

LIBERATED ETHNIC STUDIES

MODEL CURRICULUM COALITION

Untold History: Filipinx & Chicanx Farm Workers Unite

Time: 5 Days or 4 Hours

Grade Level: 3-5

Purpose (What will students learn from this lesson?):

- Students will learn about the solidarity between Filipinx and Chicanx farm workers during the Delano Grape Strike.
- Students will learn about the life of Larry Itliong and his role in the United Farm Workers.
- Students will learn the importance of honoring and celebrating unsung heroes.

UNIT 2: ENDURING UNDERSTANDINGS STORIES: The collective narratives of my people.

- We understand and embrace the historical contributions, intellectual knowledge and cultural wealth of our people.
- We understand and place a high value on the stories of resilience, survival and resistance of our people.

Lesson Guiding Questions:

- What do you know about the United Farm Workers (UFW)? How do you know this?
- Can you name the labor activists who co-founded the UFW?
- Why do you think Larry Itliong and other Filipino farm workers are unknown to most people when they think of the United Farm Workers?
- What was the dilemma (problem) Filipino farm workers were facing when they began their strike? What was the solution to their problem?
- What do you know about Larry Itliong? What do you want to know about Larry Itliong? What did you learn about Larry Itliong?



Essential Skills:

- Speaking & Listening
- Making Inferences
- Informative Writing
- Research Skills
- Social Emotional Health: Empathy and Understanding
- Collaboration/Group Work

Cultural Wealth (Yosso, p. 78):

- *Familial Wealth*: Students have the ability to work collaboratively.
- *Resistant capital*: Students will learn about labor activists and how they improve our communities.

Ethnic Studies Principles Alignment:

- 2: Celebrate and honor Native peoples of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their cultural wealth.
- 6: Connect ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels.

Standards Alignment:

Reading: Informational Text

- CCSS.ELA-LITERACY.RI.4.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Writing

- CCSS.ELA-LITERACY.W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-LITERACY.W.4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Speaking & Listening

- CCSS.ELA-LITERACY.SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Language

- CCSS.ELA-LITERACY.L.4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

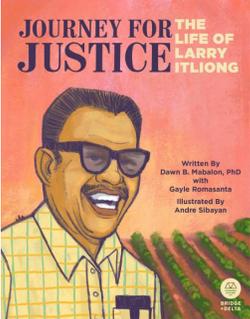
Social Studies

- CCSS.HSS 4.4 - Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

Materials:

Google Slides Presentation: Untold History: Filipinx & Chicax Farm Workers Unite	Poster paper, pencils, pens, crayons, and markers
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<p>Book: <i>Journey for Justice: The Life of Larry Itliong</i> by Dawn Bohulano Mabalon and Gayle Romasanta</p> 	<p>Talking Piece</p>
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Modifications, Accommodations, Resources for Multilingual Students :

<p>Multiple Learning Modalities (Auditory, Visual, Kinesthetic, & Tactile)</p> <p>Sentence Frames</p> <p>Peer Mentoring</p>	<p>Student Engagement Strategies</p> <ul style="list-style-type: none"> ● Think Pair Share ● Community Circle ● Whole Group Discussion ● Team Work
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Critical Vocabulary:

<p>CRITICAL VOCABULARY</p>	<p>Definition and Rationale for choosing this word, phrase, or concept</p>	<p>Idea for pre-teaching or front-loading the concept.</p>
<p><i>labor activist</i></p>	<p>someone who enlists workers to join a union to improve the lives and working conditions of workers</p>	<p>Assess for prior knowledge through discussion and then show a visual along with the definition.</p>
<p><i>farm worker</i></p>	<p>someone who works the fields or farm; agricultural worker</p>	<p>Assess for prior knowledge through discussion and then show a visual along with the definition.</p>



<i>labor strike</i>	a work stoppage, caused by the mass refusal of employees to work	Assess for prior knowledge through discussion and then show a visual along with the definition.
<i>boycott</i>	to refuse to buy in order to make a protest or bring about a change	Assess for prior knowledge through discussion and then show a visual along with the definition.
<i>solidarity</i>	a feeling or condition of unity based on common goals, interests, and sympathies among a group's members	Assess for prior knowledge through discussion and then show a visual along with the definition.

C1: Cultural Ritual and/or Energizer

Title of Cultural Ritual/Energizer:

Description: The Cultural Energizer will be done on Day One of the lesson in two parts (Land Acknowledgement and Ancestor Acknowledgement).

STEP	DESCRIPTION	TIME
Step 1	Land Acknowledgement (DAY 1) Let's take a moment to honor these ancestral lands we are collectively gathered upon and support the resilience and strength that all Indigenous people have shown worldwide. We are currently in _____ which is on the traditional unceded territory of the _____.	2.5 m
Step 2	Ancestor Acknowledgement (DAY 1) We also honor those that came before us, our ancestors. We	2.5 m



	<p>carry our ancestors in our heart and in our minds. Share with students the ancestor you are honoring today and why? Ask students if they would like to share an ancestor they honor today and why?</p>	
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C2: Critical Concepts

Title of Lecture, Slidedeck/Presentation, and/or Activity:

Description: Google Slide Presentation to accompany the interactive lecture, short videos, text, and group activity.

STEP	DESCRIPTION	TIME
Slide/ Step 2-5	Slide 2: Title Slide Slide 3: Land Acknowledgement Slide 4: Ancestor Acknowledgement Slide 5: Day One Slide	10m
Slide/ Step 6	 Facilitate a quick discussion around the following questions: <ul style="list-style-type: none"> ● What do you know about the United Farm Workers (UFW)? ● How do you know this? Use a Circle Map to provide a visual for students.	5m
Slide/ Step 7-8	Vocabulary Words Write vocabulary words on the board and read the words out loud together. Ask students if they know the definition of any of the words. Discuss then begin slide visuals with vocabulary words.	5m
Slide/ Step 9-10	 Facilitate the whole group discussion and pose the question to students: Can you name these labor activists who co-founded the UFW?	5m
Slide/ Step 12	Share with students who Larry Itliong was and how he is rarely recognized for his contributions when discussing the California agricultural economy.	5m
Slide/	Share with students about the movie “Delano Manongs” and	5m



Step 12	show a quick trailer clip.	
Slide/ Step 13	 Facilitate a group discussion around the following question: <ul style="list-style-type: none">• Why do you think Larry Itliong and other Filipino farm workers are unknown to most people when they think of the United Farm Workers?	5m
Slide/ Step 14-16	Point out to students how the lack of children's books about Larry Itliong and the lack of Ethnic Studies lessons in schools contributes to the lack of information about Larry Itliong. Share how a non fiction children's book was written and they will have it read to them on Day 3.	5m
Slide/ Step 17	Day Two Slide Quickly review main points/vocabulary from the previous day.	3m
Slide/ Step 17-19	Share with students how Filipinx and Chicanx Farm Worker Solidarity began during the Delano Grape Strike. Share the background of how Filipinos began the strike in 1965 and how Larry Itliong asked Cesar Chavez to join them.	5m
Slide/ Step 20	THINK • PAIR • SHARE Preview the questions to students and have them make inferences before watching the video. <ul style="list-style-type: none">• What was the dilemma (problem) Filipino farm workers were facing when they began their strike?• What was the solution to their problem? Show the short video to students. After each question, call on a partner pair to share and ask others if they agree or disagree. Guide the students to the correct answer if need be while facilitating discussion.	10m
Slide/ Step 21	Discuss how the UFW was created. Emphasis the solidarity that occurred to make this happen.	5m
Slide/ Step 22	Introduce the Isang Bagsak Unity Clap. Have students practice it twice.	5m
Slide/ Step 23	Discuss the outcomes of the Delano Grape Strike.	5m
Slide/	Day Three Slide	3m



Step 24	Quickly review main points/vocabulary from the previous day.	
Slide/ Step 25	 What do you know about Larry Itliong? What do you want to know about Larry Itliong?	5m
Slide/ Step 26	THINK • PAIR • SHARE Preview the questions to students and have them make inferences before watching the video. <ul style="list-style-type: none">• Who is speaking in the video?• Why does he get teary eyed in the video? Show the short video to students. After each question, call on a partner pair to share and ask others if they agree or disagree. Guide the students to the correct answer if need be while facilitating discussion.	10m
Slide/ Step 27	THINK • PAIR • SHARE Preview the questions to students and have them make inferences before watching the video. <ul style="list-style-type: none">• Why was it important for the author to write a book about Larry Itliong?• What was the author's purpose? Show the short video to students. After each question, call on a partner pair to share and ask others if they agree or disagree. Guide the students to the correct answer if need be while facilitating discussion.	15m
Slide/ Step 28	(Part 1) Read the story Journey for Justice: The Life of Larry Itliong to students. Read up until before the Delano Grape Strike. Have students summarize what they have learned so far about his birth, family, childhood, and teen years. Chart their responses in sequence.	20m
Slide/ Step 29	Day Four Slide Quickly review main points/vocabulary from the previous day.	3m
Slide/ Step 30	(Part 2) Continue reading the story Journey for Justice: The Life of Larry Itliong to students. Have students summarize what they learned about his adult life, his experiences with the	15m



	UFW, and his death. Chart their responses in sequence.	
Slide/ Step 31	 <p>Play the music video "Our Friend, Larry Itliong" by AJ Rafael for students. Preview the question before playing the video.</p> <ul style="list-style-type: none">• What new information did you learn from watching this video and listening to the lyrics of the song? Share with your group. <p>Call on a few students to share out.</p>	10m
Slide/ Step 32	 <p>Students work with their table pod to fill in the important events that occurred on the dates provided. Students will use the research sources provided throughout the lesson.</p> <p>Review the answers with the whole group.</p>	20m
Slide/ Step 33	 <p>Students will work collaboratively to create a group poster. They will create an informational poster about Larry Itliong and his connection to the UFW. When they are finished, each group will post their work in the Classroom Poster Exhibit area.</p>	20m
Slide/ Step 34	Day Five Slide Quickly review main points/vocabulary from the previous day.	3m
Slide/ Step 35	Students participate in a Classroom Poster Exhibit Walk Thru so they can see the different group posters about Larry Itliong.	5m
Slide/ Step 36	 Community Circle (Refer to C3: Community Collaboration)	20m
Slide/ Step 37	 <p>At the end of the lesson ask the same question that was posed at the beginning of the lesson, "Can you name these labor organizers who co-founded the UFW?". Students will be able to name all three and encourage students to feel proud knowing this information because "Knowledge is Power". Also, encourage students to "Each One Teach One" by telling three people about Larry Itliong.</p>	5m



C3: Community Collaboration and/or Critical Cultural Production

Title of Main Activity(ies):  Community Circle

Description: Students sit in a circle and take turns speaking and answering questions while actively listening to one another. A talking piece is used and everyone gets a turn to speak. Teachers or students facilitate the circle.

STEP	DESCRIPTION	TIME
Step 1	Opening: Begin the community circle with the Isang Bagsak Unity Clap.	1m
Step 2	Review the Community Circle guidelines with students and introduce the talking piece.	3m
Step 3	Check In Question: Pick one word that describes Larry Itliong.	5m
Step 4	Community Building Question: In your opinion, is it important for schools to teach lessons about Larry Itliong? Why or why not?	5m
Step 5	Check Out Question: What is the most interesting fact you learned about Larry Itliong?	5m
Step 6	Closing: End the community circle with the Isang Bagsak Unity Clap.	1m

C4: Conclusive Dialogue/Critical Circular Exchange



Connection: How is this relevant to students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?	Discuss with students: Students need to be aware of the unsung heroes in our country who represent diverse groups and those who pushed for solidarity among different communities to improve the lives of others. This lesson places a high value on Larry Itliong's stories of resilience, survival and resistance.
Assessment: How will the students be assessed?	Students will complete a range of speaking and listening activities that will allow them to express what they know and the connections they have while learning about Filipinx and Chicana farm worker solidarity and the life of Larry Itliong. Participant observations from the community circle and the factual information written on the group posters will be used to assess students.
Evaluation: How will the effectiveness of this lesson plan be evaluated?	The effectiveness of this lesson plan will be evaluated through participant observations. Students will provide information about Filipinx and Chicana farm worker solidarity and the life of Larry Itliong to show their level of understanding while utilizing the vocabulary words taught in the lesson.

RESOURCES AND NOTES

- **Resources**

Journey for Justice: The Life of Larry Itliong Read Aloud <https://youtu.be/jTl17BnAaPk>

"Our Friend, Larry Itliong" Official Music Video by AJ Rafael <https://youtu.be/f5RljoizArU>

Unity Clap (Isang Bagsak) <https://youtu.be/rcagOaylMqQ>

- **Visual Text Sources**

<https://folklife.si.edu/magazine/why-every-filipino-american-should-know-larry-itliong>

<https://www.nps.gov/articles/000/workers-united-the-delano-grape-strike-and-boycott.htm>

<https://sparcinla.org/silva/>

<https://www.yesmagazine.org/democracy/2016/05/01/the-little-known-farmworkers-who-sparked-the-biggest-labor-movement-in-us-history>

- **Worksheets and Handouts:**

 **Larry Itliong Timeline**



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