' average life expectancy is still 49 years, compared to
73 years for the average American.

All my life, I have been driven by one dream, one goal, one vision: to overthrow a P4
farm labor system in this nation that treats farm workers as if they were not important
human beings. Farm workers are not agricultural **implements**; they are not beasts of
25 burden to be used and discarded. That dream was born in my youth, it was nurtured in
my early days of organizing. It has flourished. It has been attacked.

I'm not very different from anyone else who has ever tried to accomplish something P5
with his life. My motivation comes from my personal life, from watching what my
mother and father went through when I was growing up, from what we experienced as
30 migrant workers in California. That dream, that vision grew from my own experience with
racism, with hope, with a desire to be treated fairly, and to see my people treated as
human beings and not as **chattel**. It grew from anger and rage, emotions I felt 40 years
ago when people of my color were denied the right to see a movie or eat at a restaurant in
many parts of California. It grew from the frustration and humiliation I felt as a boy who
35 couldn't understand how the growers could abuse and exploit farm workers when there
were so many of us and so few of them.

Later in the 50s, I experienced a different kind of exploitation. In San Jose, in Los P6
Angeles and in other urban communities, we, the Mexican-American people, were
dominated by a majority that was **Anglo**. I began to realize what other minority people
40 had discovered; that the only answer, the only hope was in organizing. More of us had to
become citizens, we had to register to vote, and people like me had to develop the skills it
would take to organize, to educate, to help empower the **Chicano** people.

implements: tools
chattel: property or personal possession

Anglo: a white American not of Hispanic
descent
Chicano: an American of Mexican descent

I spent many years before we founded the **union** learning how to work with people. P7
We experienced some successes in voter registration, in politics, in battling racial
45 discrimination -- successes in an era where Black Americans were just beginning to **assert**
their civil rights and when political awareness among Hispanics was almost non-existent.
But deep in my heart, I knew I could never be happy unless I tried organizing the farm
workers. I didn't know if I would succeed, but I had to try.

All Hispanics, urban and rural, young and old, are connected to the farm workers' P8
50 experience. We had all lived through the fields, or our parents had. We shared that
common humiliation. How could we progress as a people even if we lived in the cities,
while the farm workers, men and women of our color, were condemned to a life without
pride? How could we progress as a people while the farm workers, who symbolized our
history in this land, were denied self-respect? How could our people believe that their
55 children could become lawyers and doctors and judges and business people while this
shame, this injustice, was permitted to continue?

Those who attack our union often say it's not really a union. It's something else, a P9
social movement, a civil rights movement -- it's something dangerous. They're half
right. The United Farm Workers is first and foremost a union, a union like any other, a
60 union that either produces for its members on the bread-and-butter issues or doesn't
survive. But the UFW has always been something more than a union, although it's never
been dangerous, if you believe in the Bill of Rights. The UFW was the beginning. We
attacked that historical source of shame and infamy that our people in this country lived
with. We attacked that injustice, not by complaining, not by seeking handouts, not by
65 becoming soldiers in the war on poverty; we organized!

union: an organization of workers formed to
advance the interests of its members

assert: claim

Farm workers acknowledge we had allowed ourselves to become victims in a democratic society, a society where majority rules and collective bargaining are supposed to be more than academic theories and political rhetoric. And by addressing this historical problem, we created confidence and pride and hope in an entire people's ability to create the future. The UFW survival, its existence, were not in doubt in my mind when the time began to come. **P10**

After the union became visible, when Chicanos started entering college in greater numbers, when Hispanics began running for public office in greater numbers, when our people started asserting their rights on a broad range of issues and in many communities across this land. The union survival, its very existence, sent out a signal to all Hispanics that we were fighting for our dignity, that we were challenging and overcoming injustice, that we were empowering the least educated among us, the poorest among us. The message was clear. If it could happen in the fields, it could happen anywhere: in the cities, in the courts, in the city councils, in the state legislatures. I didn't really appreciate it at the time, but the coming of our union signaled the start of great changes among Hispanics that are only now beginning to be seen. **P11**

I've traveled through every part of this nation. I have met and spoken with thousands of Hispanics from every walk of life, from every social and economic class. And one thing I hear most often from Hispanics, regardless of age or position, and from many non-Hispanics as well, is that the farm workers gave them the hope that they could succeed and the inspiration to work for change. **P12**

From time to time, you will hear our opponents declare that the union is weak, that the union has no support, that the union has not grown fast enough. Our obituary has been written many times. How ironic it is that the same forces that argue so passionately that the union is not influential are the same forces that continue to fight us so hard. **P13**

The union's power in agriculture has nothing to do with the number of farm workers P14
on the union contract. It has nothing to do with the farm workers' ability to
contribute to democratic politicians. It doesn't even have much to do with our ability to
95 conduct successful boycotts. The very fact of our existence forces an entire industry,
unionized and non-unionized, to spend millions of dollars year after year on increased
wages, on improved working conditions, and on benefits for workers. If we were so weak
and unsuccessful, why do the growers continue to fight us with such passion? Because as
long as we continue to exist, farm workers will benefit from our existence, even if they
100 don't work under union contract. It doesn't really matter whether we have 100,000 or
500,000 members. In truth, hundreds of thousands of farm workers in California and in
other states are better off today because of our work. And Hispanics across California and
the nation who don't work in agriculture are better off today because of what the farm
workers taught people about organization, about pride and strength, about seizing
105 control over their own lives.

Tens of thousands of children and grandchildren of farm workers and the children P15
and grandchildren of poor Hispanics are moving out of the fields and out of the
barrios and into the professions and into business and into politics, and that movement
cannot be reversed. Our union will forever exist as an empowering force among Chicanos
110 in the Southwest. That means our power and our influence will grow and not diminish.

Two major trends give us hope and encouragement. First, our union has returned to P16
a tried and tested weapon in the farm workers non-violent arsenal: the **boycott**. After
the **Agricultural Labor Relations Act** became law in California in 1975, we **dismantled**
our boycott to work with the law. During the early and mid '70s millions of Americans
115 supported our boycotts. After 1975, we redirected our efforts from the boycott to

boycott: refusal by a group to
buy goods or services to show
support for a cause
dismantle: take apart

Agricultural Labor Relations Act: law enacted by the
state of California in 1975 to protect, among other
things, the right of farm workers to self-organize and
negotiate the conditions of their employment



organizing and winning elections under the law. That law helped farm workers make progress in overcoming poverty and injustice.

At companies where farm workers are protected by union contracts, we have made progress in overcoming child labor, in overcoming miserable wages and working conditions, in overcoming sexual harassment of women workers, in overcoming discrimination in employment, in overcoming dangerous pesticides, which poison our people and poison the food we all eat. Where we have organized these injustices soon passed in history, but under Republican Governor George Deukmejian, the law that guarantees our right to organize no longer protects farm workers; it doesn't work anymore.

In 1982, corporate growers gave Deukmejian one million dollars to run for governor of California. Since he took office, Deukmejian has paid back his debt to the growers with the blood and sweat of California farm workers. Instead of enforcing the law as it was written against those who break it, Deukmejian invites growers who break the law to seek relief from governor's appointees. What does all this mean for farm workers? It means that the right to vote in free elections is a sham. It means the right to talk freely about the union among your fellow workers on the job is a cruel hoax. It means that the right to be free from threats and intimidation by growers is an empty promise. It means that the right to sit down and negotiate with your employer as equals across the bargaining table and not as peons in the fields is a fraud. It means that thousands of farm workers, who are owed millions of dollars in back pay because their employers broke the law, are still waiting for their checks. It means that 36,000 farm workers, who voted to be represented by the United Farm Workers in free elections, are still waiting for contracts from growers who refuse to bargain in good faith. It means that for farm workers child labor will continue. It means that infant mortality will continue. It means that malnutrition among children will continue. It means the short life expectancy and the inhuman living and working conditions will continue.

Are these make-believe threats? Are they exaggerations? Ask the farm workers who P19
are waiting for the money they lost because the growers broke the law. Ask the farm
145 workers who are still waiting for growers to bargain in good faith and sign contracts. Ask
the farm workers who have been fired from their jobs because they spoke out for the
union. Ask the farm workers who have been threatened with physical violence because
they support the UFW, and ask the family of Rene Lopez, the young farm worker from
Fresno who was shot to death last year because he supported the union as he came out of
150 a voting booth. Ask the farm workers who watch their children go hungry in this land of
wealth and promise. Ask the farm workers who see their lives eaten away by poverty and
suffering.

These tragic events force farm workers to declare a new international boycott of P20
California grapes, except the three percent of grapes produced under union contract.
155 That is why we are asking Americans, once again, to join the farm workers by boycotting
California grapes. The newest Harris Poll revealed that 17 million Americans boycotted
grapes. We are convinced that those people and that goodwill have not disappeared. That
segment of the population which makes the boycotts work are the Hispanics, the Blacks,
the other minorities, our friends in labor and the Church. But it is also an entire generation
160 of young Americans who matured politically and socially in the '60s and the '70s, millions
of people for whom boycotting grapes and other products became a socially accepted
pattern of behavior. If you were young, Anglo and/or near campers during the late '60s
and early '70s, chances are you supported farm workers.

15 years later, the men and women of that generation are alive and well. They are in P21
165 their mid 30s and 40s. They are pursuing professional careers, their **disposable**
incomes are relatively high, but they are still inclined to respond to an appeal from farm
workers. The union's mission still has meaning for them. Only today, we must translate the
importance of a union for farm workers into the language of the 1980s. Instead of talking

disposable: available

about the right to organize, we must talk about protection against sexual harassment in
170 the fields. We must speak about the right to quality food and food that is safe to eat. I can
tell you the new language is working, the 17 million are still there. They are responding
not to picket lines and leafleting alone, but to the high-tech boycott of today, a boycott
that uses computers and direct mail and advertising techniques, which has revolutionized
business and politics in recent years. We have achieved more success with a boycott in
175 the first 11 months of 1984 than we achieved in the last 14 years, since 1970.

The other trend that gives us hope is the monumental growth of Hispanic influence P22
in this country. And what that means is increased population, increased social and
economic clout and increased political influence. South of the Sacramento River,
Hispanics now make up now more than 25 percent of the population. That figure will top
180 30 percent by the year 2000. There are now 1.1 million Spanish-**surnamed** registered
voters in California. In 1975, there were 200 Hispanic elected officials at all levels of
government. In 1984, there are over 400 elected judges, city council members, mayors,
and legislators. In light of these trends, it's absurd to believe or to suggest that we are
going to go back in time as a union or as a people.

185 The growers often try to blame the union for their problems, to lay their sins off on P23
us, sins for which they only have themselves to blame. The growers only have
themselves to blame as they begin to reap the harvest of decades of environmental
damage they have brought upon the land: the pesticides, the herbicides, the soil
fumigants, the fertilizers, the salt deposits from thoughtless irrigation, the ravages of years
190 of unrestrained poisoning of our soil and water. Thousands of acres of land in California
have already been irrevocably damaged by this **wanton** abuse of nature. Thousands more
will be lost unless growers understand that dumping more and more poison from the soil
won't solve their problems on the short or on the long term.

surname: the family or last name

wanton: careless, undisciplined

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Health authorities in many San Joaquin Valley towns already warn young children P24
195 and pregnant mothers not to drink the water, because of nitrates from fertilizers
which has poisoned the ground water. The growers have only themselves to blame for an
increasing demand by consumers for higher-quality food, food that isn't tainted by toxics,
food that doesn't result from plant mutations or chemicals that produce red luscious-
looking tomatoes that taste like alfalfa. The growers are making the same mistake
200 American automakers made in the '60s and '70s when they refused to produce small
economical cars and opened up the door to increased foreign competition.

Growers only have themselves to blame for increasing attacks on the publicly P25
financed handouts and government welfare: water **subsidies**, mechanization
research, huge subsidies for not growing crops. These special privileges came into being
205 before the Supreme Court's "one person, one vote" decision, at a time when rural
lawmakers dominated the legislature and the Congress. Soon, those handouts could be in
jeopardy as government searches for more revenue and as urban taxpayers take a closer
look at front programs and who they really benefit. The growers only have themselves to
blame for the humiliation they have brought upon succeeding waves of immigrant
210 groups that have sweated and sacrificed for a hundred years to make this industry rich.

For generations, they have **subjugated** entire races of dark-skinned farm workers. P26
These are the sins of growers, not the farm workers. We didn't poison the land. We
didn't open the door to imported produce. We didn't covet billions of dollars in
government handouts. We didn't abuse and exploit the people who work the land. Today
215 the growers are like a punch-drunk old boxer who doesn't know he's past his prime. The
times are changing; the political and social environment has changed. The chickens are
coming home to roost, and the time to account for past sins is approaching.

subsidies: money granted by the
government

subjugate: to control; to make submissive

- I am told these days farm workers should be discouraged and pessimistic. The
Republicans control the governor's office and the White House. There is a
220 conservative trend in the nation. Yet, we are filled with hope and encouragement. We
have looked into the future and the future is ours. History and inevitability are on our side.
The farm workers and their children and the Hispanics and their children are the future in
California, and corporate growers are the past. Those politicians who ally themselves with
the corporate growers and against farm workers and the Hispanics are in for a big
225 surprise. They want to make their careers in politics; they want to hold power 20 and 30
years from now. But 20 and 30 years from now, in Modesto, in Salinas, in Fresno, in
Bakersfield, in the Imperial Valley and in many of the great cities of California, those
communities will be dominated by farm workers and not by growers, by the children and
grandchildren of farm workers and not by the children and grandchildren of growers.
- 230 These trends are part of the forces of history which cannot be stopped. No person P28
and no organization can resist them for very long; they are inevitable. Once social
change begins it cannot be reversed. You cannot un-educate the person who has learned
to read. You cannot humiliate the person who feels pride. You cannot oppress the people
who are not afraid anymore. Our opponents must understand that it's not just the union
235 we have built -- unions like other institutions can come and go -- but we're more than
institutions. For nearly 20 years, our union has been on the cutting edge of a people's
cause, and you cannot do away with an entire people and you cannot stamp out a
people's cause. Regardless of what the future holds for the union, regardless of what the
future holds for farm workers, our accomplishments cannot be undone. *La causa*, our
240 cause, doesn't have to be experienced twice. The consciousness and pride that were
raised by our union are alive and thriving inside millions of young Hispanics who will
never work on a farm.



Like the other immigrant groups, the day will come when we win the economic and P29
political rewards, which are in keeping with our numbers in society. The day will
245 come when the politicians will do the right thing for our people out of political necessity
and not out of charity or idealism. That day may not come this year. That day may not
come during this decade, but it will come someday. And when that day comes, we shall
see the fulfillment of that passage from the Book of Matthew in the New Testament: "The
last shall be first, and the first shall be last." And on that day, our nation shall fulfill its
250 creed, and that fulfillment shall enrich us all. Thank you very much.



Text-Dependent Questions for Paragraphs 1–7
(Answers, for Teacher Reference)

Central claim: Our union will forever exist as an empowering force among Chicanos in the Southwest. That means our power and our influence will grow and not diminish. (P15)							
Paragraphs	1-7	8-15	16-21	22 and 27	23-26	28 and 29	
Main claim	Farmworkers have faced difficult living and working conditions. Chávez's own experience showed him that, and he decided to organize the union to empower farmworkers in general and Chicanos in particular.			The other trend is that Latinos have more influence politically because they are empowered and their numbers are growing.			
Connection to central claim What is the purpose of this section? How does this one section contribute or add to the text as a whole?				Our power and influence will grow because we vote.			



Text-Dependent Questions for Paragraphs 1–7
(Answers, for Teacher Reference)

Central claim: Our union will forever exist as an empowering force among Chicanos in the Southwest. That means our power and our influence will grow and not diminish. (P15)							
Paragraphs	1-7	8-15	16-21	22 and 27	23-26	28 and 29	
Main claim	Farmworkers have faced difficult living and working conditions. Chávez's own experience showed him that, and he decided to organize the union to empower farmworkers in general and Chicanos in particular.	The UFW helped empowered all Latinos.	One trend that is hopeful: The UFW has called for a boycott again, because the governor of California is not following labor laws. The boycott will be successful.	The other trend is that Latinos have more influence politically because they are empowered and their numbers are growing.	Consumers should not feel sorry for the corporate growers—they brought this on themselves.	Conclusion: We are empowered, and so we will continue to be successful.	
Connection to central claim What is the purpose of this section? How does this one section contribute or add to the text as a whole?	This shows what it was like for farmworkers and Latinos before the UFW.	This explains how the UFW has helped farmworkers directly and has also helped all Latinos—it is an empowering force.	Our power will grow because we can use the tool of boycott to pressure the government and growers to follow the laws.	Our power and influence will grow because we vote.	Our power will grow because the claims that the growers are not responsible for problems are false—they are responsible for lots of problems.	Our power and influence will grow because we feel empowered and no longer are willing to be taken advantage of.	



Text-Dependent Questions for Paragraphs 1–7

Name: _____

Date: _____

Questions	Write the answer to each question in the left-hand margin of the text. Be brief; you do not need to use complete sentences.
1. After reading P2: What story and images does Chávez tell to begin his speech?	
2. After reading P3: What does Chávez say about the working conditions of the farmworkers?	
3. After reading P5: How does Chávez know about the living conditions of the farmworkers?	
4. After reading P6 and P7: What does Chávez want to do about the conditions of farmworkers?	



Text-Dependent Questions for Paragraphs 1–7
(Answers, for Teacher Reference)

Questions	Write the answer to each question in the left-hand margin of the text. Be brief; you do not need to use complete sentences.
1. After reading P2: What story and images does Chávez tell to begin his speech?	He begins with a horrific story of 32 farmworkers losing their lives in a traffic accident. Then he paints a terrible picture of farmworkers' living conditions, with images such as "vicious rats," "amid garbage," and "human excrement."
2. After reading P3: What does Chávez say about the working conditions of the farmworkers?	He quotes many statistics to show they are unfair, especially for children. Many children are working, and infant mortality and malnutrition are many times higher than the national rate.
3. After reading P5: How does Chávez know about the living conditions of the farmworkers?	He knows because he lived in those conditions.
4. After reading P6 and P7: What does Chávez want to do about the conditions of farmworkers?	He wants to change them by organizing, educating, and empowering.

[illegible]