

Bayanihan: Unity in Community

Middle and High School / Grades 6 – 12

Digital

Preparation

What should teachers know or prepare before this lesson?

Filipino American History Month (FAHM) in October commemorates the first Filipinos to arrive in the continental United States at what is now Morro Bay, California on October 18, 1587. Celebrated in October, Filipino American History Month honors the history, pursuits, accomplishments, and legacy of Filipinos in the United States. The focus of this lesson is to share Filipino American stories and honor the contributions Filipino Americans have made to American history, many of which are largely forgotten.

Larry Itliong's courage and strength helped establish the first enduring farm workers union in American history. Itliong was a Filipino American labor leader whose union members began the Delano Grape Strike on Sept. 8, 1965. Larry Itliong joined other Filipino American leaders such as Peter Velasco and Philip Vera Cruz who built the United Farm Workers (UFW) alongside Cesar Chavez and other Latinx colleagues such as Dolores Huerta and Gilbert Padilla.

Duration

Suggested times

1 or 2 class periods (45-60 mins each)

Purpose

Build conditions for community, trust, and belonging amongst students and connect today's learning to contemporary labor issues and movements.

Explore the solidarity between Filipino and Chicanx farm workers during the Delano Grape Strike of 1965.

Learn about the life of Larry Itliong and his role alongside Cesar Chavez and Dolores Huerta in the United Farm Workers Movement.

Learn about the Filipino core value of bayanihan and the importance of honoring and celebrating collective heroism.

Essential Questions

1. What does it mean to work in a team?
2. How does a team build power together?
3. Why is it important to honor and celebrate collective heroism?

Enduring Understandings

1. To work in a team means to engage in a collaborative effort towards a shared goal.
 2. Teams build power together by establishing trust, holding shared goals, maintaining good communication, and acting as a unified group.
 3. It is important to honor and celebrate collective heroism because, all too often, communities of color are pitted against each other through a lens of white supremacist culture. However, many BIPOC communities have worked together in solidarity throughout history – a history that often is untold. In addition, BIPOC communities frequently center collectivist and community contributions rather than simply those of individuals.
-

Students will know ...

- The circumstances that lead to the Delano Grape Strike of 1965.
- How Larry Itliong, Cesar Chavez, and Dolores Huerta contributed to the United Farm Workers Movement.
- How solidarity between the Filipino and Chicanx communities

Students will be able to ...

- Build conditions for community, trust, and belonging.
 - Explain what led to the Delano Grape Strike of 1965 and identify the obstacles faced by Filipino and Chicanx farm workers.
 - Summarize the events of the Delano Grape Strike and define the roles of Larry Itliong, Cesar Chavez, Dolores Huerta, and others.
-

contributed to the success of the Delano Grape Strike.

- The meaning of key terms: teamwork, bayanihan, solidarity, labor activist, farm worker, labor strike, and boycott.

- Discuss the role community solidarity played in the success of the labor movement.
- Make connections to contemporary labor issues and movements.

[Cultural Wealth ↗](#)

Yosso / p. 78

Aspirational

Social

Resistant

[Ethnic Studies Principles Alignment ↗](#)

CELEBRATE and honor Native peoples of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their cultural wealth.

CONNECT ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels.

CONCEPTUALIZE, imagine, and build new possibilities for post-imperial life that promotes *collective narratives* of transformative resistance, critical hope, and radical healing.

[Standards Alignment](#)

Illinois State Social Science Standards

SS.6-8.CV.3.LC: Identify the means used by individuals and groups to either maintain or change powers and protect, grant, or deny rights of individuals and communities in society.

SS.6-8. H.1.MC: Evaluate the significance of historical events to multiple groups and the relationship to modern-day movements and events.

SS.9-12.H.6: Analyze the concept and pursuit of the “American Dream” and identify the factors that could promote or present barriers to the pursuit of the “American Dream” to multiple groups of people.

SS.9-12.H.7: Identify and analyze the role of individuals, groups, and institutions in people’s struggle for safety,

freedom, equality, and justice.

CPS Skyline

Grade 6: The World

- Unit 5: Resistance within Systems of Power and Oppression
- Unit 6: Authority, Resistance, and Change

Grade 7: U.S. History and the Building of the American Identity

- Unit 6: Resisting, Reforming, Re-imagining

Grade 8: U.S. History: Forging the Ideals of Democracy

- Semester 2, Unit 2: Power, Oppression, and Promise in the American Economy
- Semester 2, Unit 4: Power of the People: A Survey of Social Resistance, Agency, and Movements

United States History

- Unit 5: Resistance Movements and Struggles

Social Justice

JU.6-8.14: I know that all people (including myself) have certain advantages and disadvantages in society based on who they are and where they were born.

JU.6-8.15: I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them

JU.9-12.15: I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Materials

| Resource | Link |
|---------------------|--|
| Gallery Walk | Gallery Walk Artifacts – Text excerpted from <i>Journey for Justice: The Life of Larry Itliong</i> (see below) |
| Other Supplies | Chart paper and markers; student journals |
| Recommended Reading | Journey for Justice: The Life of Larry Itliong by Dawn Bohulano Mabalon and Gayle Romasanta |

| | |
|-------------------|---|
| StoryCorps |  The Men Who Fed America |
| Online Video | |

| | |
|--|---|
| Field Museum Philippine Heritage Collection | https://philippines.fieldmuseum.org/heritage/narrative/4172 |
| Online Database | |

Critical Concepts & Vocabulary

A shared language assures that we are referring to the same issues when we use the same terms. It is the platform on which racial equity work stands. Too often work around racial equity gets detoured because we are using the same terms with one another but meaning different things.

Definition

Teamwork

The process of working collaboratively with a group of people in order to achieve a common goal.

Bayanihan

Pronounced like "buy-uh-nee-hun," bayanihan is a Filipino word derived from the word bayan meaning town, nation, or community in general. "Bayanihan" literally means, "being a bayan," and is thus used to refer to a spirit of communal unity and cooperation.

Solidarity

unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group.

Labor Activist

Someone who enlists workers to join a union to improve the lives and working conditions of workers.

Farm Worker

Someone who works the fields or farm; agricultural worker

Labor Strike

A work stoppage, caused by the mass refusal of employees to work

Boycott

To refuse to buy in order to make a protest or bring about a change.

Community Call

Land acknowledgement, ancestor acknowledgement and opening activity to set the stage

Step 1

Land Acknowledgment

- ↘ Take a minute to name the native lands that you occupy.
 - ↘ [Field Museum Land Acknowledgement](#)
 - ↘ [UIC Native American Studies: Land Acknowledgment](#)
 - ↘ [Why/How Land Acknowledgment?](#)
-

Share the following statement with the class:

Step 2

Ancestor Acknowledgment

We honor Larry Itliong, whose courage and strength helped establish the first enduring farm workers union in American history. Larry Itliong was a Filipino American labor leader whose union members began the Delano Grape Strike on Sept. 8, 1965. Larry Itliong joined other Filipino American leaders such as Peter Velasco and Philip Vera Cruz who built the UFW alongside Cesar Chavez and his Latinx colleagues such as Dolores Huerta and Gilbert Padilla.

Step 3

Group Discussion Think / Pair / Share

Teamwork/Solidarity

- ↘ What does it mean to work in a team?
- ↘ How does a team build power together?
- ↘ What does solidarity mean to you?

Students can reflect upon the above questions in journals, share with partners, and then share as a large group.

Gallery Walk


Purpose

Build background knowledge and take that information and apply it to other readings, assignments, activities, discussions.

Listen

Optional Step 1

Show the clip of the “Men Who Fed America” from StoryCorps:

 The Men Who Fed America (2:49)

Reflect

Think / Pair / Share

Step 2

Provide a discussion question for the group:

- ↘ Reflection question:
 - ↘ What are examples of the way Larry Itliong demonstrated solidarity or bayanihan?

Share thoughts as a class and gather feedback in one place, like on chart paper.

Group

Step 3

Group students into trios depending on the size of the class. Each group should start at a different station/artifact.

Gallery Walk

Step 4

Instruct students to engage with primary and secondary sources on the Delano Grape Strike. See the Gallery Walk link for the artifacts.

At their first station, groups will read what is posted and look at the accompanying image. On the chart paper that accompanies the artifact, one recorder should write the group's responses, thoughts, and comments to the questions below:

- ↘ What new information did you learn from this artifact? What were the key takeaways?

After 3-5 Minutes - Rotate

After three to five minutes, have the groups rotate to the next station. Students should read and discuss the previous group's response and add content of their own. Repeat until all groups have visited each station. To involve all group members, have groups switch recorders at each station.

Repeat the step above until all groups have seen each artifact.

Small Group Reflection

Instruct groups to go back to their first station to:

- ↘ Read and reflect on the comments added to their group's first response.

Then, small groups should discuss ...

- ↘ Why was it important for the Filipino and Chicano farm workers to unite?
- ↘ How was the Delano Grape Strike of 1965 important to multiple groups of people?
- ↘ What are examples of solidarity in our school community or classroom community?

Whole Group Reflection

As a whole group, discuss the following and add to the communal chart paper:

- ↘ What did you learn/talk about in small groups?
- ↘ What do the artifacts still have you thinking about and wondering?
- ↘ How does the story of Larry Itliong connect to other things that you have learned? Does his story remind you of anything outside of school?
- ↘ Why are these stories important to tell?
- ↘ What are ways that we can support the spirit of bayanihan in the classroom/school community?

Unity Clap

Step 5

End class with a show of community and solidarity.

The unity clap originated with the United Farm Workers as a way to bridge the communication gap between Latinx and Filipino Farm workers who did not share the same language; the idea was to create unity. The clap starts off slowly, then gets faster and faster like a heartbeat.

Unity Clap & Isang Bagsak, USF UESJ 2016 Commencement

Extension 1: *Journey for Justice: The Life of Larry Itliong*

As a class, read or participate in a [Reader's Theatre](#) performance of *Journey for Justice: The Life of Larry Itliong* by Dawn Bohulano Mabalon and Gayle Romasanta.

Then, have students complete [these reflection questions](#).

Extension 2: Farm Workers Today (Project)

Lesson from Asian American Education Project (AAEdu) www.asianamericanedu.org

Overview

<https://asianamericanedu.org/filipino-american-farmworkers.html>

This lesson explores the experiences and contributions of Filipino American farmworkers in the fields of California's Central Valley during the mid-1960s. Migrant farmworkers, who worked long hours for low wages and were not protected by labor laws, organized for better living and working conditions. Larry Itliong, a Filipino labor organizer and co-founder of the Agricultural Workers Organizing Committee (AWOC), advocated for workers' rights and called for solidarity with Mexican American migrant farmworkers, leading to the formation of the United Farmworkers Union (UFW). Together, Filipino and Mexican Americans engaged in a five-year-long workers' strike and boycott against the California grape industry.

Tell students that they will look at present day farmworkers, many of whom are immigrants. As a class, we will explore the challenges they face while being an integral part of the American agricultural industry.

Ask students to address the four subjects and corresponding questions below. Students should conduct research from high-quality sources as they relate to working conditions for today's farmworkers.

Reflection

- ↘ **Health Impacts of Working in Industrial Food Production:** What health risks and impacts are associated with agricultural labor?
 - ↘ **Health Impacts on the Communities of Farmworkers:** What is the impact of poor housing conditions on farmworkers?
 - ↘ **Farmworkers' Barriers to Awareness and Improvement:** What are farmworkers legal protections? Do they have any? How are they protected? How are they not?
 - ↘ **Improving Conditions for Farmworkers:** What are some suggestions for assisting immigrant workers? What type of policy reform might help?
-