



CALIFORNIA FARMWORKERS DISTANCE LEARNING ACTIVITY

A free [Distance Learning](#) activity aligned with
Common Core & State Content standards for grades 6-12

OVERVIEW:

Students will explore the history of farmworkers in California and their long and ongoing fight for safe and fair working conditions. They will also learn about the work of United Farm Workers co-founder Dolores Huerta.

APPROPRIATE FOR:

6-12th grades

OBJECTIVES:

In this activity, learners will:

- Explore primary documents related to the history of farmworkers in California
- Learn about the relationship between immigration and labor movements, including an exploration of the Bracero program and the United Farm Workers
- Make connections between labor movements of the 20th Century and what workers are organizing for today

DIRECTIONS:

View the online exhibit *Farmworkers in the Land of Plenty* and the Dolores Huerta video from *Women Inspire*, and respond to the questions provided.

TIME:

45 minutes

MATERIALS:

- [Dolores Huerta](#) video from the California Museum's exhibit [Women Inspire](#) (password: CAMDL)
- California State Archives' online exhibit [Farmworkers in the Land of Plenty](#)

STANDARDS:**Common Core****Reading Informational Texts - Key Ideas and Details**

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| 6-8 | Determine the central ideas or information of a primary or secondary source |
| 9-10 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| 11-12 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |

Reading Informational Texts - Integration of Knowledge and Ideas

- 6-8 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts
- 11-12 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

History-Social Science California State Content Standards*Chronological and Spatial Thinking*

- 6-8 Students explain how major events are related to one another in time; students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned
- 9-12 Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

Grade level content standards

- 8.12.5 Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
- 8.12.6 Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.
- 11.6.5 Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.
- 11.8.2 Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.

Thank you for downloading the California Farmworkers Distance Learning Learning Activity! We hope you and your students enjoy using it. For additional downloadable resources in our free program, visit the [Distance Learning](#) page on our website. For help or questions, contact the education department at reservations@californiamuseum.org.

Cover image 1920 photograph from the Department of Agriculture, courtesy of California State Archives

Dolores Huerta

1. What inspired Dolores Huerta to become a labor organizer?

2. What were the United Farm Workers advocating for? What specific things did they want to achieve for farmworkers?

3. What strategies did the United Farm Workers use to achieve their goals? Were these strategies effective?

PART 2: REFLECT AND CONNECT

Directions: Use your notes and the online resources to answer the following questions.

1. Labor leaders Larry Itliong, Cesar Chavez, and Dolores Huerta brought together Latino and Filipino farmworkers to organize around common causes. Why do you think this partnership was so important? How do you think it helped them advance farmworkers' rights?

2. What issues are farmworkers working to improve today? How can you learn more about what they are organizing for?