
Sample Lesson 17: Little Manila, Filipino Laborers, and the United Farm Workers (UFW)

Theme: Social Movements and Equity

Disciplinary Area: Asian American and Pacific Islander Studies

Ethnic Studies Values and Principles Alignment: 1, 2, 6

Standards Alignment:

CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking 3; Historical Interpretation 1

CA CCSS for ELA/Literacy: RH.9–10.1, 4, 5, 9; WHST.9–10.1, 2, 4, 9

CA ELD Standards: ELD.PI.9–10.1, 2, 5, 6, 7, 9, 10, 11a

LESSON PURPOSE AND OVERVIEW:

Students will be introduced to the history of the United Farm Workers (UFW), Filipino migration to Stockton, the formation of “Little Manila,” and protest music. Students will also be introduced to the organizing and intercultural relations between Filipino and Mexican farmworkers. Students will complete a cultural analysis assignment on the topic.

Key Terms and Concepts: United Farm Workers (UFW), Pinay and Pinoy, strike, protest music, labor union, intercultural relations

Lesson Objectives (Students will be able to ...):

- Understand the history of the UFW and the farm worker movement and how it brought together Filipino and Mexican laborers
- Understand Filipino migration to Stockton, California
- Further develop their oral presentation, public speaking, and analysis skills via the cultural analysis assignment

Essential Questions:

1. How are we taught to view and value labor?
2. How do you build solidarity within social movements?
3. What is the role of art and culture within social movements?

Lesson Steps/Activities:

Day 1

1. Initiate a class discussion by asking students: What is one word that describes hard work? *(Ask whether any students are currently employed, and if so, ask how many hours per week they work and how much they are making. Are they earning minimum wage? Do they receive any benefits? How do they feel about their work conditions? Do they know their rights as workers under federal, state, and local laws? Are they or their parents members of labor unions?)*
2. From the initial discussion, connect the responses from the students to the experiences of Filipina/x/o farm workers. Using the following points to emphasize the experiences of Filipina/x/o farm workers:

Farm work is hard work: Farm work is back breaking and difficult, but it was work that Filipinas/xes/os and other groups did with great skill, efficiency, pride, and dignity. Their labor greatly contributed to creating incredible wealth for the State of California in the twentieth century and even to this day. There is nothing wrong with jobs that entail hard work, as long as the workers are laboring in the best conditions, are well paid and receive benefits, and can collectively bargain for their wages and working conditions through unions.

Role of the unions: Unions and other forms of organized labor were integral in ensuring fair wages and working conditions.

Fair wages and working conditions: Fair wages and working conditions are basic human rights that every worker deserves.

Right to organize: The right of workers to collectively organize and demand fair wages and working conditions through labor unions was important to Filipina/x/o workers throughout the 20th century. Filipinas/xes/os were key to the farm worker's movements of the last century.

3. Ask students to reflect on what “justice” means to them. On sticky notes or scrap paper, have each student write a word that represents what justice means to them. Write the word “Justice” on the board and have students place their sticky notes or scrap paper around the word. After students have placed their sticky notes on the board, go over what they wrote and ask questions to clarify what they meant. Ask the students, “Why is there a need for justice?” or “What causes the need for justice?”
4. Show the video “Journey for Justice: The Life of Larry Itliong Read Aloud” <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link169>. The class will listen to the read aloud and follow along if they have the book.

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5. After listening to the read aloud, ask students to reflect on who Larry Itliong is. On sticky notes or scrap paper, have each student write a word that represents who Larry Itliong is. Write “Larry Itliong” on the board next to the “Justice” brainstorm. Have students walk up to the board and place their sticky notes around “Larry Itliong” on the board. After students have placed their responses on the board, go over what they wrote and ask questions to clarify what they meant. Connect some of their responses on the “Justice” brainstorm to the “Larry Itliong” brainstorm.
 6. After connecting the “Larry Itliong” and “Justice” brainstorms, assign each student or small group of students an illustration from the book and have them use the following questions to develop a short analysis essay:
 - a. What does the image tell us about the experience of Filipino farm workers?
 - b. How does the image explain Filipino farm workers’ “Journey for Justice?”

Day 2

1. Provide an introduction to the farm workers movement, highlighting the work of Larry Itliong, Philip Vera Cruz, Cesar Chavez, Dolores Huerta, and others, while foregrounding the goals, tactics, and accomplishments of the movement. Teachers can refer to The Content, Literacy, Inquiry, and Citizenship (CLIC) Project Filipino Farm Worker Movement website: <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link170>.
2. Following the introduction, screen the PBS short film *Little Manila: Filipinos in California's Heartland*. Before starting the video, tell students that they are responsible for taking thorough notes (refer to a graphic organizer or notetaking tool) and will be expected to have a discussion around the following guiding questions:
 - a. Why was Stockton a popular landing place for Filipino immigrants?
 - b. What crop did Filipinos primarily harvest in Stockton?
 - c. How did Filipino farm workers build community and develop a new social identity in Stockton?
 - d. How did colonialism shape Filipino immigrants’ impression of the US?
 - e. What US policies were implemented to limit Filipino immigration? How did Filipinos in Stockton resist these policies?
 - f. What were some political and strategic differences between Cesar Chavez and Larry Itliong?
 - g. What role did Filipinos play in the formation of the United Farm Workers?

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- h. How did urban redevelopment aid in the destruction of Little Manila?
 3. Provide the following key terms for students to define using context clues from the film:
 - a. Mestizos
 - b. Anti-miscegenation
 - c. Race riots
 - d. Naturalization
 - e. War brides
 - f. Pinay and Pinoy
 - g. Urban redevelopment
 - h. Labor union
 4. Following the film, divide students into groups of four to five. Give them 20 minutes to read the following excerpt, discuss the film, respond to the aforementioned guiding questions, and come up with definitions for the terms listed above.

Excerpt from *Our Stories in Our Voices* “Filipinos and Mexicans for the United Farm Workers Union” by James Sobredo:

By the 1950s and 1960s, the remaining Filipinos in the United States are now much older. They were also working side by side with other Mexican farm workers. Then in 1965, under the leadership of Larry Itliong, Filipinos went on strike for better salaries and working conditions in Delano. Itliong had been a long-time labor union organizer, but although they won strikes in the past, they had never been able to gain recognition as a union for farm workers. To make matters worse, when Filipinos went on strike, Mexican farm workers were brought in by the farmers to break the strike; in the same way, when Mexican farm workers went on strike, Filipinos were brought in to break their strike. Itliong recognized this problem, so he asked Cesar Chavez and Dolores Huerta, who had been organizing Mexican farm workers, to meet with him. Itliong asked Chavez to join the Filipino grape strike, but Cesar refused because he did not feel that they were ready. It was Huerta, who had known Itliong when she lived and worked in Stockton, who convinced Chavez to join the Filipino strike. Thus, for the first time in history, Filipinos and Mexicans joined forces and had a unified strike for union recognition and workers’ rights. This led to the establishment of the United Farm Workers union (UFW), which brought together the Filipino workers of the Agricultural Workers Organizing Committee (AWOC) and the Mexican workers of the National Farm Workers Association (NFWA) in a joint strike.

One of the important labor actions the UFW did to gather support for the Grape Strike was a 300-mile march from the UFW headquarters in Delano

in the Central Valley to the State Capitol in Sacramento. The march started on March 17, 1966, when 75 Filipino and Mexican farm workers started their long trek down from Delano, taking country roads close to Highway 99, all the way up to Sacramento. They were stopping and spending the night at small towns along the way, giving speeches, theater performances, and singing songs. They were following the tradition of nonviolent protests started by Mahatma Gandhi in India and Dr. Martin Luther King Jr. in the South. The march to Sacramento was very successful. By the time the Filipinos and Mexicans arrived in Sacramento, they were now 10,000 marchers strong, and the march brought more media coverage and national support to the UFW grape strike ...

The connection to the Filipino and Mexican farmworkers remains a strong thread in the California Assembly. Rob Bonta (Democrat, 18th District) is the first Filipino American Assembly Member to be elected to office. He is the son of Filipino labor union organizers and grew up in La Paz, in Kern County, in a “trailer just a few hundred yards from Cesar Chavez’s home.” His parents were civil rights activists and labor union organizers who worked with the UFW to organize Filipino and Mexican farm workers ...

5. While students are working in groups, write down the eight key terms on the whiteboard, leaving plenty of room between each. After the time has expired, signal to students that it is time to come back together. Facilitate a discussion in which students respond to each of the guiding questions aloud. Finally, ask one member from each group to go to the board. Assign each student at the board a word and have them write their definition of the word with their group’s support. After completing this task, the class talks through each term. Provide additional information, examples, and support to better clarify and define the terms.
6. Close with student and community reflection.

Day 3

1. Bring to class a carton of strawberries and grapes, several pieces of sugar cane, and a few asparagus spears. Engage the class by asking how many students have ever worked on a farm or have grown their own food? Then ask whether anyone knows how the food items brought in are grown and harvested? Let students know that these types of food are among the most labor intensive to harvest, are in high demand, and are largely handpicked or cut by often underpaid farm workers. Proceed to display images detailing the process of each crop being harvested. Be sure to highlight that farm labor is often repetitive, menial, and damaging to the body. After completing this overview, allow the students to eat the food items brought in.
2. After the discussion about harvesting crops, play the song “Brown-Eyed Children of the Sun” sung by Daniel Valdez that was popularized during the United Farm

Workers movement. After listening to the song, ask students what the song is about. Allow for about 10 minutes of discussion followed by an overview of protest songs and music that were played and sung while Filipino and Mexican workers toiled in the fields and during protests. The overview should foreground the Filipino contribution to the UFW, for example like the book *Journey for Justice: The Life of Larry Itliong* does (<https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link171>). Then proceed to describe how protest and work songs provided a unifying message, energized crowds during rallies and marches, and helped amplify dissent.

3. Following this overview, divide students into pairs. Assign each pair a protest or work song from the list below (also give students the option to create their own protest song):
 - a. “Brown-Eyed Children of the Sun” by Daniel Valdez, Sylvia Galan, and Pedro Contreras
 - b. “Huelga en General” / “General Strike” by Luis Valdez
 - c. “El Esquirol” / “The Scab” by Teatro Campesino
 - d. “No Nos Moverán” / “We Shall Not Be Moved”
 - e. “Pastures of Plenty” by Woody Guthrie
 - f. “Solidaridad Pa’ (Para) Siempre” / “Solidarity Forever”
 - g. “Nosotros Venceremos” / “We Shall Overcome”
4. Let the pairs know that they will be responsible for completing a two-page cultural analysis essay that must address the following steps and prompts:
 - a. Find the lyrics and an audio recording of your assigned song.
 - b. Analyze the song and identify three to five key themes or points.
 - c. What is the purpose and/or meaning of this song?
 - d. Who is the intended audience?
 - e. What types of instruments, sounds, poetic devices, etc. are used?
 - f. How does this song situate within the history of Filipino farm workers and the broader United Farm Workers movement?
5. Allow the pairs to use the remainder of the class period to listen to their songs and take notes. In addition, students can invite other classes and have a listening party. Give the students ample time in class for the next two days to work on their essays. During those days offer writing support, carving out time to help each pair craft their thesis statement and core arguments and better structure their essays overall.

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6. On the final day, have each pair exchange their essay with another pair. The pairs are given 15 minutes to conduct a brief peer review of each essay. After the review, have a listening party. Give the entire class the opportunity to listen to the various songs. After each song is played, have the pair that wrote an essay on the song and the pair that reviewed the song briefly share their thoughts and analysis of the cultural text to the class.

Assessment, Application, Action, and Reflection:

Students will complete a cultural analysis essay in which they are expected to analyze protest songs (or other cultural texts) that were assigned to them in class. Their analysis should include themes that emerged in the songs, connecting them back to the history, struggles, tactics, leaders, and goals of the UFW.

Materials and Resources:

- *Little Manila: Filipinos in California's Heartland* (short film)
<https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link172>
- Dawn Bohulano Mabalon. 2013. *Little Manila Is in the Heart: The Making of the Filipina/o American Community in Stockton, California*. Durham, NC: Duke University Press.
- Craig Scharlin and Lilia V. Villanueva. 2000. *Philip Vera Cruz: A Personal History of Filipino Immigrants and the Farmworkers Movement*. University of Washington Press.
- "Delano Manongs: Forgotten Heroes of the United Farm Workers Movement"
<https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link173>
- "Dollar a Day, 10 Cents a Dance" <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link174>
- Hindu American Foundation "Examining the Impact of Mahatma Gandhi on Social Change Movements" <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link175>
- "Journey for Justice: The Life of Larry Itliong Read Aloud"
<https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link176>
- Filipinos and the Farm Worker Movement
<https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link177>