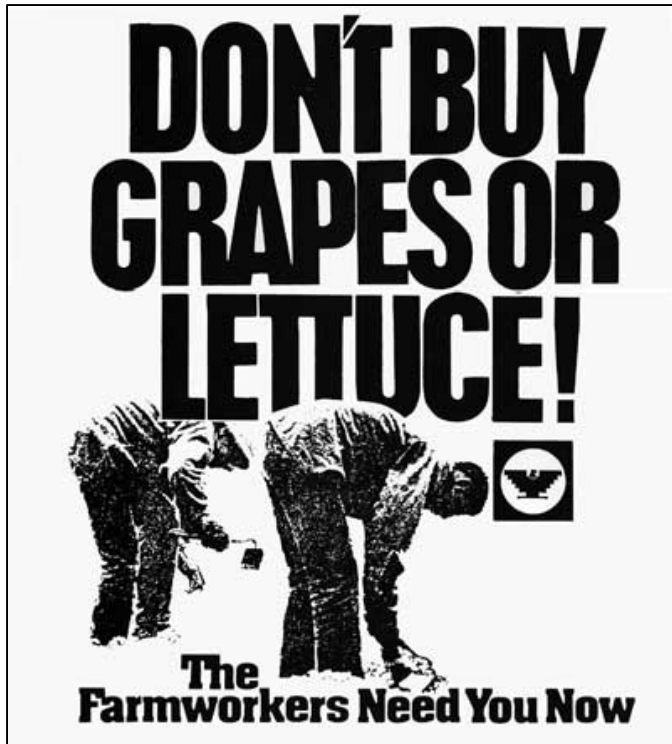


# Cesar Chavez: Daily Launch Day 15

## Do Now: Interpreting a Historical Poster

Examine the United Farmworkers poster shown below. Think about what you know about farmworkers and working conditions in the United States to help you answer the questions below.



United Farmworkers, DON'T BUY GRAPES OR LETTUCE (1975). Courtesy of the Walter P. Reuther Library, Wayne State University.

How would not buying grapes or lettuce help the farm workers?

---

---

Look at the picture on the poster. Why do you think the workers are pictured this way?

---

---

If you saw this poster, would you stop buying grapes and lettuce? Why or why not?

---

---

---





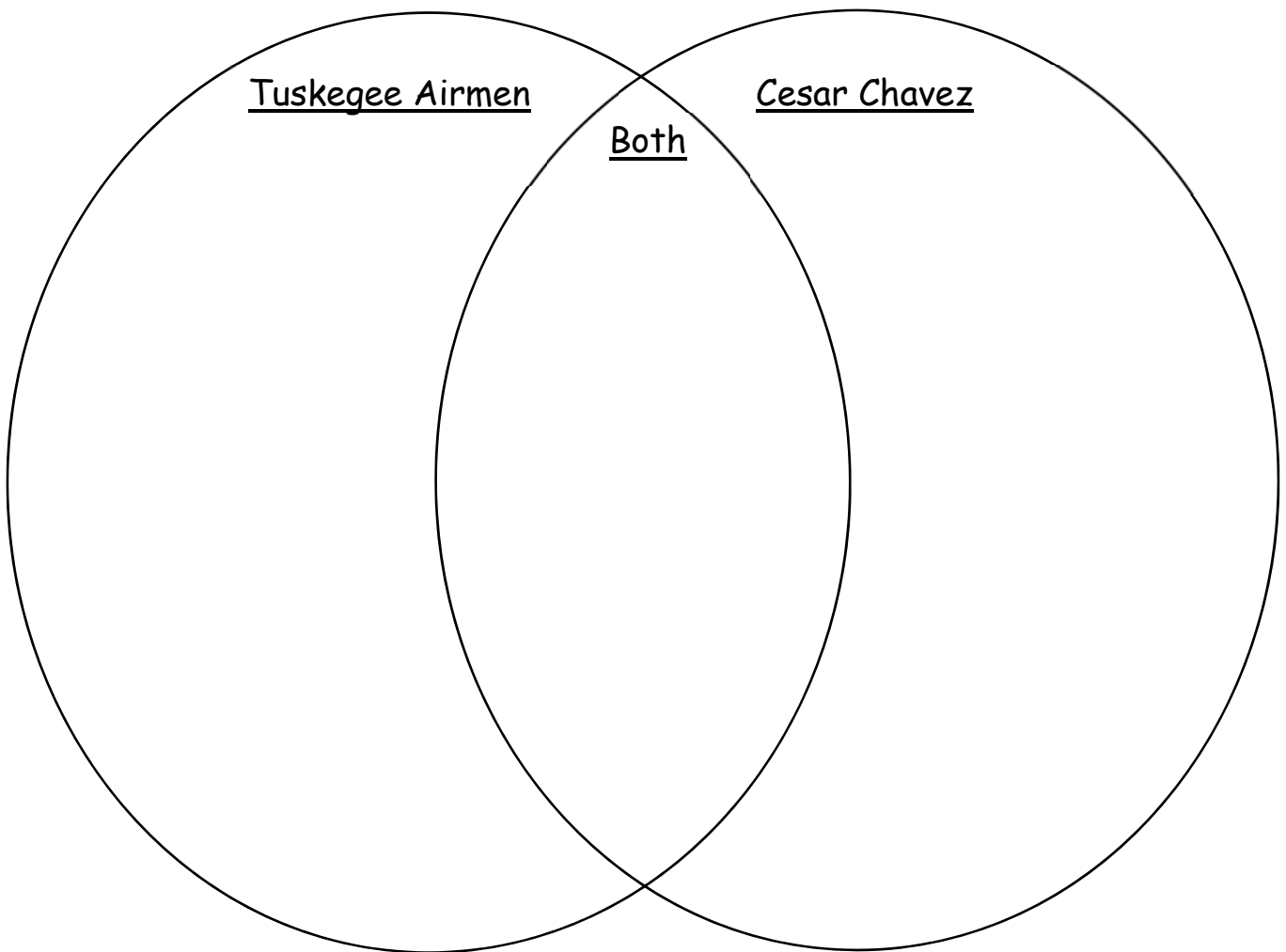


# Cesar Chavez: Daily Launch Day 16

## Do Now: Compare and Contrast

Remember the Tuskegee Airmen? Like Cesar Chavez, they had a lasting impact on our society. What are some other things the Airmen had in common with Chavez? What are some ways that they were different?

Using your knowledge of these heroes, fill out the Venn diagram below with their similarities and differences. (Bonus points if you use Vocabulary Words from either the Tuskegee Airmen or the Cesar Chavez units!)

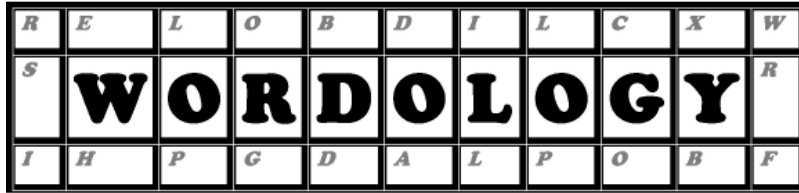












**Wordology Activity #1: Medal of Freedom Speech**

Cesar Chavez died in 1993 at the age of 66. The following year, U.S. President Bill Clinton posthumously\* awarded him the Presidential Medal of Freedom. Suppose you were President Clinton’s speechwriter at that time. What kind of speech would you write for the occasion?

In the space below, draft a short speech for the President to deliver when he announces the Medal of Freedom awarded to Cesar Chavez. Make sure you use at least five vocabulary words in your speech (you can use more!).

My fellow Americans, \_\_\_\_\_

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

**Word Bank:**

momentum	eke	tactics	migrant	harvesting	boycott
negotiations	dismal	meager	wretched	scrimped	contracts
pesticides	harass	outraged	picket	strike	desperate

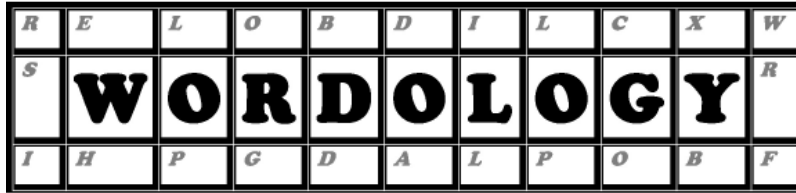






Name \_\_\_\_\_ Date \_\_\_\_\_

Heroes Days 15 and 16



**Wordology Activity #2: Vocabulary Scramble**

1. It's important to wash vegetables off before eating them to remove any remaining \_\_\_\_\_.

epdsesicit

--	--	--	--	--	--	--	--	--	--	--

2. To pressure someone often by scaring them

sshaar

--	--	--	--	--	--	--

3. When the basketball players joined the team, they had to sign \_\_\_\_\_ that stated how much their salary would be.

corastctn

--	--	--	--	--	--	--	--	--	--

4. People were \_\_\_\_\_ when they saw the photo of the dead refugees online.

durgeato

--	--	--	--	--	--	--	--	--

5. The migrants were \_\_\_\_\_ for water after crossing the hot desert.

espdtear

--	--	--	--	--	--	--	--	--	--

6. To protest outside a business carrying signs and banners

keptic

--	--	--	--	--	--	--

7. David's mother, the head of the airline pilots' union, organized a \_\_\_\_\_ to demand higher wages.

rtisek

--	--	--	--	--	--	--

<b>Word Bank</b>				
<b>outraged</b>	<b>strike</b>	<b>boycott</b>	<b>contracts</b>	<b>harass</b>
<b>pesticides</b>	<b>tactics</b>	<b>picket</b>	<b>desperate</b>	





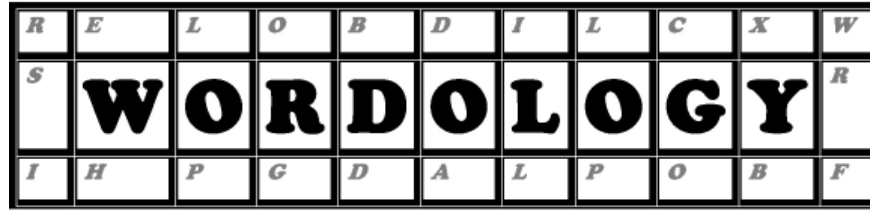






Name \_\_\_\_\_ Date \_\_\_\_\_

Heroes Days 15 and 16



### Composing Meaningful Sentences

If you complete your chosen Wordology activity, take the remaining time at this station to write Meaningful Sentences using the vocabulary words listed below. (Remember, a Meaningful Sentence is a sentence that shows that you know what the word means!) Read and discuss your sentences with your teammates.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

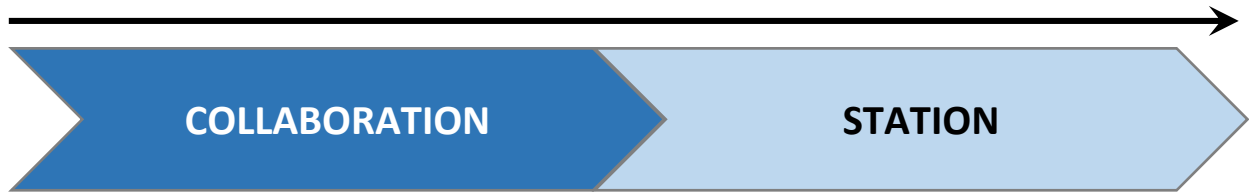
#### Word Bank

outraged      strike      boycott      contracts      harass  
pesticides      tactics      picket      desperate









**Collaboration Station: TV Interview**

**Instructions:** Partner read the first four paragraphs on the third page of "Cesar Chavez: Bringing Farm Workers Together," from "Chavez' new union..." through "... widespread grape boycott."



Imagine that you are migrant workers helping Cesar Chavez to get out the word for the grape boycott. A local TV station wants to interview you about the boycott. With your partner, practice what you would say to each question that the TV reporter will ask. Use the space below each question to write notes on your answer!

**1. Who are you and how are you helping Cesar Chavez?**

---

**2. Why do the grape workers want people to boycott the farms they work on?**

---

**3. What is so hard about migrant work?**

---

**4. Don't migrant workers make enough money?**

---

**5. How will a boycott help you and your fellow migrant workers?**

---

**6. When will the boycott end?**

---

**7. What else would you like to tell Americans sitting at home watching this?**

---

---









Name \_\_\_\_\_ Date \_\_\_\_\_

Heroes Days 15 and 16



# Media Madness

## Media Madness: Independent Project Time

**Instructions:** Use this time to work on your independent project! At the end of your time, write down what you accomplished.

What I accomplished today:

---

---

Notes on my project:





