

## Lesson Plan

### The Impact of Publicity

**Book:** *Larry Itliong Leads the Way for Farmworkers' Rights*

**Series:** Taking a Stand

**Level:** Voyager

#### Objective

To help students notice how and why some people and events receive more publicity, and to help them evaluate how that attention (or lack thereof) shapes people's perspectives.

#### Supplies

- *Larry Itliong Leads the Way for Farmworkers' Rights* book

#### Before the Activity

Have students read *Larry Itliong Leads the Way for Farmworkers' Rights*.

#### Activity

On September 9, 1965, a group of approximately 1,000 Filipino farmworkers began the Delano Grape Strike in California. During previous strikes, Mexican and Filipino workers had gone to work in place of one another. But this time, the two groups worked together. Mexican workers voted to join the strike on September 16. Together, the workers had more power to get the attention of the growers. After months of protesting, the strike was a success. The United Farm Workers Union (UFW) won a contract. Have students turn to pages 36 and 37 of the book and read about what happened after the strike ended. Then read the following sentences from page 43: "Today, most people remember the Delano Grape Strike as a Mexican movement. Very few are aware of the role Filipino farmworkers played in the strike."

Ask students, "Why do you think the strike's Mexican leaders gained more publicity?" Possible answers might include the following details from the book:

- "To gain support, Chavez reached out to political and religious leaders across the nation. Among those leaders was US senator Robert F. Kennedy" (p. 29).
- "To encourage the boycott, the UFW created a symbol of an Aztec eagle. Growers that had a contract with the UFW would place the symbol on their products. If a package didn't have the symbol, shoppers knew not to buy it" (p. 34).
- "As a symbol of protest, Chavez fasted and drank nothing but water for 25 days. Chavez's body became weak from hunger, but he didn't give up. Soon, his fast gained national attention. More and more people became aware of the strike" (pp. 38–39).

The most-famous people and events are not always the most-important ones. Ask students to think about a person or current event that gets extensive coverage from the media. Have them turn to a neighbor and discuss the following questions:

- Why do you think this person or event gets so much attention?
- From what perspective is it usually portrayed?

Then, ask students to think of an event that does not get much attention from the media. Students should turn back to their neighbor and discuss the following questions:

- Why do you think this person or event does not get as much attention?
- What other things are often talked about instead?

### **Evaluation**

Could students draw reasonable conclusions about why some people or events receive more publicity? Were they able to identify current examples of events that receive more or less attention?

### **Standards**

This lesson may be used to address the Common Core State Standards' reading standards for informational texts, grade 6 (RI 6.3) and speaking and listening standards, grade 6 (SL 6.1, 6.3).