

**César E. Chávez**

**"Where Are Today's Heroes?"**



Developed by RMC Research Corporation, Denver, CO and the César E. Chávez Foundation Glendale, CA, through generous funding provided by AT&T. This document is to be used as a service-learning resource guide to supplement the “*César E Chávez – Where Are Today’s Heroes?*” project. Please feel free to use this guide for the enhancement of non-commercial educational programs.



# TABLE OF CONTENTS

Introduction .....	1
Project Summary .....	2
Methodologies .....	3
Research Base.....	4
Facilitator’s Guide to Implementation.....	5
Set-Up.....	5
Gain Support For The Project.....	5
Set A Service Date.....	5
Consider Liability.....	6
Conducting Post Reflection.....	6
Goals and Standards.....	7
Goals.....	7
Curriculum in Your Classroom .....	7
Project Timeline .....	8
The Values of César E. Chávez.....	10
Vocabulary Words.....	11
Preservice .....	12
Core Values of César E. Chávez .....	12
Heroes Throughout History .....	13
Creating a Hero Questionnaire .....	14
Becoming an Everyday Hero.....	15
Creating a Hero Interview Guide .....	16
Additional Preservice-Learning Activities.....	17
Service-Learning Project.....	18
Heroes Throughout the Community .....	18
Recognizing Everyday Heroes .....	19
Additional Service-Learning Activities.....	21
Postservice.....	22
3-2-1 Reflection.....	22
Hero Certificate .....	23
Additional Postservice-Learning Activities .....	24
Student Booklet .....	26
Core Values of César E. Chávez.....	26

Biography of César E. Chávez .....	27
Core Values Worksheet.....	35
Reflective Pause .....	37
Heroes Throughout History.....	38
Creating a Hero Questionnaire.....	39
Sample Hero Questionnaire .....	40
Sample Questions for Hero Questionnaire.....	41
Reflective Pause...(Pre-Interview) .....	42
Reflective Pause...(Post-Interview).....	43
K-W-L chart .....	44
Sample Everyday Hero Program Description .....	45
Sample Everyday Hero Nomination Form.....	47
Sample Recognition Ceremony Checklist.....	49
Resources.....	50
References/Web site/Publications .....	50
Project Evaluation and Feedback Form.....	54

# INTRODUCTION

## INTRODUCTION

*“When we are really honest with ourselves we must admit that our lives are all that really belong to us, so it is how we use our lives that determines what kind of men we are.”*

– César E. Chávez

Are these the words of a hero? If you believe the words of Robert F. Kennedy, who noted that César Estrada Chávez was “one of the heroic figures of our time,” the answer is yes. Who is a hero? For some, a hero is a person whose voluntary actions reflect the moral or ethical standards –the values of a culture at a particular point in time. Some values that heroes exemplify transcend a particular time and place and may be viewed more broadly – even universally.

This project will help young people to understand the characteristics that make individuals “heroes.” In learning about César E. Chávez’s life and values, students will learn about history, self determination, help for the needy, and actions that promote equity and justice. They will develop a sense of what it means to contribute to society and how they may make a difference. Students will also identify ways in which they can incorporate these characteristics into their own lives and recognize heroes in their community. Participation in the Chávez inspired service-learning project will promote academic learning, civic responsibility, and personal/social development.

# PROJECT SUMMARY

## PROJECT SUMMARY

This module will assist middle school students in examining the qualities of a hero and exploring ways they can apply those qualities to their own lives. The preservice activities begin with the study of the life of César E. Chávez and his values such as courage, determination, individual responsibility, respect, and service to others. Students will reflect on how the classes they take in school and the work they do in the community in the service of others can strengthen and build good leadership skills.

*“There are many reasons for why a man does what he does. To be himself he must be able to give it all. If a leader cannot give it all, he cannot expect his people to give anything.”*

César E. Chávez

Students will also see how the characteristics reflect the values of society at a particular time, and will gain a deeper understanding of the history, attitudes, and dynamics that have shaped the United States. Through this knowledge and appreciation, they will gain a greater respect for individuals, their diversity, and contributions to their community. Students will learn how to conduct research, how to analyze summaries and identify characteristics, and how to develop parallels between what they have read and their own lives. They will learn how to collaborate with other students and how to perform respectful service to others.

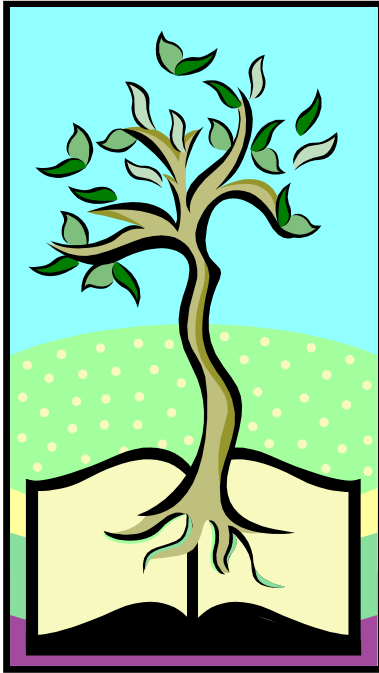
The initial activities are performed in the classroom. They include studying César E. Chávez’s life and the core values he held. Students will list people they consider to be heroes and arrive at a common definition of a hero. The students will then identify common characteristics of their identified heroes. They will plan how to conduct oral interviews with community members to further this list of hero characteristics based on other perspectives and will identify local community heroes. Students will recognize ways to engage in activities in their community that will allow them to build and demonstrate the characteristics and skills of heroes they have identified. Also, students will develop a guide they can use to interview heroes in their community. Finally, after students have interviewed community members, they will create recognition programs to pay tribute to Everyday Heroes in their community who exemplify their identified characteristics. The project will culminate in a recognition ceremony for the community, ideally coinciding with César E Chávez Day. Postservice activities focus again on classroom study, but also allow structured time for students to reflect on what they have learned and the services that they have performed.



# METHODOLOGY

## METHODOLOGY

The César E. Chávez project is based on an experiential teaching methodology known as service-learning that links volunteer service with academic curriculum. This methodology allows students the opportunity to learn through experience and active participation. Service-learning is characterized by the following elements:



- **Academic Learning** – The service performed enhances values, skills, and/or knowledge.
- **Civic Responsibility** – The service helps meet a need in the community, as defined by the community.
- **Collaboration** – Teachers and students work with community members or outside agencies in the planning, implementation, and evaluation of the project.
- **Youth Voice** – Students are given ample opportunity to express their thoughts and play an active role in the learning process and project planning.
- **Reflection** – Thoughtful reflection is incorporated into activities before (to prepare), during (to troubleshoot), and after (to process) the project.
- **Evaluation** – Information is collected and analyzed on the effectiveness of the project.

**RESEARCH BASE**

## RESEARCH BASE

The research on service-learning in K-12 schools shows that positive outcomes can accrue for students, teachers, and community members. Student impacts have been documented in four areas:

- **Personal/Social Development** – In various studies, students have been shown to have significant gains on measures of efficacy (“I can make a difference”), self-confidence, resilience (avoidance of risk behaviors such as smoking or unprotected sexual relations), and feelings of competence. Students participating in service-learning have also demonstrated greater respect for diverse populations, more empathy or ability to see things from multiple perspectives, and better relationships with more adults.
- **Academic Achievement** – Studies have shown that when the service-learning is linked closely with school curricula and content standards, students score higher on state assessments, show particular gains in higher order thinking skills, such as analysis and inference, and score higher on measures on cognitive complexity.
- **Civic Responsibility/Engagement** – Research provides evidence that participation in service-learning is associated with increases in students’ feelings of connectedness with the community; willingness to take action to solve community problems; and understanding of economic, political, and social conditions. These outcomes are maximized when service-learning makes the civic linkages more explicit by the teachers.
- **Career Exploration** – By exposing students to multiple new careers and helping them feel a sense of efficacy as they provide service, young people have been shown to increase their knowledge of career possibilities and their own aspirations.

Teachers also derive benefits from their participation in service-learning. Research shows that while service-learning takes more time for planning than other methods of instruction, it is more strongly aligned to the ways most teachers believe students learn best. Service-learning stimulates energy in a school and positive engagement in the teaching and learning process. It is associated with greater faculty coherence and collaboration.

Community members also benefit beyond the actual service provided. Many come to see young people as positive assets and resources rather than problems.

Service-learning outcomes are maximized when students have a stronger role and more responsibility for planning, implementation, and assessment of the service-learning experience. The design of the reflection activity also influences outcomes: the more connected to curriculum, the more students are asked to think deeply about their experiences into learning. This can be accomplished by using devices like discoveries of similarities/differences; summarization of experience; understanding multiple perspectives or points of view; and portraying experiences through visual or literary techniques, such as art, poetry, storyboards, and/or letters to parents or officials.

Research on service-learning can be found by contacting the National Service-Learning Clearinghouse by phone at 1-866-245-7378 or via the Internet at <http://www.servicelearning.org>

# FACILITATOR'S GUIDE TO IMPLEMENTATION

## FACILITATOR'S GUIDE TO IMPLEMENTATION

### SET-UP

#### Gain Support For The Project

Whether you are a teacher or administrator, it is vital that you first gain the support of all parties involved in the project. This should not be a difficult task. Most educators are very enthusiastic about this project because they understand that students only retain 10 percent of what they read in the classroom and even less of what they hear; however, 75 percent of that same knowledge can be retained if they *practice by doing*. More often than not, you will find advocates, not adversaries, for your service-learning projects. There are always those who are a little more reluctant than others to utilize the experiential approach to learning, but generally this hesitation is the result of one or two things.

First, teachers may feel overworked and under pressure to focus on state standards. Initially, they feel that this project will somehow divert them from normal classroom activities and put them behind in their goals. However, this is not the case. The “*César E. Chávez – Where Are Today’s Heroes?*” project was intentionally designed to help teachers enhance the curriculum that they are already using in the classroom and to aid them in meeting state standards.

The second cause for hesitation may have to do with logistical issues, such as the amount of time it takes to set up the project, time spent away from school, risk and liability, lack of funding for transportation, etc. These concerns, which are addressed in the following sections, can be minimized with the use of this guide.

#### Set A Service Date

After you have gained the support of all participants, choose dates to perform “Where Are Today’s Heroes?” activities. The first dates center on the classroom learning activity of identifying “heroes” common characteristics, and how those can be attained in school and service to others. The second important date is for the service activity of conducting an “oral interview” with older community members, students from other classrooms, and/or parents to have them identify the characteristics of a “hero” and whom they view as heroes in the community. This is followed up by interviews with the local community heroes identified through the initial “oral interview”. The third date is for a celebration ceremony to recognize the local heroes identified through your project. If possible, this should coincide with César E. Chávez Day, to recognize and celebrate his contributions.

A list of existing materials associated with programs or curriculum focusing on “heroes” is contained in the Resources section of this guide. There also may be local organizations that already have in place a program for recognizing others’ accomplishments, which would help provide quality criteria and characteristics.

## Consider Liability

Although risk factors are low, it is a good idea to plan ahead in case of an emergency. Responsibility for damage or injury must be addressed. For all off school grounds activities, teachers must send home the standard school permission slip that describes important project information, requests emergency contacts, and the waiver of school liability form. The children may be leaving the campus to conduct their oral interviews, and the hero recognition celebration may also occur off site.

## Conducting Post-Reflection



Reflection is a very important component of this project. Students will need time before, during, and after the service experience to think about what they have learned and why this is important to their lives. This can be done through small group discussions, journal entries and artwork. Reflections are useful before and after students interview others. Give students time to think about their assumptions and expectations about their subject before they interview and allow them to revisit these assumptions and expectations after the interview. Taking photographs of the students throughout the project can also be a good reflection tool.

Photos can be used to accompany written reflections or used to engage students in reflective discussion (describe what you did here, what were you thinking, etc.). The post-reflection is especially critical for the students, because it serves to tie the various components of the project together for them. To enhance this aspect of the project, it is suggested that you bring in a guest speaker to address your class on the importance of what they have been studying. Guest speakers can range from individuals familiar with recognition programs other organizations' "heroes" to politicians on the value of local heroes and someone who either knew, worked, or was associated with César E. Chávez in some way. They can talk about his values and link the values to the "heroes" project.

## GOALS AND STANDARDS

### Goals:

- To look at César E. Chávez and others to identify characteristics and qualities of heroes.
- To recognize how those characteristics can be attained by individuals through school and community service.
- To conduct interviews with others in the community to see “heroes” through another’s eyes.
- To use this exploration and reflection process to gain a deeper understanding of the history, attitudes, and dynamics of our country.

### Curriculum In Your Classroom

This César E. Chávez project supports the following California content standards for middle school:

Grade	History and Geography	Language Arts	Math
6	Ancient Civilizations: 6.2–6.7	Reading: 1.4, 2.1, 3.3, 3.6 Writing: 1.1–1.3, 1.5–1.6, 2.1, 2.3, 2.5 Language Conventions: 1.1–1.5 Listening and Speaking: 1.1–1.2, 1.5, 1.7–1.8	Algebra and Functions: 2.0 Statistics, Data Analysis, and Probability: 1.0, 2.0 Reasoning: 2.0
7	Medieval and Early Modern Times: 7.2–7.8	Reading: 1.2–1.3, 2.1–2.2, 2.6, 3.4 Writing: 1.2–1.4, 2.1, 2.3, 2.5 Language Conventions: 1.2–1.7 Listening and Speaking: 1.1, 1.3–1.4, 1.6	Algebra and Functions: 1.0 Statistics, Data Analysis, and Probability: 1.0 Reasoning: 2.0
8	Growth and Conflict: 8.1–8.2, 8.4, 8.6–8.10	Reading: 1.1, 1.3, 2.1, 2.4, 2.6, 3.4 Writing: 1.2–1.4, 1.6, 2.3, 2.4 Language Conventions: 1.1–1.2, 1.4–1.6 Listening and Speaking: 1.1–1.3, 1.5–1.6	Probability and Statistics: 6.0, 8.0

## **Project Timeline:**

### **Two to four weeks before the service-learning project:**

- Spend some class time learning about César E. Chávez, his values, and how his actions helped migrant workers make a difference in the lives of others.
- Discuss issues revolving around the topic of “heroes throughout history.”
- Create a Hero Questionnaire to conduct an oral interview with community members on their perspectives on heroes.
- Identify potential sites for visitations for oral interviews with adults. Have students write letters to asking for permission to schedule a visit. You may choose to include interviews with students from another school or classroom.

### **One to two weeks before the service-learning project:**

- Send field trip permission slip home. (If necessary, for visits to community centers, elderly housing, other schools or classrooms, etc.)
- Collect field trip permission slips. (If necessary.)
- Discuss characteristics of Everyday Heroes and where students can build the characteristics and skills of heroes in their school and community.
- Create a guide for interviewing community members identified as local heroes.

### **Day of the project**

- Have students conduct oral interviews using Hero Questionnaire.
- Bring a camera to the interview sites and the classroom for small group work.
- Students work in small groups to discuss interviews and compile information from survey.
- Complete some form of post-interview reflection.

**Within three to six weeks after the service-learning project:**

- Develop a list of common criteria.
- Create a visual display of data (charts and graphs, as appropriate).
- Develop a plan for local “hero” recognition program. Identify criteria for recognition. Design a hero nomination form.
- Interview contemporary local heroes who have been identified. This may be scheduled as small group or invited in as a guest speaker.
- Hold recognition ceremony to recognize the local heroes identified by your program.
- Celebrate all the things that you learned. Pass out certificates to acknowledge the accomplishments of your students.
- Evaluate the project with your students and determine whether the project worked for your classroom or not.

## The Values Of César E. Chávez

The following are ten core values of César E. Chávez.

*Service to Others:* Through empowerment, not charity

*Sacrifice:* Placing others before yourself

*Preference:* Helping those with the most need

*Determination:* Never give up, “Si se puede”

*Nonviolence:* A bold, pro-active way to change the world

*Acceptance:* Respect for differing beliefs

*Respect for Life:* Appreciation of the environment and all living creatures

*Celebrating Community:* Working together

*Knowledge:* A life-long learning process

*Innovation:* Originality, creativity, imagination

## Vocabulary Words

***Commitment:*** To believe in something so strongly that you bind yourself to it

***Compassion:*** To understand circumstances and situations well enough to feel a personal attachment

***Compromise:*** To settle a dispute through agreed upon concessions

***Concessions:*** Something of value that you are willing to give up

***Cooperation:*** To be able to work with someone to achieve a common goal

***Courage:*** Personal strength to act on one's beliefs

***Determination:*** To continue to work toward something, to never give up, "Si se puede"

***Emulate:*** To imitate or demonstrate equivalent actions or thoughts

***Respect:*** To consider worthy of high or special regard

***Risk:*** To expose to hazard or danger

***Sacrifice:*** To place others before yourself

***Tolerance:*** To judge others opinions with empathy or understanding of another's point of view

***Traits:*** Specific, marked characteristics of an individual

***Transform:*** To change in character or condition

***Virtues:*** Commendable qualities or traits of conformity to a standard of right

***Voluntary:*** To act out of one's own free will, not being forced

## PRESERVICE

Preservice activities are designed to provide background information on the life of César E. Chávez and to illustrate the characteristics of heroes and the roles they play in students' lives. Specific preservice activities include analysis of Chávez values and characteristics which made him a hero, heroes throughout history, developing a questionnaire about heroes, investigating ways to build the hero characteristics in students' daily lives, and creating a guide for interviewing local heroes.

### Core Values Of César E. Chávez

*Purpose:* To think about César E. Chávez and examine the core values to determine how César E. Chávez could be viewed as a hero and define the characteristics of heroes.

*Materials:* Student Booklet, pages 26-37

*Time:* 45- 60 minutes

*Directions:* Ask students to review the César E. Chávez core values on page 26 of the Student Booklet and to read the biography of César E. Chávez on pages 27-34 in the Student Booklet. Ask students to respond to the questions on pages 35-36 of the Student Booklet.

Allow students time to discuss their responses and complete the "Reflective Pause" on page 37 of the Student Booklet. Ask for volunteers to share their responses.

## Heroes Throughout History

*Purpose:* To identify historical heroes; the characteristics or traits that caused others to see them as heroes; and the historical context that allowed them to be heroes.

*Materials:* Student Booklet, page 41  
Chart paper or Blackboard (Whiteboard)  
Overhead projector  
Overhead pens, markers, or chalk

*Time:* 30 – 45 minutes

*Directions:* Distribute the student worksheet found on page 41 of the Student Booklet. Ask students to list their three “greatest heroes of all times.” Have students write down the characteristics or traits that each hero exhibited or demonstrated along with what was happening in history at that time. (5-10 minutes)

Have students share their specific choices with a partner, listening for characteristics that are similar to or different from those of the heroes they listed. (10 minutes)

Have a large group discussion to develop a list of characteristics that emerge from the previous pair/share activity. Record the information using either the transparency or chart or create a similar chart on the board or the flip chart paper. (10 minutes)

Some questions you may wish to use to help students clarify their thinking might be similar to the following:

- Why do you think that?
- What would you say are the strongest characteristics of your hero?
- How were they viewed by others in society at that time?

Help students to cluster or organize the characteristics (traits) they have identified for heroes. Compare the list the students developed with the core values and vocabulary words on page 10-11. (10-15 minutes)

Save the list of hero characteristics. These will be used in later activities.

## Creating A Hero Questionnaire

*Purpose:* To create a questionnaire that can be used by students to interview family, friends, or elders in the community to generate data about heroes from others' perspectives and identify who is viewed as heroes within the community.

*Materials:* Student Booklet, page 39-41  
Overhead chart paper or black or whiteboard,  
Overhead pens  
Markers or chalk

*Time:* 45 minutes

*Directions:* Using the “Creating a Hero Questionnaire” description in the Student Booklet as a guide, have students discuss the four parts of a questionnaire: introduction, screener, body (questions), and close. Jointly create each section for the class questionnaire. Hand out copies of the “Creating a Hero Questionnaire” found on page 39 of the student booklet.

Identify the key components of the “introduction” of the survey (identify who you are, what the questionnaire is about, and why they would want to take it). Lead a discussion with students on how this could be written best. Write their suggested language on the board, paper, or overhead and ask students to write the words on their worksheet.

Conduct a similar discussion regarding the “screener” section of the survey. Determine whether this section is appropriate for the questionnaire. Have students decide who they want to get information from through an interview and help them develop a screening question, if appropriate, writing the question on their worksheet.

Generate a list of questions that could be asked on the questionnaire. Be sure to write down all questions students generate on the overhead, chart, or board. Lead a discussion on how many questions they want to ask in total, and then narrow the list to common questions for all students to ask. Remind students that they also want to know whom these people view as local heroes (contemporary or historical) in the community. Have students write these questions on their charts.

Lead a discussion on the best way to end an interview while respectfully thanking the participant. Have students write a closing statement on their worksheet.

A sample questionnaire can be found on page 40 and a list of additional questions to consider can be found on page 41 to assist you in understanding what the Hero Questionnaire might end up looking like.

## Becoming An Everyday Hero

*Purpose:* To recognize characteristics of Everyday Heroes and identify where in the school or community opportunities exist to develop these skills or characteristics.

*Materials:* Overhead chart paper or black or whiteboard  
Overhead pens markers or chalk

*Time:* 30 minutes

*Directions:* Using the overhead transparency/chart paper/blackboard, list the following characteristics.

- Powerful public speaking abilities and experience
- Strong vocabulary – command of the spoken or written language
- Command of the major languages spoken by others in the community
- Ability to make decisions under fire
- Intelligence
- Sense of humor – overall friendliness
- Likeable personality
- Open-mindedness – ability to really listen to others
- Proven integrity and reliability
- Endurance – patience – stamina
- Good health – good health habits

Ask students the following questions:

- Are any of these characteristics or qualities important for a hero? Why or why not?
- When do you use these characteristics and skills in school and in the community?
- What classes or activities can you engage in at school or in your community that will allow you to develop these skills or characteristics?

Have the students discuss and vote on their answers and graph the results. Keep these lists, you may wish to refer to them in future activities.

## Creating A Hero Interview Guide

*Purpose:* To compile questions that can be used by students to interview people within the community who have been identified as heroes.

*Materials:* Overhead  
Overhead pens, markers or chalk  
Overhead/Chart created during Heroes Throughout History activity paper.  
Chart paper or black or whiteboard

*Time:* 30-45 minutes

*Directions:* Have students look at the list of heroes and characteristics compiled during the “Heroes Throughout History” activity. Have students imagine they could speak with these heroes. What would they like to ask them? Have students write these questions down on a piece of paper. (5-10 minutes)

Now have students think about meeting with people in the community who have been identified as heroes. What questions would they ask these local heroes? Encourage students to use or add to the questions they have brainstormed to outline an interview guide. This guide should have an introduction, body and closing as outlined in “Creating a Hero Questionnaire” activity. (5-10 minutes)

Allow the students to share their introductions. Write down several options on the chart paper, blackboard, or transparency. As a group, decide on a standard introduction that you might use. The class may decide to combine and edit the various options. Now have the students share some of the questions they brainstormed. Write the questions on the chart paper, blackboard, or transparency. Have the students vote on which questions would be most important in a local hero interview. Repeat the same procedure to determine a common closing. (20 minutes)

Review the introduction, body (questions) and closing that the class has decided on. Write/type up this interview guide for future use.

## Additional Preservice Activities Menu

- Read another story about the life and work of César E. Chávez.
- Define values such as respect, courage, determination, sacrifice, and sense of community.
- Create a timeline of significant events in the life of César E. Chávez.
- Draw a map of the places where Chávez grew up and where he lived as an adult.
- Discuss some of the influences on Chávez's life that affected his work.
- Discuss what a value is.
- Using a dictionary, look up the definition to each of the 10 values associated with Chávez.
- Create your own definition for each of these values or share a time when you or someone else practiced one of these values.
- Discuss the qualities of a leader. Are leaders different than heroes? Discuss examples of heroic acts. Brainstorm some of César E. Chávez's heroic acts. Can you be a hero without doing a heroic act? Can you do a heroic act without being a hero?
- Compare the life and work of Chávez to other historical figures (focus on the similar values and characteristics).
- Look up Web sites for educational programs related to heroes.
- Arrange to visit another classroom in your school and solicit their views on heroes and what characteristics heroes share.
- Arrange to visit another classroom in your school and present your information on César E. Chávez. Have students lead a discussion with that class on heroes.

## SERVICE-LEARNING PROJECT

This service-learning project is designed to actively involve students in learning about how different generations view heroes. It engages students in planning and providing recognition to everyday heroes in the community.

### Heroes Throughout The Community

*Purpose:* To understand how others identify heroes and to discover common characteristics of heroes across generations.

*Materials:* Paper, pens

*Time:* 30-45 minutes for planning  
30-45 minutes for interviewing  
45-60 minutes for discussing

*Directions:* Have students brainstorm places they could visit to conduct their “oral interviews” using the Hero Questionnaire they developed. Encourage them to think of a variety of places, such as senior citizen centers, nursing homes, local colleges, and community centers. If a visit to these types of facilities is not an option, then ask students to interview family elders, parents, or adult neighbors. You may choose to include other schools or classrooms within your school as well.

If arranging for visits to community locations, students will need create a draft letter to be sent requesting the opportunity to engage in an oral interview with residents regarding their heroes, and teachers will need to send permission slips and arrange transportation (if applicable). Take pictures of the students during their interviews/with their interviewees.

You may wish to have students do the pre-interview reflective pause found on page 42 to assess their assumptions and expectations regarding the interview. Copy the sheet and pass out to students or have students address these areas in a reflective journal. Have students repeat the exercise after they have completed the interview. Post-interview reflective pause can be found on page 43.

Students should use the Hero Questionnaire to interview and write the responses to the questions. You may choose to have students pair up, interviewing together and both taking notes. When papers are returned, discuss and compile results with whole class, graphing the characteristics the community members noted. Revisit the characteristics the students compiled in Heroes throughout History activity. Differences between students’ and adults’ answers should be analyzed and discussed.

List the local community heroes (contemporary and historical) identified by those people interviewed. This list will be used in later activities.

## Recognizing Everyday Heroes

*Purpose:* To hold a recognition ceremony for local everyday heroes as identified by the community.

*Materials:* Paper, pens for letter writing  
Telephone Books and/or Internet resources  
K-W-L chart (Student Booklet, page 44)  
Hero Questionnaire results  
Sample Everyday Hero Program Description (Student Booklet, page 45)  
Sample Everyday Hero Nomination (Student Booklet, page 47)

*Time:* Multiple class periods (usually 6-10), concluding with a recognition celebration.

*Directions:* Have students start a K-W-L chart on what they know about the heroes in their community. A sample of this can be found on page 44 of the Student Booklet. Have students write down what they know and what they would like to know about the heroes in their community. Collect or have students keep these charts. This can be revisited during the post-reflection to document what the students have learned about heroes in their community.

Brainstorm ways to recognize heroes in your community. This may involve researching local recognition programs that are already in place. Ask the students what criteria they want to use to select their local heroes. You may wish to review the lists of characteristics created in previous activities. Have students draft a program description for their Everyday Hero Award (a sample program description can be found on page 45 of the Student Booklet) and nomination form (a sample nomination form can be found on page 47 of the Student Booklet). This may be done as a large or small group activity. Encourage all students to participate in naming their recognition program.

Review the list of local heroes identified through the Hero Questionnaire. Discuss what the students know about these individuals. Do they meet the criteria outlined? Encourage them to do more research on these people. If possible, have students arrange to interview the contemporary local heroes identified using the Hero Interview Guide developed. This may require students to write letters and/or obtain permission slips and arrange for transportation. Alternatively, invite individuals to come and speak to your class, allowing the students to interview them as a large group during a question and answer portion. Take pictures!

Review the nomination form. Allow students to nominate the local heroes they have met and/or pass out nomination forms to teachers, principals, parents and other community members. Once nomination forms are collected, have students review their program description and select the local community heroes they wish to recognize.

Each student or small group of students should be assigned to write about one of the Everyday Heroes selected. (If there are not enough Everyday Heroes, you may assign students to write about heroes identified in Heroes Throughout History or Heroes Throughout the Community). The biographies should have a common format that could be brainstormed by the students or given by the teacher or facilitator. Suggested sections include:

- Facts about the individual's birth date and place;
- Career and family;
- Accomplishments;
- Why the individual is considered a hero; and
- How he/she touched people's lives, particularly others who live in the community.

Have students plan their Everyday Hero Award ceremony to recognize the local community heroes. This could be held at the school or at a public setting, such as the local library or City/Town Hall. Have students brainstorm who they would like to invite. This may include the mayor, city council, local media, senior citizens', community members, school administrators, teachers, parents, and students. Have students draft letters or create invitations. Have students design the presentation of the awards ceremony, with students playing a primary role. Students could create an exhibit describing the process they went through in designing their recognition program, utilizing the photographs taken during interviews and reflection writing. Students might speak about the people they selected to recognize as Everyday Heroes. They may choose to read the biographies written, invite a guest speaker, and/or have the Everyday Heroes speak. Have students create a checklist for all the steps they need to complete in arranging and holding an event. A sample checklist can be found on page 49 of the Student Booklet. Have students design the award certificates to be given to the Everyday Heroes. Ideally, this event could coincide with César E. Chávez Day, March 31 and include a presentation on his life and contributions. Take photographs of the event to share with the students!

## Additional Service-Learning Activities

- Have students create posters of the Everyday Heroes and/or historical heroes. These could include the biographies written, pictures taken during the project, or articles and photographs collected through research. Arrange to have these displayed as part of “Recognition Wall” within the school or community.
- Develop presentations about the recognition wall and present to the media or local community organizations.
- Have students investigate community sponsorship for their hero recognition program. This group could use the phonebook, Internet research, or other resources to identify potential sponsors. Sponsorship could allow for a plaques or picture awards for the Everyday Heroes and/or create a permanent recognition wall.
- Have students create a pamphlet outlining the local heroes they honored. Share this pamphlet with the local visitor center, chamber of commerce, town hall, library, local stores.
- Have students create a PowerPoint presentation on their project. Have students share this at a school committee meeting, school assembly, parent night, or community event.
- Partner with a multimedia group to develop multimedia presentations on each of the heroes.
- Engage the students in a cross-class project. Have the middle school students work with elementary school students to teach them about local heroes and help the younger students identify their heroes
- Ask media representatives to feature information on the heroes during their times devoted to community affairs. Have students write sample articles. Use photographs taken if appropriate.
- Have students analyze how heroes are portrayed in books, television, movies, songs, and other media and contrast the results with the work of this project.
- Have students create a Web site on heroes. They can include the information they learned on César E. Chávez, historical heroes, local heroes, and opportunities for building and demonstrating characteristics of heroes. Also include information about the local hero recognition program and allow people to nominate local heroes on-line. Post pictures and descriptions of the award ceremony held.

## POSTSERVICE

Postservice activities are designed to reflect on the project and to consider ways in which students can continue to impact the community.

### 3-2-1 Reflections

*Purpose:* To reflect on what was learned through this project.

*Materials:*

*Time:* 45 minutes

*Directions:* Ask students to reflect on three things they have learned about themselves, two things they have learned about others, and one thing they will do to become more like a hero. Have students complete their K-W-L chart with what they have learned about heroes in their community.

Invite volunteers/involved community members into the class and allow time for them to share their reflections with the class. Display or share the photographs taken throughout the project. Celebrate all the things you learned and hand out the certificates to acknowledge the accomplishments of the students. You may choose to place a picture of the student completing part of the project on their certificate. Evaluate the project with students and key partners by completing the Project Evaluation and Feedback Form.

# SUPER HERO SERVICE

*This certificate is presented to*

---



*In honor of all your hard work in the  
César E. Chávez Day of Service & Learning Project  
On the date of \_\_\_\_\_,  
We would like to give you our thanks for your service  
to the people of our community.*

*Presented by*

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*Teacher*

## ADDITIONAL POSTSERVICE-LEARNING ACTIVITIES MENU

- Have students write a pledge that describes what they intend to do over the next year to nurture the hero in them. You may wish to review the list of opportunities within the school and community compiled during the Becoming an Everyday Heroes activity. Have a place on the pledge for the student and the teacher or facilitator to sign. Make a copy of each student's pledge. Place the pledge in a sealed envelope, addressed to the student and give a copy of the pledge to the student. After a year, send the envelope to the student.
- Have students write thank you notes to those who helped them complete the project. These thank you notes can include what they learned about themselves, what they learned about others, and what they plan to do, as described in the 3-2-1 exercise.
- Ask a government or political figure to visit your school and share the benefits of community heroes.
- Create a class archive or scrapbook about what the students have learned about César E. Chávez and heroes. Each student must contribute something. Be sure to include pictures from your oral interviews experience and relate how César E. Chávez's values were evident in the project.
- Have students create a story about what would happen if they were a hero.
- Create a short story/fable with a moral at the end that emphasizes the values and characteristics of heroes. You may choose to turn the fable into a play and have students perform it for other students and parents. After the performance, your students can lead the audience in a discussion of heroes.
- Have students draw a picture of their favorite hero. Students then share their pictures and describe why they are a hero, using the values and characteristics discussed throughout the project.
- Create a book that documents the service project and could instruct a class how to do a similar project. Be sure to include all the steps that were taken and what was learned. Utilize the photos taken and reflection completed throughout the project. After outlining all the pages needed, you may choose to assign different tasks to different students. Each student must contribute something. Have the book displayed in your local or school library.
- Create a "Hero Sandwich" or menu. Students select a hero, pick the ingredients of the sandwich, and use the vocabulary, values, and characteristics discussed throughout the project in the sandwich's description. (You could then have a hero sandwich celebration party).

- Compile interview data and create charts.
- Identify local community activities that reflect hero characteristics.
- Look in the newspaper for current articles that profile heroes and/or reflect hero characteristics.
- Research heroes in industry, medicine, mathematics, science, government, and other areas.
- Research African American heroes.
- Research Hispanic or Latino heroes.

# Student Booklet

## STUDENT BOOKLET

### CORE VALUES OF CÉSAR E. CHÁVEZ

1. **Service to Others** – Service that is predicated on empowering others; engendering self help, self determination, and self sufficiency versus charity.
2. **Sacrifice** – Sacrifice that is spiritual; that is courageous and steadfast in its willingness to endure great hardship for others.
3. **A Preference to Help the Most Needy** – A concerted effort to support programs that reach the most needy, the most dispossessed, the most forgotten people in society no matter how difficult the challenge that choice may bring.
4. **Determination** – Determination that is characterized by an attitude that with faith, steadfast commitment, patience, and optimism, human beings can prevail against all odds.
5. **Nonviolence** – Invoking nonviolence as the most powerful tool for achieving social/economic justice and equality; action that requires boldness and courage versus meekness and passivity.
6. **Acceptance** – An essential ingredient for success in organizing diverse forces to achieve social change, create community, and actualize democracy is the acceptance of all people, an absolutely indispensable necessity to the well-being of this country.
7. **Respect for Life and the Environment** – Respect that holds as sacred the land, the people, and all other forms of life.
8. **Community** – Sharing the joyous and respectful expression of cultural diversity through the reinforcement of the values of equity and responsibility to and for one another.
9. **Knowledge** – The pursuit of self directed learning and the development of critical thinking and constructive problem solving skills; overcoming ignorance through education.
10. **Innovation** – A creative capacity to find pragmatic strategies and tactics to resolve problems and situations that often seem insurmountable to others.

## BIOGRAPHY OF CÉSAR E. CHÁVEZ (1927–1993)

**Union Leader**

**Civil Rights Leader**

**Spiritual Leader**

**Environmentalist**

**Humanitarian**

**Activist for Social Justice**

### Introduction

César E. Chávez was a Mexican American farm worker who became a great force as a union leader, civil rights leader, environmentalist, and humanitarian. With courage, sacrifice, and hope, he provided service to others and dedicated his life to bring justice, dignity, and respect to farm workers and to poor people everywhere. He worked to improve the lives of farm workers and he helped lead the United Farm Workers (UFW) to victory in their fight for better working and living conditions. He led a nonviolent social movement to bring about change and to demand civil rights. His efforts against the use of harmful pesticides gained the support of citizens across the state of California and throughout the United States. He inspired millions of people to work and support his efforts for social change and justice. He received numerous honors for his work including the Presidential Medal of Freedom Award, the highest honor awarded to a civilian, and the creation of a holiday and day of service and learning by the state of California.

### Childhood

*“Our mother used to say there is a difference between being of service and being a servant... [she] mother taught us not to be afraid to fight—to stand up for our rights. But she also taught us not to be violent.”*

– César E. Chávez

César was born in 1927 on a small farm near Yuma, Arizona, to Librado and Juana Chávez, and was one of six children. His grandparents had come to the United States in the 1880’s to escape the poverty of Mexico. As a child César was influenced by his mother and grandmother who taught him about kindness, feeding the hungry, and nonviolence, They also gave him a deep sense of spiritual faith. His father taught him to be a man of action who stood up for others. In 1938 during the Great Depression, the Chávez family lost their land in Arizona, César was ten years old. The family was forced to join the 30,000 migrant farm workers that traveled throughout California looking for work harvesting food in the fields.

### Life As A Farm Worker

*“We draw our strength from the very despair in which we find we have been forced to live. We shall endure.”*

– César E. Chávez

For ten years, César’s family traveled as migrant farm workers in California looking for work harvesting crops in the fields. They moved from town to town in order to find work. Once they found work, they had to rent run down shacks to from the growers who owned the land. These shacks were without heating or water. There were so many farm workers looking for



work that the growers could treat them however they wanted. If the workers complained, the growers would fire them. The Chávez family worked long hours in the fields, from 5 a.m. until sunset, and were paid so little they often did not have enough money to buy food. César lived in the poverty shared by thousands of migrant farm worker families and later said that the suffering made him strong.

## The Pain Of Prejudice

César experienced the pain of prejudice as a small child in Arizona and later in California. César spoke only Spanish as a child, and the children at school would make fun of his accent and call him “dirty Mexican.” Teachers would hit him with rulers if he spoke Spanish in school. In California, a teacher made him wear a sign around his neck that read, “I’m a clown. I speak Spanish.” When he was ten, he tried to buy a hamburger at a diner that had a sign reading “White Trade only.” The girl behind the counter laughed at him and told him that they did not serve Mexicans. César felt the pain of being treated unfairly just because he was different. This pain stayed with him his entire life, and as an adult the pain shaped his commitment to make all people feel as if they were worthy human beings no matter what color they were.

## César Is Forced To Leave School

*“There is so much human potential wasted by poverty, so many children are forced to quit school and go to work.”*

– César E. Chávez

In 1942, when César was in eighth grade, his father was in a car accident which forced César to quit school to work in the fields with his brothers and sisters. César did not want his mother to have to work. Working in the fields was very difficult. The growers demanded that farm workers use the short handled hoe, so that workers could be close to the ground while thinning the plants. Using this hoe caused severe back pain. Often there was no clean water to drink or bathrooms for the farm workers to use and they had to work around dangerous pesticides. César worked long hours and felt that the growers treated farm workers without dignity, as if they were not human beings, and he knew this was not right.

## César Joins The Navy

In 1944, César joined the United States Navy and served overseas for two years. While in the Navy he witnessed that other people suffered the pain of prejudice because they spoke different languages or were of different heritages. He returned from the Navy to Delano, California, to help his family work in the fields.

## Marriage

In 1948, when César was 21 years old, he married Helen Fabela, and together they had eight children. Helen became an important partner to César as he began to fulfill his dream of improving the lives of farm workers.

## A New Life Of Service

*“My motivation to change these injustices came from my personal life ... from watching what my mother and father went through when I was growing up; from what we experienced as migrant farm workers in California.”*

– César E. Chávez

In 1948, César met people and read books that would change his life forever. He met Father McDonnell who spoke to César about solving the poverty and unjust treatment of the farm worker. He asked César to read books on labor history, St. Francis of Assisi, and Luis Fisher’s *Life of Gandhi*. From these books, César learned about the history of unions, nonviolence, sacrificing to help others, and social change. These ideas reminded him of his family’s teachings. César said that it was at this time in his life when his real education began.

In 1952, César met Fred Ross, who worked for the Community Service Organization (CSO). Fred Ross explained how people who lived in poverty could build power for themselves and begin to help themselves. César went to work for the CSO and registered many Latino voters. César became the Director of the CSO in California. In Oxnard, California, César helped farm workers regain their jobs, only to lose them again. César knew that the farm workers needed to organize themselves and become a collective force in order to protect their rights. The CSO did not want to organize farm workers, so César quit the CSO moved his family to Delano, and began organizing farm workers.



## The United Farm Workers

*“It’s ironic that those who till the soil, cultivate and harvest fruits and vegetables and other foods that fill your tables with abundance have nothing left for themselves.”*

– César E. Chávez

In 1962, César and his wife Helen moved with their children to Delano, California, in order to organize farm workers. César worked for three years recruiting and teaching farm workers how to solve their problems. Since César did not earn much money while organizing farm workers, Helen worked picking grapes to support the family. The farm workers grew to trust



César and many decided to join his union. César needed help and asked people to join him in Delano to help him organize and to become leaders in the union. These people came and worked without pay and were fed by farm workers. César thought it was beautiful to be able to give up everything in order to help others. In 1962, the National Farm Workers Association (NFWA) was born. It would later become known as the United Farm Workers (UFW). César E. Chávez was elected president, Dolores

Huerta and Gilbert Padilla, vice-presidents, and Antonio Orendain, secretary/treasurer. The union adopted a flag that had a black eagle, which represented the dark situation the farm workers found themselves in; a white circle that signified hope; and a red background; which represented the sacrifice and work the UFW would have to suffer in order to gain justice. Their official slogan was “Viva La Causa” (Long Live our Cause). César wanted to build a strong union that could fight for social justice.

## The Famous Delano Grape Strike

*“When you have people together that believe in something very strongly, whether it be politics, unions or religion—things happen.”*

– César E. Chávez

In 1965, César and the NFWA joined the Agricultural Workers Organizing Committee, a Filipino farm worker organization, in the famous Delano Grape Strike. The two organizations targeted the Schenley Industry, the Di Giorgio Corporation, S&W Fine Foods, and Treesweet, all growers who grew crops in the fertile fields of California and employed thousand of farm workers. The strikers wanted contracts that would force the growers to follow certain rules regarding hiring, better working conditions, better pay, and control of pesticides. They also wanted the growers to give them respect and dignity in the fields. The growers did not want to spend money on the improvements nor did they want to give the workers power, so the growers fought the strike.



The two farm worker organizations joined to form the United Farm Workers Organizing Committee (UFWOC). When UFWOC went on strike, the members refused to work and they picketed the fields with signs and flags trying to get other workers in the fields to join the strike. The growers brought in strikebreakers to harass the picketers, sprayed the picketers with pesticides, and used shotguns and dogs to frighten them. Most of the strikers remained on the picket lines, and César reminded them constantly that they were not to use violence of any kind. César said that nonviolence was more powerful than violence, and that it was the only way to win peace and justice. César taught the union members how to react and act peacefully, even when the growers used violence against the strikers. César had studied Gandhi’s use of the power of nonviolence in his struggle for social justice in India, and César deeply believed that the strike would have to be one of nonviolence if they were to win.

## The Boycott

*“There is no turning back. We are winning because ours is a revolution of the mind and the heart.”*

– César E. Chávez

Hundreds of people of all cultures, backgrounds, and religions came to Delano to help with the grape strike. Many churches of all different faiths supported the strike. César thought that all religions were very important and he welcomed their support. The national media (television crews, newspaper reporters, and writers for magazines) covered the use of violence by the growers against the nonviolent striking farm workers. NBC aired a documentary called

“The Harvest of Shame” that showed how farm workers were forced to live in poverty. Millions of Americans and political leaders saw that César was fighting for the justice that America promises

all of its citizens. Other labor unions supported the strike. César called for a national boycott of grapes. During a boycott the growers lose money because in a boycott people stop buying the food that the growers sell in the supermarkets. Eventually the growers are forced to negotiate with the farm workers. César believed that the American people had a sense of justice and he was right. Millions of Americans supported the boycott and stopped buying grapes because they understood the injustices that the farm workers suffered.

## The March

*“There is enough love and good will in our movement to give energy to our struggle and still have plenty left over to break down and change the climate of hate and fear around us.”*

– César E. Chávez

In 1966, César organized a 340-mile march from Delano to Sacramento, California, in order to get support for the strike from the public, other farm workers, and the Governor. Although César’s feet were swollen and bleeding, he continued to march. When the march reached Stockton it had grown to 5,000 marchers, it was then that the growers contacted César and agreed to recognize the union and sign a labor contract that would promise better working conditions and higher wages. This was the first contract ever signed between growers and a farm worker’s union in the history of the United States, but César’s work had just begun.

## César’s First Fast

*“The fast is a very personal and spiritual thing, and it is not done out of recklessness. It’s not done out of a desire to destroy yourself, but it is done out of a deep conviction that we can communicate with people, either those that are for us or against us, faster and more effectively spiritually than any other way.”*

– César E. Chávez

In 1968, César went on the first of three public “fasts” to protest the violence that was being used on both sides of the strike. When César fasted, he would stop eating in order to gain spiritual strength and communicate with people on a spiritual level. People from all over the United States felt the importance of his fasts; his quiet sacrifice spoke to many people about the injustice that existed for farm workers. In 1968 when he ended his fast, 8,000 people including Robert Kennedy were there to support him. The media would cover his fasts and he would receive letters of support from politicians, religious leaders, and civil rights leaders, such as Martin Luther King, Jr.



## Four More Years Of Striking

*“Our struggle is not easy. Those that oppose our cause are rich and powerful, and they have many allies in high places. We are poor. Our allies are few. But we have something the rich do not own. We have our own bodies and spirits and the justice of our cause as our weapons.”*

– César E. Chávez

César had won his first contract, but there were still many growers in California who had not recognized the UFW; formerly the UFWOC; and for the next four years, the union continued to nonviolently strike against the growers. The UFW continued to grow in strength because of the national boycott. It also grew because César built a national coalition of students, middle-class consumers, trade unionists, religious groups, and minorities including: Latinos, Filipinos, Jews, Native Americans, African Americans, and gays and lesbians. César’s quiet dedication and sacrifice had inspired many to help the UFW. Dr. Martin Luther King, Jr sent César a telegram stating that he and César were united because they both had the same dream for a better tomorrow. By 1970, 85 percent of all the grape growers in California had signed contracts with the UFW. César E. Chávez, a gentle man of vision, had worked to revolutionize the relationship between growers and farm workers. He had started a nonviolent movement that demanded civil rights and economic justice for all people.

*“You and your valiant fellow workers have demonstrated your commitment to righting grievous wrongs forced upon exploited people. We are together with you in spirit and determination that our dreams for a better tomorrow will be realized.”*

– Dr. Martin Luther King Jr.

## 1970-1993

From 1970-1980, César and the UFW continued to boycott and strike for farm workers’ rights and the control of dangerous pesticides that are sprayed on crops. Although César won many victories, the struggle for justice, fair treatment, respect, and dignity were always in jeopardy. However, César never gave up. He kept working and had faith that people united could create a better world. In 1975, due to César’s efforts, the Supreme Court outlawed the short-handed hoe that had injured the backs of thousands of farm workers who were forced to use it. In June of 1975, the UFW sponsored a farm-labor law with the support of growers. Governor Brown signed into law the Agricultural Labor Relations Act that gave farm workers the right to organize a union and to hold elections. The Agricultural Labor Relations Act remains the strongest law nationwide protecting the rights of farm workers. By 1978, the union had 100,000 members and had won a contract with the largest lettuce grower in the United States.

In the 1980s, César traveled to the midwest and the eastern states in order to teach people about the dangers of the pesticides being sprayed on crops. The pesticides caused cancer and birth defects in the children of farm workers. César went on a 36-day “fast for life” to draw attention to the harmful effects of pesticides. Thousands of people supported him by continuing his “fast for life” in 3-day contributions that were passed on from one person to



another. In the end, the growers listened to his concerns and began reviewing their use of pesticides. The state of California also revised its use of pesticides because of his efforts.

In the 1990s, César recovered from his fast and continued to boycott of grapes. In 1992, he received an honorary doctorate degree from Arizona State University and attended graduation ceremonies. César was very proud of the honor because he believed that education is very important, and his dream was that all children should have the opportunity to get a quality education.

## His Death

César E. Chávez worked right up until the night he died peacefully in his sleep. He died on April 23, 1993 in San Luis, Arizona. He was in Arizona helping lawyers fight a lawsuit against the UFW. His funeral was held on April 29, 1993, in Delano, California, and more than thirty thousand people followed his simple pine casket for three miles. It was their last opportunity to march with a humble man of great strength and vision that had bettered the lives of many people.

## His Legacy

*“Once social change begins, it cannot be reversed. You cannot un-educate the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the person who is not afraid anymore. We have looked into the future and the future is ours.”*

– César E. Chávez

César E. Chávez will be remembered as a leader and for his dedication to justice, nonviolence, and service to others. He is an American hero who will continue to inspire people to respect life, stand up for justice, and to work together for the good of humanity.

## Awards

The state of California has declared César E. Chávez’s birthday, March 31, a state holiday to celebrate his life and work, along with five other states and dozens of cities and counties. In the spirit of César E. Chávez Day, public schools are encouraged to teach students about the life, work, and values of César E. Chávez and to engage them in service to their community. In 1994, President Bill Clinton posthumously awarded César E. Chávez the Presidential Medal of Freedom Award, the highest civilian award. Helen Chávez accepted the honor at the White House in Washington, DC. In 1990, César was awarded the Aguila Azteca, the highest civilian award by the Mexican government. In 1992, he was granted an honorary doctorate by the University of Arizona. Many schools and streets are also named to honor the legacy of César E. Chávez.

## Bibliography

Griswold del Castillo, Richard and Richard A. Garcia. César Chávez: A Triumph of Spirit.

Susan Ferriss and Ricardo Sandoval, The Fight in the Fields: César Chávez and the Fight in the Fields.

Jacques E. Levy, César Chávez: Autobiography of La Causa.

## CORE VALUES WORKSHEET

1. What traits does Chávez have that contribute to his success? \_\_\_\_\_

---

---

---

---

2. What events had the greatest influence on his life? \_\_\_\_\_

---

---

---

---

3. What experiences influenced Chávez to be successful? \_\_\_\_\_

---

---

---

---

4. How would Chávez define success? \_\_\_\_\_

---

---

---

---

5. What effect or influence did Chávez have on important events in his life? \_\_\_\_\_

---

---

---

---

6. How did Chávez use his talents or skills to help others? \_\_\_\_\_

---

---

---

7. Do you think Chávez would believe a person must be famous to be successful?  
Why or why not? \_\_\_\_\_

---

---

---

---

8. What leadership qualities did Chávez demonstrate? How? \_\_\_\_\_

---

---

---

---

9. How did Chávez change the world? \_\_\_\_\_

---

---

---

---

10. How was Chávez a role model? \_\_\_\_\_

---

---

---

---

11. What characteristics do Chávez and I have in common? \_\_\_\_\_

---

---

---

---

12. What gave Chávez the courage to succeed? \_\_\_\_\_

---

---

---

---

13. When did Chávez start to unveil his talents? How \_\_\_\_\_

---

---

---

---

14. What three words would you use to characterize Chávez? Why did you choose those words \_\_\_\_\_

---

---

---

---

## REFLECTIVE PAUSE...

When in your life have you expressed any of these values? \_\_\_\_\_

---

---

---

---

---

---

---

---

When in your life have you experienced any of these values? \_\_\_\_\_

---

---

---

---

---

---

---

---

What do you conclude about César E. Chávez considering that these 10 values exemplify him? \_\_\_\_\_

---

---

---

---

---

---

---

---

## HEROES THROUGHOUT HISTORY

Take a few moments to think about people throughout history that you would consider a “hero.” Using the following chart, list your top five heroes in the first column. Then identify what characteristics or a trait each person exhibited or demonstrated that makes you consider them a hero in the second column. Following that, provide a brief description of what was going on in history at that time that allowed or facilitated these people being heroes. Please make good notes, since this information will be shared with others.

Hero	Traits	Historical Context

## CREATING A HERO QUESTIONNAIRE

We are going to create a class questionnaire to use in interviewing students from other classrooms, family, friends, community members, or community elders. As each of these key questionnaire parts is discussed in class, write down the group decisions in the appropriate sections of the questionnaire.

**Introduction:** (This describes the who, what, and why of the interview.)

**Screener:** (This helps determine if the person is a qualified participant.)

**Body:** (These are the questions you will ask each participant in the survey.)

**Close:** (A statement of appreciation to end the interview.)

## SAMPLE HERO QUESTIONNAIRE

**Introduction:** (This describes the who, what, and why of the interview):

Hello, my name is \_\_\_\_\_, and I am a student at \_\_\_\_\_ Middle School. Our class is involved in a service-learning project to identify characteristics of heroes, so that we can create a “hero” recognition program.

**Screener:** (This helps determine if the person is a qualified participant.)

Have you ever thought someone was a true hero?

**Body:** (These are the questions you will ask each participant in the survey.)

Would you please identify three people who you believe were heroes?

What characteristics or traits did these people exhibit or demonstrate that made you think they were heroes?

What kinds of things were going on in society at that time that helped make these people heroes?

What was each person’s greatest accomplishment?

How were these people recognized for their accomplishments?

Who, if anyone, do you consider a hero in our community?

**Close:** (A statement of appreciation to end the interview.)

Thanks for taking the time to answer these questions. We will be compiling our information in the next few weeks and what you have provided will help us to develop or enhance a recognition program in our community.

## **SAMPLE QUESTIONS FOR THE HERO QUESTIONNAIRE**

The following are some additional questions you may use when thinking about questions for the Hero Questionnaire:

Please identify three people you consider a hero?

What traits does a hero have that contribute to his/her success?

What kinds of things were going on in society at that time that helped make these people heroes?

What events had the greatest influence on his/her life?

What experiences influenced your hero to be successful?

How would your hero define success?

What effect or influence did your hero have on important events in his/her life?

How did your hero use his/her gifts to help another?

Do you think your hero would believe a person must be famous to be successful? Why or why not?

What leadership qualities did your hero demonstrate? How?

How did your hero change the world?

What was your hero's greatest accomplishment?

How was your hero a role model?

What characteristics do your hero and you have in common?

What gave your hero the courage to succeed?

When did your hero start to unveil his/her gifts? How?

How are heroes recognized for their accomplishments?

**REFLECTIVE PAUSE.....  
(PRE-INTERVIEW)**

Who are you interviewing? \_\_\_\_\_

What do you already know about this person? \_\_\_\_\_

---

---

---

---

---

---

In what ways are you similar to this person? \_\_\_\_\_

---

---

---

---

---

---

In what ways are you different? \_\_\_\_\_

---

---

---

---

---

---

How do you feel about the interview (nervous, excited, scared, etc.)? What about the interview makes you feel that way? \_\_\_\_\_

---

---

---

---

---

---

**REFLECTIVE PAUSE.....  
(POST-INTERVIEW)**

Who did you interview? \_\_\_\_\_

Were your assumptions about what you knew about the person correct? Did anything turn out not to be true? \_\_\_\_\_

---

---

---

---

---

---

What surprised you about this person? Did you have more/less in common than you expected? \_\_\_\_\_

---

---

---

---

---

---

How did you feel after the interview? \_\_\_\_\_

---

---

---

---

---

---

What was your favorite part of the interview? \_\_\_\_\_

---

---

---

---

---

---

What would you do differently next time you interview someone? \_\_\_\_\_

---

---

---

---

---

---

K-W-L CHART

<p><b>K</b> What Do I <u>Know</u>?</p>	<p><b>W</b> What Do I <u>Want To Know</u>?</p>	<p><b>L</b> What Have I <u>Learned</u>?</p>

## THE EVERYDAY HERO PROGRAM DESCRIPTION (SAMPLE)

The Everyday Hero Award is given to citizens who initiate solutions, motivate others, represent or serve working families, and work on a non-profit basis.

### Nominate Someone You Know

If you want to recognize someone who truly stands out in the community, fill out the attached nomination form.

The criteria for the Everyday Hero Award has been determined by the students in school. We will be flexible in selecting nominees, understanding that no one person could fulfill all the criteria. We will also review each nomination on a case-by-case basis.

The Everyday Hero Award recipient will be someone who:



- Represents or serves families or communities
- Initiates or creates solutions
- Motivates others
- Makes sacrifices
- Benefits others
- Makes a difference
- Leads on an ongoing basis
- Is a role model

- Fills a need
- Goes beyond the scope of their job
- Does not profit from a charitable organization
- Solves problems
- Goes above the call of duty
- Successfully follows through
- Sets an example
- Is focused
- Is actively involved



## **Selection Process:**

Please submit only one entry per nominee. Each person who is nominated will be judged on his/her merits, not on the number of votes or nominations that he/she gets. However, because of the high volume of nominations, please allow our program three to four weeks to process your nomination.

The selection committee meets once a week to review and discuss each nomination. If your nominee is selected as an Everyday Hero recipient, a sponsoring institution employee will contact you by telephone to set up a time to present the award to your nominee(s). When necessary, we make preliminary phone calls to obtain additional information or to check a nominee's references. This does not automatically mean that your nominee has been selected.

We realize that it is impossible to honor all of the nominees who are brought to our attention. However, nominees who are not selected will receive letters of appreciation acknowledging the important work that they are doing in the community. Individuals who submitted nomination forms will also receive a letter informing them of the status of their nominee(s). Please make sure to include correct addresses and phone numbers for yourself and your nominee(s). At times our selection process may be lengthy, so please be patient!

Thanks again for your interest in our Everyday Hero Award, brought to you by your local Sponsor Name. Your nomination is important to us.

## THE EVERYDAY HERO NOMINATION FORM (SAMPLE)

The Everyday Hero Award is presented each month to community members who are making a difference. If you know someone who stands out in your community, and would like to acknowledge them for their contributions, please fill out the form below. (Please do not nominate the same person multiple times.)

Your Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Zip \_\_\_\_\_

Phone Number \_\_\_\_\_

E-Mail \_\_\_\_\_

Name of Nominee \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Zip \_\_\_\_\_

Phone Number \_\_\_\_\_

Date of Birth \_\_\_\_\_

Name of Additional Reference \_\_\_\_\_

Phone Number of Reference \_\_\_\_\_

Situation Nominee Has Created a Solution for: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Did the nominee solve this problem by himself/herself? Who else was involved in initiating the solution? \_\_\_\_\_

---

---

---

How has this made a difference in the lives of others? Who has benefited from the solution?

---

---

---

Is the nominee still involved in the solution/program? If so, how? \_\_\_\_\_

---

---

---

Has the nominee motivated others to actively get involved? Has the nominee inspired others to solve problems in their neighborhood? \_\_\_\_\_

---

---

---

Does this go beyond the scope of the nominee's job? How? \_\_\_\_\_

---

---

---

How long has the nominee worked on the program? \_\_\_\_\_

---

---

---

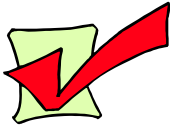
What sacrifices has the nominee made in order to ensure the success of the program? \_\_\_\_\_

---

---

---

## RECOGNITION CEREMONY CHECKLIST (SAMPLE)



The following is a checklist of actions that need to be completed for the Everyday Hero Award ceremony. Note the people responsible for completing the task and date the task is to be completed in parentheses.

- Determine location/time/date of event (by whom:           , by when:       )
- Write letters to Everyday Award recipients, inviting them to award ceremony (by whom: by when:       )
- Create guest list (by whom:           , by when:       )
- Make sure to schedule it during a time when people can attend.
- Make sure there are no other major events taking place on that day.
- Create invitations for event (by whom:           , by when:       )
- Invite guest speaker (by whom:           , by when:       )
- Send invitations (by whom:           , by when:       )
- Design and create award certificates (by whom:           , by when:       )
- Have presentations ready (by whom:           , by when:       )
- Plan refreshments (by whom:           , by when:       )
- Confirm Everyday Heroes will attend (by whom:           , by when:       )
- Confirm guest speaker (by whom:           , by when:       )
- Set-up event (by whom:           , by when:       )
- Clean up event (by whom:           , by when:       )
- Write thank you (by whom:           , by when:       )

# RESOURCES

## REFERENCES/WEB SITES/PUBLICATIONS

### César E. Chávez

[www.cesarechavezfoundation.org/](http://www.cesarechavezfoundation.org/) – César E. Chavez Foundation

[www.goserv.ca.gov/ccd/ccd.asp](http://www.goserv.ca.gov/ccd/ccd.asp) – GO SERV César Chávez Day

[www.ufw.org/history.htm](http://www.ufw.org/history.htm) – United Farm Workers

[www.paradigmproductions.org/](http://www.paradigmproductions.org/) – The Fight in the Fields Classroom Curriculum

[rims.k12.ca.us/score\\_lessons/chavez/](http://rims.k12.ca.us/score_lessons/chavez/) – RIMS

[www.paradigmproductions.org/](http://www.paradigmproductions.org/) – The Fight in the Fields classroom curriculum

[www.cde.ca.gov/cesarchavez/](http://www.cde.ca.gov/cesarchavez/) – California Department of Education César Chávez Day  
Instructional Materials

[www.sdcoe.k12.ca.us/chavez/welcome.html](http://www.sdcoe.k12.ca.us/chavez/welcome.html) – San Diego County Office of Education  
Information and Resources for Educators

[www.colapublib.org/chavez/](http://www.colapublib.org/chavez/) – County of Los Angeles Public Library

[www.filmideas.com/nrbiographies.html](http://www.filmideas.com/nrbiographies.html) – César E. Chávez video

[www.filmideas.com/dgfamouspeople.html](http://www.filmideas.com/dgfamouspeople.html) – César E. Chávez video

### Heroes

<http://www.main.nc.us/diversity/heroes.html> – Center for Diversity Education

DeRoche, Edward F., and Mary M. Williams. – *Educating Hearts And Minds: A Comprehensive Character Education Framework* Thousand Oaks, CA: Corwin Press, Inc., 1998.

Dunn, Larry. – “Teaching the Heroes of American History: Debunking the Myths, Keeping the Heroes.” *Social Studies* 82 (January-February 1991): 26-29, EJ 427 759.

Helbig, Alethea K., and Agnes Reagan Perkins. – *Myths And Hero Tales: A Cross-Cultural Guide To Literature For Children And Young Adults* Westport, CT: Greenwood Press, 1997

Leming, James S. “Reflections on Thirty Years of Moral Education Research.” *Moral Education Forum* 20 (Fall 1995): 1-9, 15. EJ 522 228.

Leming, James S. "Teaching Values in Social Studies Education -- Past Practices and Current Trends." In Byron G. Massialas and Rodney F. Allen, Eds., *Crucial Issues In*

*Where are Today's Heroes?*

*Teaching Social Studies*. Belmont, CA: Wadsworth Publishing Company, 1996, pp. 145-180.

Lickona, Thomas. *Educating For Character: How Our Schools Can Teach Respect And Responsibility*. New York: Bantam Books, 1991. ED 337 451.

Lickona, Thomas. "The Return of Character Education." *Educational Leadership* 51 (November 1993): 6-11. EJ 472 598.

Lickona, Thomas, Eric Schaps, and Catherine Lewis. "Eleven Principles of Character Education." *Social Studies Review* 37 (Fall-Winter 1997): 29-31. EJ 557 583.

Martorella, Peter H. *Teaching Social Studies In Middle And Secondary Schools*. Englewood Cliffs, NJ: Prentice Hall, 1996. ED 393 744.

Meltzer, Milton, and E. Wendy Saul. *Nonfiction For The Classroom*. New York: Teachers College Press, 1994.

Parker, Walter C., and John Jarolimek. *Social Studies In Elementary Education*. Englewood Cliffs, NJ: Prentice Hall, 1997. ED 403 208.

Sanchez, Tony R. *Heroes, Values, And Transcending Time: Using Trade Books To Teach Values*. Paper Presented at the Ackerman Conference for Democratic Citizenship. Purdue University, West Lafayette, Indiana, July 18, 1998a.

Sanchez, Tony R. *It's Time For Heroes, Again: Or Were They Ever Gone?* Presented at the Annual Meeting of the Indiana Council for the Social Studies, Indianapolis, Indiana, March 13, 1998b.

Sanchez, Tony R. "Multiculturalism: Practical Consideration for Curricular Change." *Clearing House* 69 (January-February 1996): 171-173. EJ 529 127.

Sanchez, Tony R. "The Social Studies Teacher's Lament: How Powerful Is the Textbook in Dealing with Knowledge of Ethnic Diversity and Attitude Change?" *Urban Education* 32 (March 1997): 63-80. EJ 542 126.

<http://www15.inetba.com/saturnuaw/filecabinet/Satfile/heroes.html> -- Saturn-UAW Union Partnership Initiative

Vitz, Paul C. "The Use of Stories in Moral Development: New Psychological Reasons for an Old Educational Method." *American Psychologist* 45 (June 1990): 709-720. EJ 412 619.

Wade, Rahima. "Heroes: Curriculum Concerns." *Social Studies And The Young Learner* 8 (January-February 1996): 15-17. EJ 526 684.

Wynne, Edward A., and Kevin Ryan. "Curriculum as a Moral Educator." *American Educator* 17 (Spring 1993): 20-24, 44-46, 48. EJ 463 469.

## **Service and Volunteerism**

[www.ysa.org/](http://www.ysa.org/) – Youth Serve America

[www.servenet.org/](http://www.servenet.org/) – SERVENet

[www.compact.org/](http://www.compact.org/) – Campus Compact

[www.aips.org/](http://www.aips.org/) – American Institute for Public Service

[www.aspira.org](http://www.aspira.org) – ASPIRA

[www.ccc.ca.gov](http://www.ccc.ca.gov) – California Conservation Corps

[www.closeup.org](http://www.closeup.org) – Close Up Foundation

[www.dosomething.org](http://www.dosomething.org) – Do Something

[www.Impactonline.org](http://www.Impactonline.org) – Impact On Line

[www.invcoll.pdx.edu/ic.htm](http://www.invcoll.pdx.edu/ic.htm) – Invisible College

[www.ncea.com](http://www.ncea.com) – National Community Education Association

[www.ncccusa.org](http://www.ncccusa.org) – National Council of Churches

[www.dropoutprevention.org](http://www.dropoutprevention.org) – National Dropout Prevention Center

[www.nsee.org](http://www.nsee.org) – National Society for Experiential Education

[www.nascc.org](http://www.nascc.org) – National Association for Service and Conservation Corps

[www.nwrel.org](http://www.nwrel.org) – Northwest Regional Education Laboratory

[www.unitedway.org](http://www.unitedway.org) – Orange County's United Way

[www.volunteercenter.org](http://www.volunteercenter.org) – Volunteer Center Orange County

[www.volunteercentersca.org](http://www.volunteercentersca.org) – Volunteer Centers of California

## **Service-Learning**

[www.learnandserve.org/](http://www.learnandserve.org/) – The Corporation for National & Community (Learn and Serve America)

[www.servicelearning.org/](http://www.servicelearning.org/) – The National Service-Learning Clearinghouse

[nylc.org/](http://nylc.org/) – National Youth Leadership Council

[csf.colorado.edu/sl/index.html](http://csf.colorado.edu/sl/index.html) – Higher Education National Service-Learning Clearinghouse

Where are Today's Heroes?

[www.cde.ca.gov/calserve/](http://www.cde.ca.gov/calserve/) – CalServe Service-Learning Initiative

[gse.berkeley.edu/research/slc/](http://gse.berkeley.edu/research/slc/) – UC Berkeley Service-Learning Research and Development Center

[www.crf-usa.org/](http://www.crf-usa.org/) – The Constitutional Rights Foundation

[www.rmcdenver.com](http://www.rmcdenver.com) – RMC Research, Denver

[www.yscal.org/](http://www.yscal.org/) – Youth Service California

# PROJECT EVALUATION AND FEEDBACK FORM

## PROJECT EVALUATION AND FEEDBACK FORM

Please circle the responses that best reflect how you feel.

	Not at All		Very Much
1. I thought this project was fun.	1	2	3
2. I learned a lot.	1	2	3
3. I would recommend that this project be repeated next year with other students.	1	2	3
4. I thought this project was interesting.	1	2	3
5. I learned about things that will help me in my life right now.	1	2	3
6. I learned about things that will help me later in my life.	1	2	3
7. If I try hard enough, I can make a difference in my community.	1	2	3
8. I have a responsibility to help others in my community	1	2	3

9. The thing I liked best about this project is: \_\_\_\_\_

---

---

---

---

---

10. The thing I would do to make this project better is: \_\_\_\_\_

---

---

---

---

---

**Other Comments:** \_\_\_\_\_

---

---



RMC Research Corporation 1512 Larimer Street, Suite 540  
Denver, CO 80202  
<http://www.rmcdenver.com>



Cesar E. Chavez Foundation  
500 North Brand Boulevard Suite 1650  
Glendale, CA 91203  
<http://www.chavezfoundation.org>