

Courage in the Fields and March

The amazing story of the Delano Grape Strike

About the Story

Lexile® Measure 860L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to synthesize key ideas from a nonfiction article and a poem

Featured Skill: synthesis

Additional skills covered in this lesson plan: text features, key ideas and details, compare and contrast, cause and effect, figurative language, poetry analysis

Essential Questions:

- What basic rights should all workers have?
- How can we stand up to injustice?
- What is the value of working together?

Standards:

The article and its suite of support materials support these Common Core anchor standards: R.1, R.2, R.3, R.4, R.5, R.6, R.7, R.9, W.2, SL.1, L.4, L.5, L.6

For more standards information—including TEKS—go to Scope Online.



Your Teaching Package

Find your full suite of support materials at scope.scholastic.com.

Audio:

- Article read-aloud
- Poem read-aloud
- Text-to-speech
- Vocabulary

Differentiated Articles:

- Lower-Lexile version

Connected readings from the Scope archives:

- Special Collection: Stories of Labor Movements

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Close Reading and Critical Thinking Questions
- Featured Skill: Synthesis
- Choice Board
- **Core Skills Workout:** Text Evidence*
- Lesson Plan Slide Deck
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (20 minutes)

Preview Vocabulary (10 minutes)

- Project the Google Slides version of **Vocabulary Definitions and Practice** on your whiteboard. Review the definitions and complete the activity as a class. Highlighted words: *advocating, boycott, migrants, retaliate, strike*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link directly to your LMS and have students preview the words and complete the activity independently before class.

Preview Text Features (10 minutes)

- Divide students into small groups to preview the text features on pages 22-26. (Optionally, preview our **Nonfiction Text Features Glossary** as a class first. It is located in the Resource Library at Scope Online.) Have each group form a circle and then project the following student guide:

Go around your circle, one person at a time, and . . .

- pick a text feature and name it. (Is it a photograph? caption? map? headline?)
- read and/or describe the text feature to your group.
- lead your group in a discussion about any predictions, questions, or connections anyone has based on the text feature.

When you run out of text features, discuss the following as a group:

- What do you expect to learn about in this article?
- How many of the “the reporter’s questions” (Who? What? Where? When? Why? How?) can you answer in just a few words?

2. Read and Discuss (55 minutes)

“Courage in the Fields”

- Invite a volunteer to read the As You Read box on page 23 or at the top of the digital story page.

- Read the article once as a class. (*Differentiation: Share the lower-Lexile version of the article.*) Optionally, have students listen to the **article read-aloud** while they follow along. The read-aloud is located in the Resources tab in Teacher View and at the top of the story page in Student View.
- Divide students into groups to read the article again and respond to the following **Close-Reading and Critical-Thinking Questions**, also located in the Resources tab.

Close-Reading Questions

(25 minutes)

The following questions can be shared in printable or interactive form.

1. **In the first two sections of the article, how does the author characterize working on a grape farm? How does she characterize owning a grape farm?** (compare and contrast) *The author characterizes working on a grape farm as brutal. It was physically demanding and undermined the workers' humanity. Workers spent long hours working in intense heat, had no access to cold water or private toilets, and were sickened by toxic pesticides. They made barely enough money to eat and house themselves, let alone pay for health care. In fact, a male farmworker's life expectancy was almost 20 years below the national average. On the other hand, the grape growers had a booming global business that raked in millions of dollars a year.*
2. **Dolores Huerta and César Chávez nicknamed the National Farm Workers Association "La Causa," meaning "The Cause." In your own words, what cause was the NFWA fighting for?** (key ideas and details) *The NFWA was fighting for fair pay, safe working conditions, and dignity for farmworkers.*
3. **What is a strike and what is the purpose of a strike? What challenges did farmworkers face when they went on strike?** (key ideas and details) *A strike is a form of protest in which a group of workers walk off their job and refuse to work. Strikes are carried out to help workers get something from their employer; if the employer meets the workers' demands, then the workers return to work. Striking was challenging for farmworkers because workers on strike did not get paid. In addition, many farmworkers lived in shelters on the farms where they worked, and when they went on strike, they were kicked out.*
4. **A tactic is a method or system for achieving a specific end. What tactics did the growers use in response to the workers' strike? What tactics did the farmworkers use to expand their movement?** (compare and contrast) *The growers ignored the striking workers, brought in replacement workers, blasted music to drown out Huerta's voice, sprayed the striking workers with pesticides, criticized Huerta publicly, and threatened her and her family at their home. Farmworkers expanded their movement by peacefully protesting, joining forces with farmworker unions from other parts of California, spreading the word to other farmworkers and the general public through the performance group El Teatro Campesino, and going on a 300-mile march.*

5. **What did the workers gain as a result of the strike? What did the nation gain? What did the growers gain?** (cause and effect) *The workers won better pay, health care, rest breaks, and portable toilets in the field. They also gained dignity and power. The nation gained, over time, a model for workers' rights, as California put laws protecting farmworkers into place. The growers gained the ability to sell their products again.*

“March”

- Have students listen to the poem read-aloud by author Aida Salazar while they follow along. The **audio read-aloud** is located in the Resources tab in Teacher View and at the top of the story page in Student View.
- As a class, discuss the following **Close-Reading and Critical-Thinking Questions**, some of which apply to the article and the poem.

Close-Reading Question

(2 minutes)

The following question can be shared in printable or interactive form.

1. **Consider the last line of the second stanza: “A seed bundle of hope.” What is being compared in this metaphor? Why is this a good comparison?** (figurative language) *The speaker, Lula Viramontes, is comparing the march to Sacramento started by 75 farmworkers to a seed bundle—that is, a collection of seeds to plant in the ground. This is a good comparison because, as author Mary Kate Frank explains in the photo caption “The March,” by the time the marchers arrived in Sacramento, the group had grown to about 8,000 people, who were fed and supported by others along the way. The march grew into something beautiful and fruitful, in the same way that seeds grow into beautiful, fruitful plants.*

Critical-Thinking Questions

(5 minutes)

The following questions can be shared in printable or interactive form.

1. **Why do you think the growers resisted the workers’ demands?** *To the growers, making as much money as possible was more important than the people picking their grapes.*
2. **Consider the saying “There’s power in numbers.” What does it mean? How does it apply to the Delano Grape Strike?** *The saying means that a group of people working together can achieve more than one person on their own. This applies to the Delano Grape Strike in that its success was the result of many individuals and groups coming together: the NFWA; Larry Itliong’s union; the unions, church leaders, and college students who supported the striking workers; the doctors who provided free medical care to the strikers; Senator Robert F. Kennedy and other members of Congress who televised discussions about the issue; the performers in El Teatro Campesino who inspired more workers to join the strike; the thousands of Americans around the country who picketed outside grocery stores; the people who refused to buy grapes; the*

dockworkers who refused to load grapes onto boats; the people who joined the march to Sacramento; and the people who fed and housed the marchers.

3. How would you react if you learned that workers were being mistreated in the making of your favorite food or product? *Answers will vary.*

3. Write About It: Synthesis (45 minutes)

- Have students complete the **Featured Skill Activity: Synthesis**. This activity prepares them to respond to the writing prompt on page 27 in the printed magazine and at the bottom of the digital story page:

Consider the last line of the poem. How did working together help people achieve the goals of the Delano Grape Strike? Answer in a well-organized paragraph. Use details from the article to support your ideas.

- Alternatively, have students choose a task from the **Choice Board**, a menu of culminating tasks. (Our Choice Board options include the writing prompt from the magazine, differentiated versions of the writing prompt, and additional creative ways for students to demonstrate their understanding of a story or article.)
- Or, try this sentence-level strategy from *The Writing Revolution* by Judith C. Hochman and Natalie Wexler; project it on your whiteboard for students to complete as an Exit Ticket:

Complete the stem with a phrase beginning with *because, but, and, or so*.

Farmworkers in Delano went on strike _____.

Sample responses:

- *Farmworkers in Delano went on strike because their working conditions and pay were unjust.*
- *Farmworkers in Delano went on strike, but that meant they had to go without pay and risk losing their shelter.*
- *Farmworkers in Delano went on strike, and thousands of Americans boycotted grapes in support of their cause.*
- *Farmworkers in Delano went on strike, so workers today have better working conditions.*

Connected readings from the Scope archives:

- [Special Collection: Stories of Labor Movements](#)