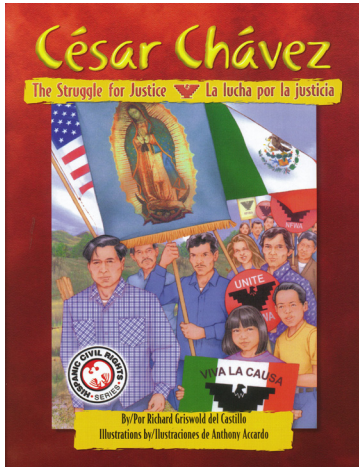


# César Chávez: The Struggle for Justice / La lucha por la justicia

By Richard Griswold del Castillo  
Illustrated by Anthony Accardo



## SUMMARY

Streets named César Chávez have begun to spring up in most major cities in the United States. His image and his cry of “*Uvas no!*” have appeared on television news programs, bumper stickers and in various other places in our popular consciousness. His struggle lives on as an inspiration for activists and nonviolent protestors, and his supporters seek to educate people about his ideals and his non-violent protests.

Now, his life story becomes available to a younger generation in *César Chávez: The Struggle for Justice / La lucha por la justicia*. Richard Griswold del Castillo’s text follows the pioneering organizer from his childhood on a small farm in Yuma, Arizona where Chávez first encountered discrimination through the family’s experience as migrant workers during the Great Depression. The text goes on to trace the growth of these seed experiences through Chávez’ later life: in the Navy in World War II, his discovery of Mahatma Gandhi and his teachings, organizing the poor to vote during his tenure with the Community Service Organization, the founding of the United Farm Workers and the award of the Medal of Freedom given by President Bill Clinton in Chávez’s name after his death.

## ABOUT THE BOOK

GENRE: Non-Fiction  
Paperback  
978-1-55885-424-6  
32 pages, 11 x 8 ½  
ATOS ENGLISH: 5.1  
ATOS SPANISH: 5.1  
INTREST LEVEL: LG  
AR QUIZ: 61712

## THEMES

ACTIVISTS, ADVOCACY, BOYCOTTS, CHANGE, CIVIL RIGHTS, COMMUNITY, DISCRIMINATION, EMPATHY, FAMILY, FREEDOM, HEROISM, HOPE, HUNGER FASTS, IMMIGRANTS, LATINO/HISPANIC INTEREST, LAWS, LEADERS, NON-FICTION, NON-VIOLENCE, ORGANIZING, POVERTY, SOCIAL JUSTICE, STRIKES, TEACHINGS, UNIONS

## VOCABULARY

*César Chávez: The Struggle for Justice / La lucha por la justicia* has a number of words that your students may not be familiar with. Before or after the reading, review some or all of the words listed below.

### Content Specific

Catholic Church, migrant farm workers, labor camps, chicken coops, Mahatma Gandhi, union eagle, Mexican Independence Day, hunger fast, Medal of Freedom, heroism

### Academic

Wages, discrimination, Union, teachings, accent, non-violent, organizer, register, national director, convention, state, capital, boycott, strike, victory, government, pesticides, honor, heroism, principles

### ELL / ESL Teaching Strategies

Encourage your Spanish-speaking students to translate the Spanish words in the English text for the class.

Discuss the following words found in the text *César Chávez: The Struggle for Justice / La lucha por la justicia*: discrimination, non-violent, organizer, honor, heroism, and principles.

# Before Reading

(Pre-reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

## Pre-Reading Questions

1. What is justice? Why would someone have to fight for justice?
2. What does it mean to fight for something? Why do we have to sometimes fight for things like justice? Have you ever had to fight to be treated fairly or justly?



## Exploring the Book

(Reading Standards, Craft & Structure, Strand 5, Key Ideas and Details, Strand 1 and Integration of Knowledge and Ideas, Strand 7)

1. Read and talk about the title of the book. Ask the students what they think the title, *César Chávez: The Struggle for Justice / La lucha por la justicia*, means. Ask who and what they think this book might be about. Ask students to make a prediction on where this story may take place.
2. Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, introduction, English and Spanish text, illustrations, back matter, dedications, author's note and illustrator's

## Establishing a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1-3)

### Ask students to read to find out:

- what made César Chavez an important U.S. leader
- what social justice is

Encourage students to consider why the author, Richard Griswold del Castillo, wants to share this story with young people. Ask students to consider why the text is presented in both English and Spanish.

## After Reading

### Discussion Questions

Use these or similar questions to generate discussion, enhance comprehension and facilitate a deeper appreciation of the story. Encourage students to refer to the text and illustrations to support their responses.

To build close reading skills, students should cite evidence to support their answers.

### Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1 and 3)

1. Why is César Chávez considered an important leader? What did he do?
2. What were César's first experiences with discrimination?
3. Why did César and his family become migrant workers?
4. How did migrant workers live? How were they treated?
5. What did César do as an organizer for the Community Service Organization?
6. Who did César work with to establish the Farm Workers Association?
7. How many people joined the grape boycott? Why?
8. What is the Agricultural Labor Relations Act?
9. What labor laws did César advocate for? Why?
10. How is the memory of César Chávez celebrated?
11. Why was César Chávez awarded the Medal of Freedom?

### Extension / Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft and Structure, Strand 6)

1. What kind of person was César Chávez? What kinds of things did he say? What did he do? How did he change farm workers' lives and US society? Is he someone you admire? Why or why not?
2. What is a strike? Why would a group of people go on strike? What can be won by striking?
3. What is a boycott? What does a boycott accomplish? How?
4. Who was Bobby Kennedy? Why do you think Bobby Kennedy's support helped César accomplish some of his goals? Why is it important to have others support our work?
5. César helped pass the Agricultural Labor Relations Act. Why did the US government agree to pass this law? What does this law do?
6. Why did César advocate against all forms of violence. Who influenced César?

## Reader's Response

(Writing Standards, Text Types and Purpose, Strands 1-3 and Production & Distribution of Writing, Strands 4-6)  
(Reading Standards, Key Ideas & Details, Strands 1-3, Craft & Structure, Strand 4, Integration of Knowledge & Ideas, Strands 7-9)

1. Which parts of the book do you connect to the most? Why? Describe a time when you suffered discrimination. How did you feel? What did you do?
2. Study the illustrations of *César Chávez: The Struggle for Justice / La lucha por la justicia*. What story do the illustrations focus on? Why?
3. Why did millions of people boycott grapes and joined the farm workers' struggle. How did this help the farm workers? How did this hurt the farm owners?
4. Why is it important to stand up for what we believe in? What would you be willing to stand up for? Who could you count on to stand with you?
5. What do you think about a non-violent struggle for justice? Is it realistic? Why or why not?
6. César Chavez said, "The truest act of courage, the strongest act of manliness, is to sacrifice ourselves for others in a totally nonviolent struggle for justice. To be a man is to suffer for others." What does this mean to you?

## ELL/ESL Teaching Strategies

(Speaking and Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strands 4-6)  
(Language Standards, Vocabulary Acquisition & Use, Strands 4-7)

Below, please find strategies that may be helpful to use with English Language Learner students.

1. Review all of the vocabulary. Encourage students to make predictions about word meaning, then create and share an action for each word. Invite students to write the meaning of the word or phrase in their own words, draw a picture or create a list of synonyms and antonyms.
2. Assign ELL students to partner-read the book with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another or listen to the more fluent reader. Students who speak Spanish can help with pronunciation of the Spanish or read the Spanish alongside a student reading the English text.
3. Ask students to write three to five questions about the text. Then let students pair up and discuss the answers to the questions.
4. After the reading:
  - Review the illustrations in order and ask students to summarize what is happening on each page, first orally, then in writing.
  - Working in pairs, ask students to retell either the plot of the book or key details. Then ask students to write a short summary or opinion about what they have read.
5. César Chávez worked to stop discrimination and to help workers be treated with respect. Ask students to act out situations that they've experienced in which they felt disrespected or discriminated against. As a class, discuss how students can address these actions.

# INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence and use technology and digital media strategically and capably)

Use activities below to help students integrate what they have read with other curriculum areas. These activities may also be used for extension activities, advanced readers and creating a home-school connection.

## English Language Arts

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 and 9)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3)

(Writing Standards, Research to Build & Present Knowledge, Strands 7 and 8)

1. Write a letter to César Chávez. Explain how you feel about what he did to help people be treated with respect and to end discrimination. Then, share with César something you plan to do to help people in the same way.

2. As a class, read part of one of César Chávez's speeches. Then invite students to write a short, one-two minute speech on a social justice issue. Find a link to César Chávez's speeches here: <https://chavezfoundation.org/speeches-writings/>

3. What are social justice books? What types of stories do they tell? Why are social justice stories important? Research a book on social justice. Here is a link to find information: <https://socialjusticebooks.org/articles/>

As a class, identify social justice topics. Then invite students to write a short story or a poem about a social justice topic.

## Social Studies

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 and 9)

(Writing Standards, Research to Build & Present Knowledge, Strands 7 and 8)

1. Encourage students to research the National Farm Workers Association (later the United Farm Workers union, UFW). Assign each student or group one of the following topics to research and present to the class: founding, history, community organizing, strikes and roles.

2. Share with the students general information about Youth for Human Rights. Look at their web page and answer some or all of the following questions:

What is their purpose? What are human rights? How can people take action?

<https://www.youthforhumanrights.org/about-us.html>

Then read the information that Youth for Human Rights shared on César Chávez:

<https://www.youthforhumanrights.org/voices-for-human-rights/champions/cesar-chavez.html>

In pairs or teams, answer the following questions: What information was given? What information was left out? Why?

## Art, Media and Music

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 and 9)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3)

(Writing Standards, Research to Build & Present Knowledge, Strands 7 and 8)

1. Encourage students to research social justice advocates that they connect with. Ask them to make a social justice advocate poster that includes words and images showing what their social justice advocate fights or fought for. Display all the artwork on a Social Justice wall. Here's a link that can help create interesting posters:

<https://www.dickblick.com/lesson-plans/altered-images/>

2. As a class, create a timeline of César Chávez's life. Then add important dates based on US History. Discuss how what was happening in the US shaped and formed César.

3. Use photography to explore social justice issues. Find a teaching guide and photographs here: photographs here:

<https://www.tolerance.org/classroom-resources/tolerance-lessons/using-photographs-to-teach-social-justice>

## Home-School Connection

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 and 9)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3)

(Writing Standards, Text Types & Purposes, Strand 2, Production & Distribution of Writing, Strand 4 and Research to Build & Present Knowledge, Strands 7 and 8)

1. Invite students to interview their parent or caregiver about César Chavez and/or the Civil Rights Movement.

2. Ask students to research another Civil Rights leader. As a class, generate a list of questions to answer such as why was it necessary to have a Civil Rights movement, what was his/her role in the Civil Rights movement? What changes were accomplished thanks to his/her work? Then ask students to share their research with the class.

3. Invite students to watch the movie *César Chávez* with their family members or caregivers. Ask them to share with the class their favorite part of the movie and why.

# CONNECT WITH THE INTERNET

## **Blick Art**

Torn Paper Portraits

<https://www.dickblick.com/lesson-plans/torn-paper-portraits/>  
Hand it Over!

<https://www.dickblick.com/lesson-plans/hand-it-over/>

## **César Chávez Foundation**

<https://chavezfoundation.org/about-cesar-chavez/>

## **Smithsonian**

[https://www.si.edu/sisearch?edan\\_q=cesar%2Bchavez](https://www.si.edu/sisearch?edan_q=cesar%2Bchavez)

## **United Farm Workers**

The Story of César Chávez

<https://ufw.org/research/history/story-cesar-chavez/>

## **Youth for Human Rights**

<https://www.youthforhumanrights.org/about-us.html>



## MEET THE AUTHOR &amp; ILLUSTRATOR

**RICHARD GRISWOLD**

**DEL CASTILLO** is a professor of Chicana and Chicano Studies at San Diego State University. He is the author of *César Chávez: A Triumph of Spirit* (University of Oklahoma Press, 1995), *The Treaty of Guadalupe Hidalgo: A Legacy of Conflict* (University of Oklahoma Press, 1990), *La Familia: Chicano Families in the Urban Southwest, 1848 to Present*

(University of Notre Dame Press, 1984) and *The Los Angeles Barrio, 1850-1890: A Social History* (University of California Press, 1980).

**ANTHONY ACCARDO**

has illustrated several children's picture books, among them are Benito's *Bizcochitos / Los bizcochitos de Benito* (Piñata Books, 1999) and *The Last Doll / La última muñeca* (Piñata Books, 2001). A New York native,

he lives in Brooklyn.

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Piñata Books is an imprint of Arte Público Press, the oldest and largest publisher of contemporary and historical literature written by US Hispanics: Mexican Americans, Puerto Ricans, Cuban Americans and others. Piñata Books is dedicated to the publication of children's and young adult literature focusing on US Hispanic culture and has made giant strides in filling the void that exists in American publishing and literature: books that accurately reflect themes, characters and customs unique to US Latino culture. Books published under the imprint are designed to serve as a bridge from school to home and to support family literacy and elementary school education. Discover more surprises at <https://artepublicopress.com/about-pinata-books-2/>.

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*La Lucha por la justicia***

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• Arte Público Press, University of Houston, 4902 Gulf Fwy,  
Bldg 19, Rm 100, Houston, TX 77204-2004

Learn more about this book at:

<https://artepublicopress.com/product/cesar-chavez-a-struggle-for-justice-cesar-chavez-la-lucha-por-la-justicia-paperback/>



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