

# César Chávez and the Economics of the Boycott

## Grade 1



**César Chávez helped people and animals.**

[Teachers: Write the words “violence” and “nonviolence” on the chalkboard. Ask students to give examples of each concept. In the interview, “Fighting for Ideals,” Chávez talks about nonviolence and his campaigns for the rights of animals and farm workers. Read portions of the interview aloud, and discuss the events that influenced Chávez’s lifestyle, diet, and involvement in the nonviolent struggle for animals’ and farm workers’ rights. Students will need to be familiar with these issues to complete this worksheet.]

**Listen to your teacher read an interview with César Chávez, then put a checkmark beside the nonviolent things that Chávez did to help people and animals:**

- |   |  |
|---|--|
| <input type="checkbox"/> Became Vegetarian  | <input type="checkbox"/> Promoted Nonviolence              |
| <input type="checkbox"/> Organized Boycotts | <input type="checkbox"/> Founded United Farm Workers (UFW) |
| <input type="checkbox"/> Fasted             | <input type="checkbox"/> Supported the Rights of Animals   |

[Answer: Students should place checkmarks next to all six options.]

**Write “UFW,” “Vegetarian Movement,” or “Both” next to each item.**

- Promotes farm workers’ rights: \_\_\_\_\_ [Answer: UFW]
- Promotes eating vegetables, not animals: \_\_\_\_\_ [Answer: Vegetarian]
- Uses nonviolent protests: \_\_\_\_\_ [Answer: Both]
- Encourages change: \_\_\_\_\_ [Answer: Both]

**Look at the posters below. One supports farm workers’ rights. The other supports a vegetarian diet.**

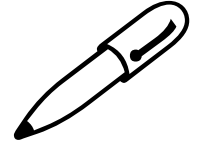


Draw your own poster on the back of this paper to show something that you don’t like about the way that an animal, person, or group is treated.

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

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