



Multimedia Textbook on Asian Americans and Pacific Islanders

Lesson Plan

Terms of Use: This document is intended for teachers and can be adapted for educational instructional use only. The UCLA Asian American Studies Center is not responsible for any modifications, reproductions, or derivatives that depart from this original document.

Notice about this beta version: This version is for use by teachers for beta testing in 2025. Please do not share access to this lesson plan and its linked materials, upload them to any platform, or distribute hard copies or digital/electronic versions outside of the specific classroom in which you are beta testing the lesson plan.





Labor & Activism of Filipino Farmworkers Module 1: Overview

Lesson Plan Contributors:

Allyson Tintiangco-Cubales and Lauren Daus

Chapter Compelling Question

Did Filipino farmworkers achieve justice?

- Module Supporting Questions
 - Who are Filipino farmworkers and how were they treated?
 - How did they respond to the treatment they received?
 - What types of justice did they seek?

Lesson Plan Description

The purpose of this lesson is for students to understand how and why Filipinos became farmworkers in the United States. Filipino farmworkers were often the lowest paid out of all the other ethnic groups, having to endure the worst working and living conditions. Students will learn about how they formed unions with other ethnic groups to fight for fair wages and better working conditions, in hopes of achieving economic justice.

- Learning Goals/Objectives
 - Learn about the experiences of Filipino farmworkers who started coming to the United States in the early 1900s.
 - Understand the relationships between labor, exploitation, and racism.







• Explore the ways Filipino farmworkers pursued justice, and how their story inspires others to do the same.

	Skills Focus		
	☑ Written Communication		
	☐ Oral Communication		
	☑ Primary Source Analysis & Research		
	☐ Community Engagement		
	☑ Creative Arts		
	☑ Critical Thinking		
	☐ Additional Skills		
	Ethnic Studies Framing & Pedagogy		
	☑ Build a foundational understanding about Asian Americans and Pacific Islanders,		
	including the histories, perspectives, and contemporary experiences spanning the		
	precolonial to the present day.		
oxdot Develop literacy and the skills to communicate, understand, engage, and			
	articulate different perspectives through understanding multiple ways of knowing,		
	including indigenous, ancestral, familial, and diasporic knowledge.		
	Nurture critical thinking and inquiry on fundamental assumptions related to		
	empire, capitalism, race and racism, gender and patriarchy, and other structures of		
	power and inequality and how they shape society and the environment.		
	☑ Cultivate holistic well-being amongst all and connections across difference by		
	strengthening historical empathy, self-worth and mutual respect, cultural expression,		
	and cross-cultural understanding.		
	☑ Grow wisdom and agency to imagine and create new possibilities and solidarities for a		



and world.

more just, equitable, democratic, non-racist, compassionate, and sustainable society



Suggested	Grade	Level(s)
Suggesteu	Graue	Level(

☑ 9

✓ 10

☑ 11

✓ 12

□ 13-14

Suggested Discipline(s)

✓ Arts

☑ English Language Arts

☑ History / Social Studies

☐ Other:

Note About Content Standards

The following standards are based on the Common Core established by the California State Board of Education. Please check your own state's English Language Arts and History/Social Studies Standards for specific curriculum alignment.

ELA Standards Alignment

Key Ideas and Details

9th-10th grade:

• RH.9–10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.





- RH.9–10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.9–10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

11th-12th grade:

- RH.11–12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- RH.11–12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.11–12.3: Evaluate various explanations for actions or events and determine which
 explanation best accords with textual evidence, acknowledging where the text leaves
 matters uncertain.

Craft and Structure

9th-10th grade:

 RH.9–10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

11th-12th grade:

 RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

Integration of Knowledge and Ideas

11th-12th grade:





RH.11–12.7: Integrate and evaluate multiple sources of information presented in diverse
formats and media (e.g., visually, quantitatively, as well as in words) in order to address
a question or solve a problem.

Range of Reading and Level of Text Complexity

• RH.9–10.10 and RH.11–12.10: By the end of grade 10/grade 12, read and comprehend history/social studies texts in the grades 9-10/11-12 text complexity band independently and proficiently.

Histo

History/Social Studies Standards Alignment

- **HSS-11.5:** Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
 - 2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
- HSS-11.6: Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.
 - 5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.
- HSS-11.8: Students analyze the economic boom and social transformation of post–World War II America.





- 7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.
- **HSS-11.11:** Students analyze the major social problems and domestic policy issues in contemporary American society.
 - 1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.
- HSS-PoE.12.4: Students analyze the elements of the U.S. labor market in a global setting.
 - 1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.

Materials (e.g., handouts, slides)

Module 1 Slides - Labor & Activism of Filipino Farmworkers

CAR Diary - Labor & Activism of Filipino Farmworkers

Handout - Ethnic Studies Praxis Story Plot.pdf

Brainstorm - Ethnic Studies Praxis Story Plot.pdf

Comic Strip - Labor & Activism of Filipino Farmworkers

Sticky notes, writing utensils

Art supplies: crayons, markers, colored pencils, erasers









Modifications, Accommodations, Resources for Multilingual Students, SPED, & Newcomers

Modifications

- Word bank of key terms
- Modified time demands
- Project-based learning
- Breaks between tasks

Accommodations

- Visual aids
- Verbal and written instructions
- Sentence starters
- Extra time to complete assignments
- Review of instructions
- Extra time to process spoken information and/or instructions
- Breaks between tasks
- Personalized examples

CRITICAL CONCEPTS/KEY TERMS:

Note: The term Filipino is used in the chapter when referring to Filipino farmworkers, while Filipina is used to refer to women in the community. Uses may vary when the group is referred to more generally in this lesson plan and accompanying resources (e.g., Filipina/o, Filipina/x/o).



labor

DEFINITION & RATIONALE for choosing this word, phrase, or concept

Student Definition:

The physical, mental, and social effort of workers to produce goods and services. Labor also contributes to the development of people, knowledge, culture, and communities.

Additional information for Teachers:









"The Filipina/o American farmworkers and cannery workers performed extremely difficult work with great skill and pride. However, they were often exploited, abused, devalued, and mistreated by the people who employed them. Despite this, they were dignified and proud of their work and their skill, and determined that they be treated and paid accordingly. They were skilled and highly professional workers. They did work that many either could not do or refused to do. They fought for economic justice by organizing labor unions that demanded fair wages and working conditions. ... They sacrificed many of their dreams, including going to college, to help their families in the United States and the Philippines."1

Oftentimes in the field of economics, labor is described in the following four types:

- Professional Labor: requires formalized education or training, in some cases a certificate or degree to legitimize one's level of expertise in a particular area.
- Skilled Labor: requires a high level of training and experience.
- Semi-skilled Labor: requires some skills or training, but not as much as skilled labor.
- Unskilled Labor: does not require any special skills or training.

For Filipino farmworkers, this labor framework has been used to undermine the highly specialized and skilled work that they perform. This module asserts that the work of Filipino farmworkers is dignified and determined.

ACTIVITIES: What activities will you use to teach this concept? **CAR Diary; ESPSP Comic Strip**



racism

DEFINITION & RATIONALE for choosing this word, phrase, or concept





¹ Aileen Pagtakhan et al., Journey for Justice: The Life of Larry Itliong Curriculum Resource Guide (Bridge + Delta, 2019), 16.



Student Definition:

Beliefs, policies, and practices that are rooted in the belief that white people are superior.

Additional information for Teachers:

Racism is the dehumanizing mistreatment of people of color because of what they look like (e.g., the color of their skin, facial features, and hair texture) or where their family/ancestors come from. For example, this could be discrimination based on a person's accent and/or influenced by xenophobic beliefs, such as the "perpetual foreigner" stereotype. Racism manifests when power is used to deny access, rights, and/or opportunities to a particular group or person based on their racial background.

ACTIVITIES: What activities will you use to teach this concept?

CAR Diary; ESPSP Comic Strip



exploitation

DEFINITION & RATIONALE for choosing this word, phrase, or concept Student Definition:

The dehumanizing treatment and/or unfair compensation of workers.

Additional information for Teachers:

"Because of racism and capitalism, Filipinas/os and other immigrants and workers of color in agriculture, canneries, industries, and domestic work were exploited and degraded. Filipinas/os, considered a dispensable, cheap labor source, worked the longest hours, were paid the lowest wages, and endured the worst working and living conditions. They were humiliated, treated unfairly, and forced to work in conditions few Americans would accept. Their hard work and professionalism were devalued because of racist and classist ideas about Filipinas/os and about the nature of physical labor. For example, some farmers believe that Filipinas/os were suited to farm work, because they were shorter and therefore, closer to the ground. Many farmers and crew bosses







believed that Filipinas/os deserved low wages because they were thought to be racially inferior."²

ACTIVITIES: What activities will you use to teach this concept?

CAR Diary; ESPSP Comic Strip



DEFINITION & RATIONALE for choosing this word, phrase, or concept Student Definition:

An organization formed by workers, typically from the same industry or company, for the purpose of maintaining and improving the conditions of their workplace.

Additional information for Teachers:

"Unions operate based on strength in numbers. With their numbers, unions have the power to strike and halt work, stopping employers' progress and affecting profits. Unions are also able to bargain for higher wages, better benefits, and improved working conditions. Unions began to play an important role in the American economy in the 1880s, when railroad workers formed a union and went on strike to protest poor wages. Through the Wagner Labor Relations Act passed in 1935, the federal government guaranteed the rights of workers to organize labor unions, to engage in collective bargaining, and to take part in strikes. However, this law affected few Filipinas/os because domestics and agricultural workers were exempt from the new laws.

Nonetheless, Filipinas/os formed their own labor unions. Some of these unions were independent of the large, industrial unions like the American Federation of Labor and the Congress of Industrial Organizations, the two main labor organizations in the United States."





² Journey for Justice: The Life of Larry Itliong Curriculum Resource Guide, 16.

³ Journey for Justice: The Life of Larry Itliong Curriculum Resource Guide, 17.



ACTIVITIES: What activities will you use to teach this concept? CAR Diary; ESPSP Comic Strip



DEFINITION & RATIONALE for choosing this word, phrase, or concept

Student Definition:

A deliberate plan to stop working as a collective form of protest against an unjust employer or employment practices and/or conditions.

Additional information for Teachers:

"When unions and employers, in their bargaining agreements, cannot agree on a contract and on the specific wages, benefits, and working conditions in a contract, workers may call a strike. Workers in mines and in factories turned increasingly to strikes and labor union activity during the 1880s and 1890s, as the Industrial Revolution began to transform the American economy."

ACTIVITIES: What activities will you use to teach this concept?

CAR Diary; ESPSP Comic Strip



community

DEFINITION & RATIONALE for choosing this word, phrase, or concept

Student Definition:

A social group of any size whose members have a connection with each other.

Additional information for Teachers:

The members might reside in a specific locality, share government, go to school together, have common cultural practices, historical heritage and/or have collective experiences.

ACTIVITIES: What activities will you use to teach this concept?



⁴ Journey for Justice: The Life of Larry Itliong Curriculum Resource Guide, 17.



CAR Diary; ESPSP Comic Strip



social movement

DEFINITION & RATIONALE for choosing this word, phrase, or concept

A social movement is the concerted and consistent mass mobilization of people (individuals, coalitions, community organizations, and communities) to participate in ongoing actions and campaigns (both large scale and small) in pursuit of a shared vision of justice and to transform society.

ACTIVITIES: What activities will you use to teach this concept?

CAR Diary; ESPSP Comic Strip



organizing

DEFINITION & RATIONALE for choosing this word, phrase, or concept

The process of bringing people together in order to use their collective power to win improvements in people's lives and to challenge the power structure.⁵

Additional information for Teachers

"Despite their maltreatment, Filipina/o American farmworkers were determined to fight against the exploitation of farm and cannery workers. Even though they were often beaten, arrested, jailed, shot at, dismissed, and ignored, they persisted in fighting for wages through militant and highly organized labor unions."

ACTIVITIES: What activity(ies) will you use to teach this concept?

CAR Diary; ESPSP Comic Strip



iustice

DEFINITION & RATIONALE for choosing this word, phrase, or concept





⁵ Definition courtesy of School Of Unity and Liberation (SOUL)

⁶ Journey for Justice: The Life of Larry Itliong Curriculum Resource Guide, 16.



The fair and equal treatment of others.

Additional information for Teachers:

Justice refers to the ideal of fairness and equity in the treatment of all individuals, as well as holding individuals and institutions accountable for their actions. This includes ensuring that everyone has equal rights, opportunities, and protection under the law, and taking steps to rectify past injustices. Justice is a fundamental concept in democratic societies and is central to the protection of human rights and the functioning of a fair and just society.

ACTIVITIES: What activities will you use to teach this concept?

Cultural Energizer: What is Justice?; CAR Diary; ESPSP Comic Strip



Filipino farmworkers

DEFINITION & RATIONALE for choosing this word, phrase, or concept

Individuals of Filipino descent employed in the agricultural industry in the United States during the early to mid-twentieth century, whose experiences and contributions are studied in Asian American and labor history.

ACTIVITIES: What activities will you use to teach this concept?

CAR Diary; ESPSP Comic Strip





LESSON PLAN

C1: CULTURAL RITUAL/ENERGIZER

Title of Cultural Ritual/Energizer: Land & Ancestor Acknowledgment; What is Justice?

DESCRIPTION:

Students will participate in a land and ancestor acknowledgment and reflect on what justice means to them. You can use and/or adapt the Module 1 Slides (found in the Materials section) as a comprehensive presentation of this lesson plan.

STEP 1: Land & Ancestor Acknowledgement [3 min.]

Read the following statement as a daily cultural ritual. This text can also be found on Slide 5 of the Module 1 Slides:

We acknowledge that our Filipino farmworker ancestors settled and worked on Indigenous Peoples' lands. We acknowledge that we are also settlers on the lands originally stewarded by Indigenous Peoples. It is also important to remember that Indigenous Peoples are still here and that we must provide the care that is essential for the lands that we continue to benefit from:

- Yokuts (Stockton)
- Ohlone, Rumsen, Mutsun (San Francisco, Salinas, Watsonville)
- Tongva, Tataviam, Serrano, Kizh, Chumash (Los Angeles)
- Kumeyaay (San Diego)
- Duwamish (Seattle)
- Koyukon, Dënéndeh (Alaska)
- Nā moku 'ehā (Hawai'i)

The Indigenous nations listed above correspond to the West Coast cities where Filipino farmworkers settled and worked. You can use the Native Land Digital Map resource







(https://native-land.ca/) to identify the Indigenous Peoples and Nation(s) of the land where your classes take place as well.

STEP 2: What is Justice? [5 min.]

Write "JUSTICE" on the board, leaving ample space around or under the word. You can also use Slide 6 of the **Module 1 Slides** for this cultural energizer activity.

Pass out a blank sticky note to each student. On the note, have each student write one word that represents what justice means to them.

Then invite students to walk up to the board and place their sticky note around or under the word "JUSTICE." Note: If a student cannot walk up to the board, ask for another student to place their Post-It for them. If possible, keep their sticky notes on the board for the entirety of the Module 1 lesson.

✓ STEP 3: Brief Class Discussion [3 min.]

Conclude the cultural energizer by facilitating a brief discussion with this prompt: "Thinking of the word you wrote to represent what justice means to you, what would be your answers to these questions?"

- 1. Why is there a need for justice?
- 2. What causes the need for justice?
- 3. What would you seek justice for, and why?

These questions are also listed on Slide 7 of the **Module 1 Slides**. Call on one student to answer each question (3 students total).





C2: CRITICAL CONCEPTS

Introduction to the Lesson

Title of Activity: CAR Diary

DESCRIPTION:

Students will use the **CAR Diary Worksheet** (found in the **Materials** section) as they read the Module 1 Overview narrative. The CAR worksheet will help students break down the text into main concepts, applications of the concepts, and students' reflections. This reading and reflection tool draws from Ethnic Studies pedagogy and can be used for various modules to help students keep track of what they are learning.

STEP 1: Set Students Up [5 min.]

Pass out copies of the **CAR Diary Worksheet** to each student. Go over the directions on the worksheet with the class. If you are using the **Module 1 Slides**, you can display Slide 8 during this activity.

✓ STEP 2: Read the Module [20 min.]

Have students individually read Module 1 of the Labor & Activism of Filipino Farmworkers chapter. Remind them to fill out their **CAR Diary worksheet** while they read.

STEP 3: Pair Students Up [5 min.]

When students are done reading and taking notes, have them pair up to briefly share what they wrote on their CAR Diary worksheets.

Tell the pairs that the student who has the closest birthday coming up will share first. They can choose to share their concepts, applications, or reflections. Time each student for 2 minutes.







STEP 4: Discuss with the Class [5 min.]

Have students share their main concepts or key terms aloud to the whole class. Write their main concepts on the board. Put a check mark next to concepts that are shared more than once.

STEP 5: Review the Compelling Question [5 min.]

Wrap up the CAR Diary activity and review the compelling question of the chapter:

Did Filipino farmworkers achieve justice?

You can also display this question using Slide 9 of the **Module 1 Slides**. Call on three students to share their answers with the class.

Lesson Plan Extension: Conduct a debate based on the compelling question. Break the class into two teams: one that argues "yes" and the other "no." Task the students to find a piece of evidence (direct quote) from the text of Module 1 that proves their argument. Then, structure the debate so that each student gets a chance to speak.

C3: COMMUNITY COLLABORATION/CRITICAL CULTURAL **PRODUCTION**

Title of Main Activity: Ethnic Studies Praxis Story Plot (ESPSP) Comic Strip Time/Days Needed: 2-5 Days (65-115 min.)

DESCRIPTION:

Students will be introduced to the Ethnic Studies Praxis Story Plot (ESPSP), "an innovative literacy tool that encourages students' learning, writing, reading and acting in their world."⁷ The Ethnic Studies Praxis Story Plot uses the following five main coordinates:





⁷ Edward R. Curammeng et al. "Community responsive literacies: the development of the Ethnic Studies Praxis Story Plot," English Teaching: Practice & Critique 15, no. 3 (2016): 411-429, https://doi.org/10.1108/ETPC-01-2016-0016.



- 1. Exposing the Problem
- 2. Oppressive Action
- 3. Tension & Trauma
- 4. Taking Action, Resistance, & Healing
- 5. Resistance & Revolution

Using the ESPSP, instead of a traditional story plot, students will then create a comic strip depicting the experiences of Filipino farmworkers.

STEP 1: Set Students Up [3 min.]

Display the Traditional Story Plot on the board using Slide 10 of the **Module 1 Slides**. Review each point in the plot diagram with the class. Then, describe that in the field of Ethnic Studies, storytelling is about problem solving.

★ STEP 2: Introduce the Praxis Cycle [3 min.]

Explain to students that the praxis cycle is a process people use to solve systemic problems, such as racism.

Use the diagram on Slide 11 of the **Module 1 Slides** to briefly go over the Praxis Cycle:

- 1. **Identify** a problem
- 2. Analyze the problem
- 3. Create a **Plan of Action** to solve the problem
- 4. **Implement** the plan of action
- 5. **Evaluate** the plan of action, and start the cycle over if necessary

★ STEP 3: Introduce the Ethnic Studies Praxis Story Plot [3 min.]

Explain that researchers and teachers have used the praxis cycle to create a new story plot that focuses more on solving systemic problems. Pass out copies of the ESPSP **Handout** (found in the **Materials** section) to each student.







STEP 4: Analyze the Ethnic Studies Praxis Story Plot [10 min.]

Display the Ethnic Studies Praxis Story Plot (ESPSP) diagram on the board using Slide 12. Let the students know that for the rest of the lessons in the module, they will be following the coordinates on the ESPSP.

Review the five main coordinates on the ESPSP with students while they follow along on their handouts, which also include the following questions:

Exposing the Problem

- What is the problem being uncovered?
- Who is involved?
- What are the power relationships between those involved?

Oppressive Action

- What is the context of the problem?
- Who are the key players to the problem (Who are the oppressed and who are the oppressors)?
- What actions, events, and/or treatment show conflict and oppression?
- Is the root of the problem foreshadowed?

Tension and Trauma

- What is the pinnacle or climax of the tension?
- What event shows the most conflict and struggle?
- What happens that makes the problem become unbearable and causes trauma?

Taking Action/Resistance/Healing

- What happens after the trauma?
- Who is affected by the trauma?
- What actions are taken to resist the trauma or heal from the trauma?
- How does the action get at the root of the problem?

Resistance and Revolution







- What changes as a result of the story?
- What can we learn from the story?
- How is the problem addressed in the story?
- What problem/issue do you seek justice for and how will you work to achieve that justice?

After going over the ESPSP coordinates, invite students to compare them to the points in the Traditional Story Plot from Slide 10.

✓ STEP 5: Set Up Comic Strip Activity [5 min.]

Pass out copies of the blank **Brainstorm** worksheet and the **Comic Strip** worksheet (found in the **Materials** section). Go over the directions on the **Comic Strip** worksheet with students.

STEP 6: Brainstorm and Create Comics [15–20 min., though this may take a whole class period]

Tell students to write their ideas on the **Brainstorm** worksheet before they start drawing. They can also use the notes they took about Filipino Farmworkers on their CAR Diaries to help inspire their comic strips. When students are done filling out their **Brainstorm** worksheet, have them move on to the **Comic Strip** worksheet. Students can get creative and use various art supplies (crayons, markers, colored pencils, etc.) to make their comics. You can also display Slide 13 while students are working on this activity.

✓ STEP 7: Gallery Walk [10 min.]

When students are done drawing their comic strips, have them look at each other's comics by doing a silent gallery walk around the class (Slide 14).

As they do the gallery walk, remind them to silently reflect on the compelling question: Did Filipino farmworkers achieve justice?





Lesson Plan Extension:

After students finish their comic strips, have students form five small groups. Assign one coordinate on the ESPSP to each group, and instruct them to create a 1-minute skit based on their corresponding panel from one of their comic strips.

After the students have prepared their short skits, have each group act out their assigned coordinate. Facilitate dialogue among the whole class about how each skit answers the compelling question: Did Filipino farmworkers achieve justice?

C4: CLOSING DIALOGUE

Closing Questions

Return to the "JUSTICE" sticky-note activity that students participated in at the beginning of this lesson. Invite students to remember and/or review their initial responses to the question: *What is justice*?

Then invite some students to share aloud their reflections on the chapter's compelling question (Slide 15): *Did Filipino farmworkers achieve justice?*

Links to Resources and Notes

Resources

- Native Land Digital Map Land & Ancestor Acknowledgement Resource
- The Romance of Magno Rubio Unit Created by Dawn Mabalon, Allyson Tintiangco-Cubales, and Liza Erpelo as a supplement to the Northern California premiere of the Ma-Yi Theater production of *The Romance of Magno Rubio*. This was an Obie-award winning off-Broadway play, written by Lonnie Carter and directed by Loy Arcenas. This play is based on a short story by Carlos Bulosan, and is an allegory of how early Filipinos farmworkers were treated.







- Filipino American Contributions to the Farm Labor Movement The Content, Literacy, Inquiry, and Citizenship (CLIC) Project
 The California Legislature passed AB 123 in 2013 to place a much greater emphasis on Filipino American contributions to the farm labor movement. Because of AB 123, Filipino farmworkers are now included in California History and Social Studies curriculum, and the CLIC Project has created multiple lessons and resources for educators highlighting these
- Text of Assembly Bill No. 123 California Legislative Information website
- <u>California Farmworkers Who Sparked A Rebellion For Farmworkers' Rights</u> AJ+ YouTube video
- Filipino American Farmworkers | Asian Americans PBS Learning Media Video
- Grapes of Wrath: The Forgotten Filipinos Who Led a Farmworker Revolution NPR Article
- The Delano Manongs, a 2014 documentary film about Filipino farmworkers in Delano,
 California. Learn more at: https://www.delanomanongs.com/
- Journey for Justice: The Life of Larry Itliong Read Aloud YouTube video featuring a reading of
 the picture book by Dr. Dawn Mabalon with Gayle Romasanta and illustrated by Andre
 Sibayan. Itliong-Vera Cruz Middle School This middle school in California was renamed in
 2015 to honor Larry Itliong and Philip Vera Cruz.
- <u>"Community responsive literacies: the development of the Ethnic Studies Praxis Story Plot"</u> Journal article by Edward R. Curammeng, Daisy D. Lopez, and Allyson Tintiangco-Cubales
 published in *English Teaching: Practice & Critique* Vol. 15, No. 3 (2016).



topics.