



Harvesting Hope

The Story of Cesar Chavez by Kathleen Krull

Teacher's Guide

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CLASSROOM FAVORITES

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[Note: The pages are not numbered.]

Synopsis

Cesar Chavez was brought up on an 80-acre ranch in Arizona. He was surrounded by his warm and loving family. He was especially close to his brother Richard. Cesar was frightened of school and refused to ride the bus on the first day. It took his mother three days to coax him to attend. Cesar's life changed drastically when he was ten years old, in 1937.

That year, the family lost their ranch after a blistering drought. They moved to California, where they became migrant workers. They were very poor, sometimes having little more than dandelion greens to eat. The entire family labored in the fields and dreamed of getting their ranch back, but they often earned as little as thirty cents a day. Having to help his family, Cesar dropped out of school after the eighth grade, a decision that he always regretted. Cesar resented the dismal working conditions and by his early 20s, decided to devote himself to fighting for change.

Again and again he traveled across California, trying to convince people to join in his fight to improve working and living conditions for migrant farm workers. He learned to be a fighter. He formed the National Farm Workers Association and the cause was born.

In 1965, he organized a strike against the vineyard owners in Delano, California. He used only nonviolent means, organizing a march of more than 300 miles to ask the California governor to support the cause. Along the way, he and his people gathered thousands of supporters. It became the longest protest march in U.S. history.



After five years, the vineyard owners gave in and recognized the authority of the National Farm Workers Association, promising a contract with a pay raise and better conditions. The marchers arrived in Sacramento, where 10,000 people greeted them. On the steps of the capitol building, Cesar announced that he had just signed the first contract. There was still much work to be done, but Cesar Chavez had laid the groundwork for fair treatment for farm workers.

In an Author's Note, readers learn that Cesar Chavez was born in 1927 and died in 1993, after a hunger strike lasting thirty-six days. He remains a controversial figure.

Timeline of Cesar Chavez and Unions

- 1903** Japanese Mexican Labor Assoc. sugar beet strike, Oxnard, California. The American Federation of Labor (AFL) refuses to let the organization join if it accepts Japanese or Chinese members.
- 1913** International Workers of the World Wheatland strike near Marysville, California. California passes a law restricting "alien land purchases" to keep Asians from buying property.
- 1924** Immigration Act bars entry to all Asians, leading to importation of workers from the Philippines.
- 1927** Cesar Chavez born in Yuma, Arizona.
- 1935** The Congress of Industrial Organizations (CIO) formed.
- 1936** National Labor Relations Act takes effect, excluding farm workers from protections enjoyed by other workers.

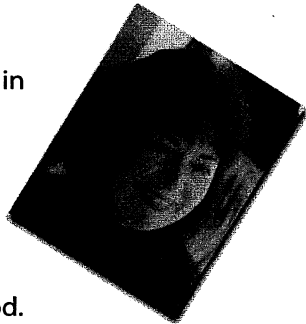
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- 1937** The Chavez family loses their store and ranch, and become migrant farm workers in California.
CIO organizes shed workers in Salinas, California.
Auto workers strikes lead to a contract at General Motors in Detroit.
- 1942** Bracero program begins, authorizing the importation of Mexican workers for agricultural and railroad work.
President Roosevelt establishes the Fair Employment Practices Commission (FEPC), and opens war industries to blacks.
- 1946** Cesar Chavez joins the Navy, serving two years in the Pacific.
- 1947** Congress passes Taft-Hartley Act limiting labor organizing, over President Truman's veto.
- 1948** Cesar Chavez marries Helen Fabela.
- 1949** CIO expels nine progressive labor unions that refuse to expel Communists from their leadership.
- 1952** Fred Ross recruits Cesar Chavez into Community Services Organization. Chavez becomes a community organizer, soon heading the organization.
- 1955** AFL and CIO merge to become the AFL-CIO.
- 1962** Cesar Chavez leaves CSO and returns to Delano, California, to start the National Farm Worker Association (NFWA).
- 1965** Delano grape strike begins. The mostly Mexican NFWA joins mostly Filipino Agricultural Workers Organizing Committee (AWOC).
- 1966** Farm workers walk 300 miles from Delano to Sacramento in a pilgrimage that ends on Easter Sunday. NFWA signs its first contract with Schenley.
NFWA and AWOC merge to become the United Farmworkers Organizing Committee (UFWOC).
- 1967** Striking farm workers and supporters begin a national boycott of California table grapes.
- 1968** Chavez fasts in Delano for 25 days.
- 1970** UFWOC signs three-year contracts with the Delano growers, ending the grape strike and boycott.
Salinas' lettuce and vegetable growers sign with Teamsters Union. UFW protests deal and declares strike and boycott.
- 1972** The UFW admitted as full member to the AFL-CIO.
Chavez fasts in Arizona against restrictive farm labor law.
- 1973** Growers sign with the Teamsters Union. Major UFW strikes spread throughout California, with thousands arrested and two dead.
- 1975** California passes the Agricultural Labor Relations Act (ALRA), the first law recognizing the rights of farm workers to organize and bargain collectively.
- 1978** Teamsters Union withdraws from the fields.
- 1988** Cesar Chavez conducts a Fast for Life, his last and longest fast, in Delano, California.
- 1993** Cesar Chavez dies in Yuma, Arizona. His funeral in Delano attended by 40,000 people.
Arturo Rodriguez is named new UFW president.
- 1994** President Clinton awards Chavez posthumous Medal of Honor.
- 1994-2004** UFW wins new contracts representing workers in rose, mushroom, strawberry, wine grape, lettuce, and vegetables in California, Florida, and Washington state.
- 2000** California establishes a state holiday in honor of Chavez.
- 2003** United States Postal Service issues Cesar E. Chavez commemorative stamp. (Image courtesy of the U.S. Postal Service © 2002)



Author Sketch

Kathleen Krull was born in 1952, in Fort Leonard Wood, Missouri. Her father was an artists' representative and her mother a counselor. Krull wanted to be a writer from her childhood.



Encouraged by several of the nuns who taught her in Catholic school, she quickly began writing. By the time she earned her BA from Lawrence University in 1974, she was certain that she wanted to be a writer. Knowing that it is difficult to earn a living as a writer, Krull worked as an editor. "It was a way to work with real writers, learn from them, participate in a highly creative world, and get a paycheck all at the same time," she wrote in *Something About the Author*.

Starting as an editorial assistant, she worked her way up to senior editor. She was able to get her books published by the companies for which she worked. In 1984, she made the leap to full-time writer, giving up her staff job. Since then she has produced books covering a wide range of interests and age groups. These include music, biographies, and communities. Krull lives in San Diego, California.

Critic's Corner

Overall, reviews for *Harvesting Hope: The Story of Cesar Chavez* were highly laudatory. Sue Morgan, reviewing the book for *School Library Journal*, called it a "well-told biography." Morgan added: "While sufficient background information is provided to support the story and encourage further research, focusing on one event makes the story appealing to younger readers. The text is largely limited to one side of a spread; beautifully rendered earth-toned illustrations flow out from behind the words and onto the facing page. A fine addition to any collection."

Traci Todd, writing in *Booklist*, praised Krull's language, saying that it "demonstrates a poetic sensibility," but noted that the vocabulary will challenge young children, and a few socio-cultural details aren't made clear. Nonetheless, "Morales' gorgeous paintings, with their rounded, organic forms and lush, gemstone hues, more than make up for

glitches as they draw children deeply into an inspiring picture-book account of a young boy who grew up to change the world."

School Library Journal called the book "An inspiring story, enhanced by sun-drenched, mural-like paintings." Overall, Susan Dove Lempke concluded in *Horn Book*, *Harvesting Hope* "is a powerfully moving tribute to an important person in U.S. history."

Other Books by Kathleen Krull (Partial List)

- Lives of the Writers: Comedies, Tragedies* (1994)
- V is for Victory: America Remembers World War II* (1995)
- Lives of the Artists: Masterpieces, Messes (and What the Neighbors Thought)* (1995)
- Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman* (1996)
- Lives of the Athletes: Thrills, Spills (and What the Neighbors Thought)* (1997)
- Wish You Were Here: Emily's Guide to the Fifty States* (1997)
- Lives of the Presidents: Fame, Shame (and What the Neighbors Thought)* (1998)
- They Saw the Future: Psychics, Oracles, Scientists, Inventors, and Pretty Good Guessers* (1998)
- A Kid's Guide to America's Bill of Rights: Curfews, Censorship, and the 100-Pound Giant* (1999)
- Lives of Extraordinary Women: Rulers, Rebels (and What the Neighbors Thought)* (2000)
- Supermarket* (2001)
- Lives of the Musicians: Good Times, Bad Times (and What the Neighbors Thought)* (2002)
- M is for Music* (2003)
- What Really Happened in Roswell?: Just the Facts (Plus the Rumors) about UFOs and Aliens* (2003)
- The Book of Rock Stars: Twenty-Four Musical Icons That Shine through History* (2003)
- The Night the Martians Landed: Just the Facts (Plus the Rumors) about Invaders from Mars* (2003)
- The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss* (2004)

Under Pseudonym Kathleen Cowles

- The Bugs Bunny Book* (1975)
- The Seven Wishes* (1976)
- Golden Everything Workbook Series* (1979)
- What Will I Be? A Wish Book* (1979)

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Under pseudonym Kathryn Kenny

Trixie Belden and the Hudson River Mystery (1979)

Drinks Too Much (1980)

Alex Fitzgerald's Cure for Nightmares Trivas (1990, 1998)

Alex Fitzgerald, TV Star (1991, 1998)

Maria Molina and the Days of the Dead (1994)

Clip, Clip, Clip: Three Stories about Hair (2002)

How to Trick or Treat in Outer Space (2004)

Bibliography

Booklist, Traci Todd, review of *Harvesting Hope: The Story of Cesar Chavez*, pp. 1795-1796

Bulletin of the Center for Children's Books, review of *Harvesting Hope*, pp. 480-481; January-February, 2004

Kirkus Reviews, May 5, 2003, review of *Harvesting Hope*, p. 221.

School Library Journal, review of *Harvesting Hope*, p. S39; January, 2004.

Teacher Librarian, September-October, 1998, Teri Lesesne, "The Many Lives of Kathleen Krull."

General Objectives

1. To understand the book's title
2. To analyze the migrant labor movement
3. To trace the main events in Chavez's life
4. To recognize the importance of setting
5. To assess Chavez's personality
6. To recognize the book's theme and the lessons that it teaches
7. To enjoy the pictures
8. To find examples of courage
9. To explore aspects of hardship
10. To appreciate Chavez's legacy

Specific Objectives

1. To understand Chavez's happy childhood on an Arizona ranch
2. To analyze how Chavez's life changed when he was ten years old
3. To appreciate the importance of education
4. To probe the effects of prejudice
5. To sympathize with Chavez's plight and the plight of all migrant workers
6. To probe the title's symbolism
7. To analyze the effects of nonviolent protest
8. To understand how Chavez changed the world

9. To appreciate the beautiful artwork
10. To analyze how the art and text work together to tell the story

Literary Terms and Applications

For a better understanding of Kathleen Krull's style, present the following terms and applications to the novel:

visuals Since *Harvesting Hope* is a picture book, the visuals are an integral part of the story. Here, the visuals and text blend seamlessly to tell the story of the main events in Cesar Chavez's life, especially the 300-mile nonviolent protest walk to improve conditions for migrant workers. The colors are effective, particularly the bright primaries. The pictures capture the flavor of Mexican-American culture as well.

point of view the position from which a story is told. In *Harvesting Hope*, Krull uses the third-person point of view. As a result, readers are standing outside the story and getting a panoramic view of events. This makes the ending, Chavez's dramatic success, even more effective.

symbolism A symbol is a person, place, or object that represents an abstract idea. For example, a dove may symbolize peace or a rose may symbolize love. The title of this picture book is symbolic. Chavez harvested hope by planting the seeds of the union movement among migrant farm workers. In so doing, he improved working and living conditions for millions of people.

Cross-Curricular Sources

Books

Sunita Apte, *Cesar Chavez*

Cesar Chavez, *The Words of Cesar Chavez*

David Collins, *Farmworker's Friend: The Story of Cesar Chavez*

Frederick Dalton, *The Moral Vision of Cesar Chavez*

Lucille Davis, *Cesar Chavez*

Susan Eddy, *Cesar Chavez*

Susan Ferris, *The Fight in the Fields: Cesar Chavez and the Farmworkers Movement*

Richard Griswold del Castillo, *Cesar Chavez: A Struggle for Justice*

Jacques Levy, *Cesar Chavez: Autobiography of La Causa*

Hal Marcovitz, *Cesar Chavez*

Andrew Michael Parodi, *Remember Colegio Cesar Chavez?*

Andrew Michael Parodi, *Cesar Chavez and Gandhi Resources*

L. King Perez, *First Day in Grapes*

Consuelo Rodriguez, *Cesar Chavez*

Gary Soto, *Cesar Chavez: A Hero for Everyone*

Ilan Stavans, *Cesar Chavez and the New American Revolution*

Kathleen Tracy, *Cesar Chavez*

Ginger Wadsworth, *Cesar Chavez*

DVDs, Videos

Cesar Chavez (1995)

The Fight in the Fields: Cesar Chavez and the Farmworkers' Struggle (1996)

Audiotapes

Lives of the Musicians: Good Times, Bad Times (and What the Neighbors Thought)

Lives of the Writers: Comedies, Tragedies (and What the Neighbors Thought)

Lives of the Artists: Masterpieces, Messes (and What the Neighbors Thought)

Lives of Extraordinary Women Rulers, Rebels (and What the Neighbors Thought)

Internet

Kathleen Krull's homepage

www.kathleenkrull.com/author.html

Kathleen Krull Interview

home.san.rr.com/kathleenkrull/

Kathleen Krull Profile

www.twbookmark.com/authors/37/3007/

The Importance of Setting

Harvesting Hope opens in Arizona, and then shifts to California. The main action is set in California. The Midwest has earned the name "America's breadbasket," but California is surely "America's fruit and salad bowl." In addition to leading the nation in farm profits from the sale of agricultural commodities through conventional markets, California also leads the nation in selling its agricultural bounty through farmers' markets.

As a result of ideal climate, soil, and water conditions, crop production flourishes in California. A fully-developed system of transportation, market outlets, and support businesses enable California growers to ship their fruits and vegetables throughout the U.S. and the world.

Each region of California has its own unique produce. Much of *Harvesting Hope* is set in the San Joaquin Valley, the most productive agricultural region in the state. This region includes the delta region of the Sacramento and San Joaquin rivers as well as the southern most counties of the Great Central Valley of California.

The northern part of the region has temperate winters and warm or hot summers. The southern area usually has little rainfall and few frosts during the winter, and has warm-to-hot summers.

As a result, a great variety of crops are produced in the San Joaquin Valley, including fruits and nuts (apples, apricots, cherries, citrus, figs, wine, raisin and table grapes, kiwifruit, almonds, pistachios and walnuts), vegetables (asparagus, cucumbers, onions, fresh market and processing tomatoes and melons), and field crops (alfalfa hay, dry beans, cotton, oats, sweet potatoes).



Meaning Study

Below are words, phrases, sentences, or thought units that have particular meaning in the picture book. Explain the meaning of each.

1. Cesar was stubborn but he was not a fighter.
(Like many small children, Cesar is afraid of starting school. His fear intensifies when he is not allowed to sit next to his sister on the school bus. Finally, after three days, he relents and attends school. Later, when he becomes a skilled and powerful labor leader, he learns to be a fighter. He learns to stand up for himself and the many people whom he represents.)
2. His mother cautioned his children against fighting, urging them to use their minds and mouths to work out conflicts.
(It seems likely that we can trace Chavez's use of nonviolence to achieve equality to his mother's teachings. He did indeed use his mouth and mind to give persuasive speeches. He used his mind to stage hunger strikes as well. All these methods helped him achieve his aims without harming his followers.)
3. When the Chavez family arrived at the first of their new homes in California, they found a battered old shed.
(On this page, readers are introduced to the horrific conditions under which migrant workers lived in the 1930s—indeed, until well into the 20th century. Homes were little more than shacks with dirt floors. There was no indoor plumbing or even indoor running water. The migrant camps were filthy and dispiriting.)
4. The towns weren't much better than the fields.
(Students are apt to have difficulty with the ideas expressed on this spread, the wide-spread institutionalized prejudice. For example, "White Trade Only" signs were displayed in many stores and restaurants to exclude some immigrants, especially Hispanics. Students were not allowed to speak their home language in school. Once when Cesar broke this rule, he was forced to wear a sign that read: "I am a clown. I speak Spanish.")
5. Anyone who complained was fired, beaten up, or sometimes even murdered.
(Rebelling against the farm owners was dangerous, as shown here. The field owners took harsh measures to stamp out any attempts at bettering the migrant workers' conditions. This makes Chavez's courage even more admirable, considering that he could very likely have been hurt or even killed for trying to unionize the workers.)
6. One by one—this is how he started.
(Chavez's success was slow and hard-won. At the beginning, he convinced people individually to support the Farmworkers' Union. He attended innumerable meetings and spoke to thousands of people to get just a few brave supporters.)
7. "Nonviolence," he said, "takes more guts."
(More and more people listened to Chavez's message and joined La Causa—"the cause." The book alludes to Chavez's hunger strikes but does not cover them in detail. They did indeed "take more guts," eventually weakening Chavez and hastening his death.)
8. Instead, he organized a march—a march of more than three hundred miles.
(The march started out small but grew in strength and numbers. By its end, more than 10,000 people were gathered to support Chavez and his cause. The march proved the turning point in his struggle for equality, resulting in the first contract between the farm workers and the vineyard owners.)
9. "You cannot close your eyes and your ears to us any longer," cried one. "You cannot pretend that we do not exist."
(Few people stop to think how the produce they buy gets to their table. Chavez changed all that, and will long be identified with grapes and lettuce. He raised awareness of the migrant workers' plight and helped improve conditions for them.)
10. Cesar Chavez had won this fight—without violence—and he would never be powerless again.
(Chavez, as with Gandhi and Dr. King, showed that great positive social changes can be accomplished without violence.)

Comprehension Study

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers by referring to passages in the book.

Questions 1-5 (Literal Level)

1. Where was Cesar Chavez born?
(He was born on a large ranch in Arizona.)
2. What was his early childhood like?
(He enjoyed a comfortable life surrounded by material comforts and a close and loving immediate and extended family.)
3. Why did the family move when he was ten years old?
(A drought prevented crops from growing. The family lost their ranch and all their money. They had to move to find work to support themselves.)
4. What is a migrant worker?
(A migrant worker is someone who moves from place to place, following the crops that grow each season.)
5. Why did Chavez and his supporters walk 300 miles from Delano to the state capitol in Sacramento?
(He wanted to ask for the government's help in achieving fair wages and better living conditions for the farm workers.)

Questions 6-8 (Interpretative Level)

6. Why is Cesar Chavez important?
(He improved conditions for migrant workers by forming a union. By association, he improved working conditions for many other lower-paid workers, such as salesclerks. From this example, they got the courage to band together to seek higher wages and better working conditions.)
7. What problems and difficulties did Cesar Chavez have to overcome?
(He had to overcome his own shyness as well as resistance from others who did not want the migrant workers to unionize.)
8. Why does the writer include the Author's Note on the last page?
(The Author's Note provides additional information about Cesar Chavez's life and accomplishments.)

Questions 9 and 10 (Critical Level)

9. What did you like the most about the pictures?
(Possible answers: The bright colors and soft, almost dream-like style.)
10. Do you think Cesar Chavez is a hero? Why or why not?
(Possible answer: Yes, because he risked his life to help make the world a better place for many people.)

Questions 11-12 (Creative Level)

11. Draw another picture for this book. Write a caption for your picture. Explain what the picture shows.
12. Write a new title for the book. Explain how your title fits the book.

Across the Curriculum

Speech/Drama

1. Cesar Chavez wasn't always a leader. As a boy, he was shy and teased at school. With a friend, show some ways that people can overcome their shyness.
2. What makes someone a leader? List three qualities. Then explain how someone you admire as a leader shows these qualities.
3. Work with a classmate. Pretend the classmate is five years old and about to start school. Tell your classmate all about school so he or she is not afraid. Give the person hints to help smooth the adjustment.
4. Cesar Chavez's mother taught him to use his mouth and mind to work out conflicts. She did not want him to fight. Work in teams to role-play some conflicts and ways to settle them peacefully.
5. Work with a friend. Act out the scene when Cesar Chavez meets with the farm owners and signs the first contract.

Art

1. Draw a picture of the Chavez's ranch or the Arizona desert.
2. Make a sign that Cesar Chavez could have carried to support his cause.

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3. Make an ad for this book. Draw a picture about the book. Write a sentence that tells about the book.
4. Paint or draw a new cover for this book.
5. Draw a picture of some workers that you see in your neighborhood.

Language Arts

1. The lesson of *Harvesting Hope* is that one person can make a difference. Write a short biography of someone else whom you think has made a good difference in the world. The person can be a family member as well as a more famous person.
2. Find out two more facts about Cesar Chavez's life. Make a page for *Harvesting Hope* with this new information.
3. Cesar Chavez was very close to his family. Choose one person from your family whom you are close to. Write a letter to the person, telling why you love him or her.
4. A teacher forces Cesar Chavez to wear a sign that says "I am a clown. I speak Spanish." This makes him feel very bad. Make some signs that will make your friends feel good about themselves. The signs should tell the good things your friends do.
5. Write a letter or email to Kathleen Krull. Tell her how much you liked *Harvesting Hope*.

History/Social Studies

1. Read about Gandhi. He is another person who used non-violent protest. Explain what he accomplished.
2. Cesar Chavez is known as one of America's greatest civil rights leaders. Read about another great civil rights leader, Dr. Martin Luther King, Jr. Explain how he changed America.
3. Cesar Chavez organized a 300-mile protest march through California. On a map, show his route.
4. The story is set in California. Draw a map of California. Include at least three big cities.

5. Many fruits and vegetables are grown in California. Make a map showing the fruits and vegetables that are grown in your state.
6. The author says that Cesar Chavez's early life was like a fiesta. Find out what a fiesta is. Tell why you would like to go to a fiesta.

Science/Math

1. Cesar Chavez led a 300-mile peaceful protest march through California. Tell how much 300 miles is in feet.
2. California grows many fruits and vegetables. Pick one fruit or vegetable. Find out how much of this fruit or vegetable is grown in California. Show your results on a chart.
3. The story is set in California. Look at a map and find out how many miles California is from your home.
4. Cesar Chavez grew up on an 80 acre ranch. Show how big that is, using other forms of measurement. For example, how many football fields is it?
5. A drought drives Cesar Chavez and his family from their ranch in Arizona. Explain what a drought is. Tell what can cause it.

Alternate Assessment

1. Tell how the writer shows different feelings through colors.
2. Pick your favorite picture in the book. Write some sentences to tell why you like it so much.
3. Pretend you could write and draw a book. Pick a subject. Write three sentences to tell what your book will be about.
4. Tell why you would like to meet Cesar Chavez.

Vocabulary Test

Fill in the puzzle with the words from the box. Use each word once.

Word Box

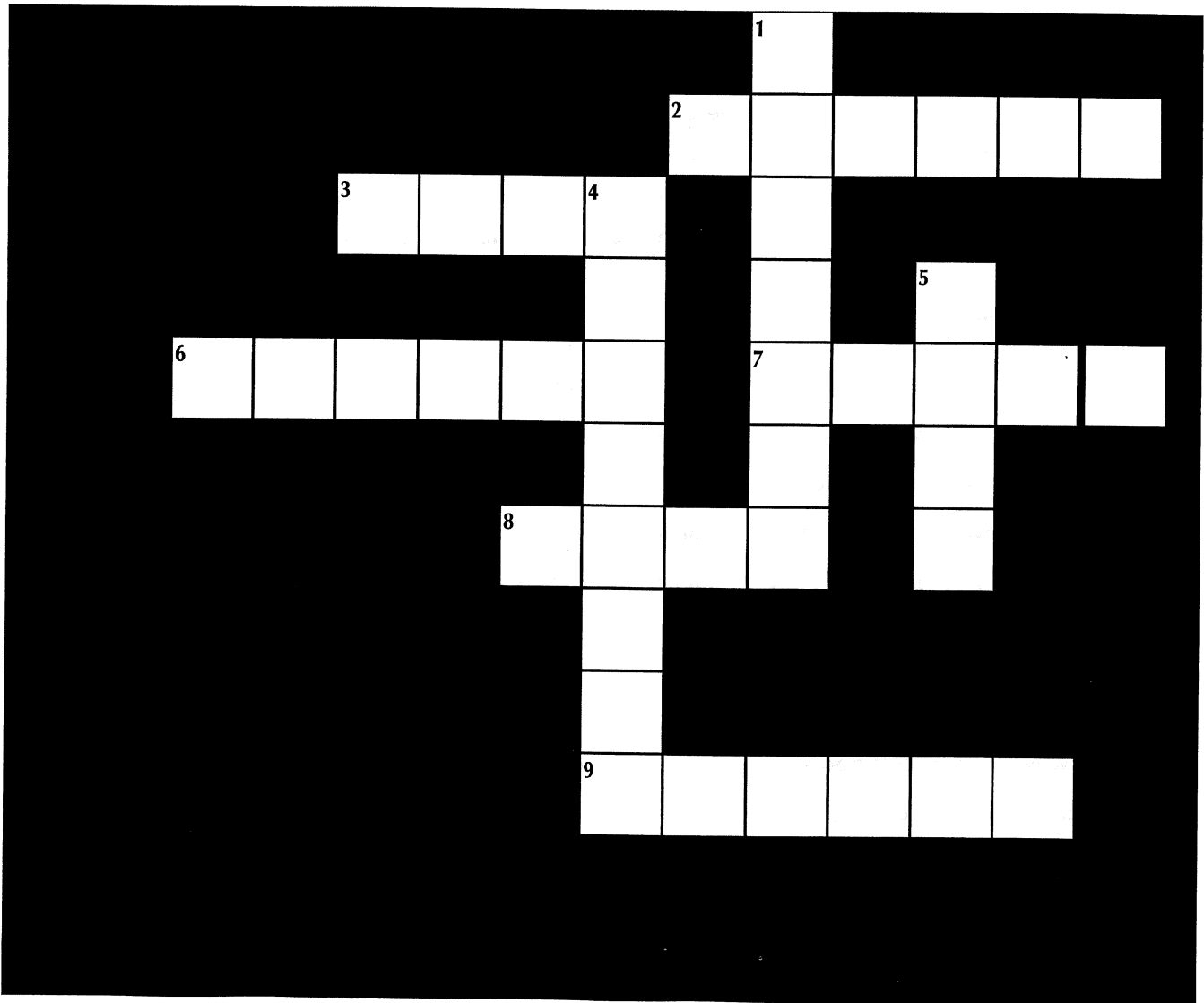
- | | | |
|----------|---------|--------|
| hope | guts | strike |
| filthy | migrant | adobe |
| spacious | fiesta | wilt |

Across

- 2. very dirty
- 3. courage
- 6. party
- 7. sun-baked bricks used to make houses in the Southwest
- 8. droop from lack of water
- 9. refusal to work until bad conditions are made better

Down

- 1. person who travels from place to place
- 4. large
- 5. belief that the future will be better



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Comprehension Test A

Part I: Order (20 points)

Put the events in order. Write the numbers on the lines.

- _____ He organizes a strike. He and other farm workers march more than 300 miles to ask the California governor to help them.
- _____ Cesar travels across California to get people to join his fight to improve conditions for migrant farm workers.
- _____ Cesar and his family move to California. They become migrant workers.
- _____ The farm owners give in. They give the farm workers more money and better work conditions.
- _____ Cesar Chavez is born in Arizona.

Part II: Matching (20 points)

Match the letter to the description. Write the letter in the correct space.

- | | |
|-------------------------|---|
| _____ 1. Arizona | A. the author |
| _____ 2. California | B. where Cesar Chavez's family came from |
| _____ 3. Kathleen Krull | C. where Cesar Chavez was born |
| _____ 4. Cesar Chavez | D. where Cesar Chavez picked fruit and vegetables |
| _____ 5. Mexico | E. a migrant worker and labor organizer |

Part III: True/False (20 points)

Mark these sentences T if they are true or F if they are false.

- _____ 1. Cesar Chavez was very close to his brother Richard.
- _____ 2. To get what he wanted, Cesar Chavez used violence.
- _____ 3. Cesar Chavez dropped out of school after the second grade.
- _____ 4. Cesar Chavez formed the National Farm Workers Association.
- _____ 5. With many others, Cesar Chavez marched more than 300 miles to ask the governor to support the cause.

Part IV: Essay (40 points)

Choose one. Answer in complete sentences.

1. Tell why you liked this book. Write three sentences or more.
2. Explain why Cesar Chavez is a hero. Write three sentences or more.
3. Pick a picture from the book that you liked. Tell about it. Write three sentences or more.
4. Tell how Cesar Chavez's life changed. Write three sentences or more.

Comprehension Test B

Part I: Story Events (20 points)

Circle the two events that are not part of the story.

1. Cesar Chavez is born in Arizona.
2. His family loses their ranch in a drought.
3. The family moves to California to become migrant workers.
4. The family earns enough money to buy their ranch back. They are very happy.
5. Cesar Chavez organizes a strike against the grape farmers.
6. Farm workers refuse to pick apples, carrots, and spinach, too.
7. The farm owners give in. They give the farm workers more money and better working conditions.

Part II: Fill in the Blank (20 points)

Circle the word to complete each sentence.

1. Cesar's life changed a lot when he was **(two, ten)** years old, in 1937.
2. As migrant workers, the family earned about **(thirty cents, thirty dollars)** a day.
3. Cesar Chavez's group was called **(La Causa, De Dinero)**.
4. He used only **(violent, nonviolent)** ways to achieve his goal of ensuring just working conditions.
5. After Cesar organized the migrant workers, it took **(five years, fifty years)** for the farm owners to give the migrant workers more money and better living conditions.

Part III: True/False (20 points)

Mark the following statements T if they are true or F if they are false.

- _____ 1. Cesar Chavez graduated from college.
- _____ 2. Picking fruits and vegetables on the farms was very hard.
- _____ 3. A teacher made Cesar wear a sign that said: "I am a clown. I speak Spanish."
- _____ 4. Cesar Chavez also used hunger strikes to get better pay for the farm workers.
- _____ 5. Everyone agrees that Cesar Chavez was a great hero.

Part IV: Essay (40 points)

Choose one. Answer in complete sentences.

1. Tell what life was like for the Chavez family in Arizona. Write three sentences or more.
2. Tell what life was like for the Chavez family in California. Write three sentences or more.
3. Explain how Cesar Chavez made life better for farm workers. Write three sentences or more.
4. Argue that Cesar Chavez is or is not a hero. Write three sentences or more.

Answer Key

Vocabulary Test

Across

2. filthy
3. guts
6. fiesta
7. adobe
8. wilt
9. strike

Down

1. migrant
4. spacious
5. hope

Comprehension Test A

Part I: Order (20 points)

___4___ He organizes a strike. He and other farm workers march more than 300 miles to ask the California governor to help them.

___3___ Cesar travels across California to get people to join his fight to improve conditions for migrant farm workers.

___2___ Cesar and his family move to California. They become migrant workers.

___5___ The farm owners give in. They give the farm workers more money and better work conditions.

___1___ Cesar Chavez is born in Arizona.

Part II: Matching (20 points)

1. C
2. D
3. A
4. E
5. B

Part III: True/False (20 points)

1. T
2. F
3. F
4. T
5. T

Part IV: Essay (40 Points)

Answers will vary.

Comprehension Test B

Part I: Story Events (20 points)

4. The family earns enough money to buy their ranch back. They are very happy.
6. Farm workers refuse to pick apples, carrots, and spinach, too.

Part II: Fill in the Blank (20 points)

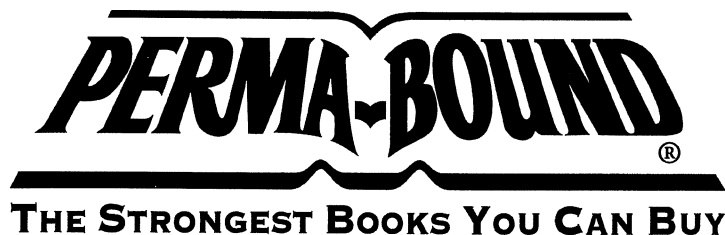
1. ten
2. thirty cents
3. La Causa
4. nonviolent
5. five years

Part III: True/False (20 points)

1. F
2. T
3. T
4. T
5. F

Part IV: Essay (40 Points)

Answers will vary.



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