

“You will not read their stories without being inspired to act—
and that’s the beginning of hope for democracy.”

—BILL MOYERS

NOW
ON PBS

Your America

DEMOCRACY’S LOCAL HEROES

JOHN SICELOFF AND JASON MALONEY

TEACHER’S GUIDE





Dear Educator,

Thank you for choosing to use the book *Your America: Democracy's Local Heroes* as an avenue for exploring American citizenship and civic activism.

This Teacher's Guide accompanies the *Your America Student Guide*, which is designed specifically for high school students studying social studies, civics and government. The Student Guide includes individual exercises, case studies, and group activities.

The Your America Group Activities correspond to the eight steps of civic activism. The activities encourage students to think in terms of problems and solutions, while developing their discussion, writing and presentation skills.

This Teacher's Guide includes:

- Possible answers and discussion guides for to the "Think About It" questions in the Your America Student's Guide.
- Additional classroom activities and lesson plans from NOW Classroom.
- Correlations to national and state standards
- Links to additional teaching resources, including NOW Classroom and PBS Teachers.
- Video stories of the people profiled in the Your America book <http://www.pbs.org/now/youramerica/meet.html>.



More about the book:

http://www.amazon.com/Your-America-Democracys-Local-Heroes/dp/0230614388/ref=ed_oe_p

Download the Student Guide:

<http://www.pbs.org/now/youramerica/YA-Student-Guide.pdf>

Special Note: *Your America* covers many diverse issues and the subject matter is intended for students age 13 and over. The issues of child abuse, domestic violence and suicide are included. The book also includes two edited quotes citing an expletive and derogatory term (pages 34 and 177).

NOW TEACHING RESOURCES: An Introduction to Citizenship

The American Citizenship section of the Your America (YA) Student Guide examines the core principles of American citizenship, including the rights and responsibilities of a U.S. citizen, as well as the legal definitions of citizenship and naturalization. More details can be found in *The Citizen's Almanac*:

<http://www.uscis.gov/files/nativedocuments/M-76.pdf>

★ **Class Exercise: Citizen Challenge**



OBJECTIVE:

To win the most points for correctly answered questions.

PARTICIPANTS:

Three individual contestants or three competing teams; a game moderator, and a score keeper.

PLAY:

A moderator asks the questions from the “*Quick Civics Lessons for the New Naturalization Test*” by the USCIS. All participants are allowed to review this document anytime prior to playing the game. Access the game questions at:

http://www.uscis.gov/files/nativedocuments/M-638_red.pdf

SCORING:

Two points are given for each correct answer. For questions with multiple answers, an additional three points can be earned for an additional correct answer. Incorrect answers are deducted using the same value system. The score keeper will tally the total scores throughout the game session and settle disputes regarding game questions and answers.

★ **Class Exercise: Illegal Immigration Issue Clash**

The following debate on illegal immigration is a resource tool teachers can use to further explore the discussion of citizenship and immigration. Antonio Gonzalez, President of the William C. Velasquez Institute, and Chris Simcox, head of the Minuteman Civil Defense Corps, debate how the U.S. government should approach the issue of illegal immigration.

Access the interactive version of this issue clash on the NOW on PBS website at:
<http://www.pbs.org/now/debates/immigration.html>.

View questions, answers, and rebuttals, then instruct students to vote for a winner and develop their own arguments.





NOW CLASSROOM LESSON PLAN: *Voting*

This lesson addresses the importance of voter participation in the political process. In addition, it provides comprehensive resources noted in the Teaching Strategy and the Related Resources section(s) examining the right to vote, specifications on voting in the United States and voting legislation changes that have been made over time. Access a copy of this lesson plan on Now Classroom at:

<http://www.pbs.org/now/classroom/democracy.html>

At the completion of this lesson, students will be able to:

1. Identify how the government plays a role in students' everyday lives.
2. Analyze voter participation statistics and make inferences about why voter participation has decreased.
3. Examine a campaign finance reform law in Arizona and discuss the impact it may have on voter participation.
4. Brainstorm, develop, and implement an action plan for boosting local voter registration or participation.

✓ **Step 1: *Find Your Issue***

THINK ABOUT IT - ANSWER KEY

1. What is an environmental activist?

An environmental activist is a vigorous and active advocate regarding the concerns of the effects of human activity in the marine, atmospheric and terrestrial environments of Earth. As a broad social and philosophical movement, environmental activists seek to minimize or eliminate the effect of human activity on the biophysical environment through conservation and policy improvements.

2. What is the *Emergency Planning and Community Right to Know Act*?

In 1986, the U.S. government established the Emergency Planning and Community Right to Know Act, which requires industry to annually disclose the amount of toxic chemicals being released by corporations into our nation's water, air and land.

What prompted its creation?

The law came about as a result of a tragic release of toxins from a Union Carbide facility in Bhopal, India in 1984 that killed over 3,000 people. Shortly thereafter a similar incident occurred in West Virginia, with no fatalities. Soon after, Congress rushed to create a program to monitor companies using toxic chemicals as well as create contingency plans for emergencies.

3. What is a *technocratic approach*?

A technocratic approach is defined as the application of technical knowledge, expertise, techniques, and methods to problem solving.

What are its limitations?

While there is great value in the studies and position papers of technocrats, with regards to advocacy, it falls short in empowering people towards civic activism. Civic activism has a role to play when regulators have been coopted or when officials are unresponsive.

What innovative direction have some environmentalists taken as a result of some of the failures of the last decade?

Some environmentalists are working to create a new generation of community activists. They are organizing (and empowering) people around a set of civic rights for all communities: *clean air, clean water and safe food*. (Note: The NOW on PBS show "Food, Inc." is a great episode for helping students understand the issues surrounding food safety. Watch it here:

<http://www.pbs.org/now/shows/523/index.html>



Diane Wilson, a fourth-generation fishing boat captain, took on a giant chemical company and forced it to stop dumping chemicals along her beloved Gulf Coast. While change did not come easily, Wilson held hearings and protests, tried to mobilize her town's residents, and urged her elected officials to help. None of that worked. So this mother of five went on a hunger strike, her first of many acts of civil disobedience. Wilson's actions led to death threats, the loss of her job, as well as fights with family and friends. But in the end her determination did more than curtail a corporate polluter in her community: it pointed the entire environmental movement in a new direction.



NOW Classroom Lesson Plan: *Global Warming*

Is human activity resulting in alarming global warming scenarios and related catastrophes? Or is such thinking a myth brought about by flawed or incomplete science? Finding the answers to these questions has turned global warming into a highly politicized and contentious issue.

Download the NOW Classroom Lesson Plan on global warming and explore the scientific, legal and political issues regarding global climate change at:

<http://www.pbs.org/now/classroom/global-warming-lesson-plan.pdf>.

This comprehensive lesson will provide students with the tools and resources to:

- Form definitions of the greenhouse effect based on prior knowledge, class discussion and viewing diagrams.
- Participate in group brainstorming sessions and class discussions related to the impact of the greenhouse effect and global warming.
- Analyze global warming diagrams and resources to obtain a clear understanding of this scientific process.
- Hypothesize about the effects of global warming on the climate and the world's populations.
- Conduct research using a variety of primary sources to explore perspectives in the global warming debate.
- Complete a Venn Diagram that compares various points of view on global warming issues.
- Take a position on global warming and support this viewpoint with reasons, facts, and examples gathered during lesson activities.
- Create a project that supports their point of view about global warming issues.

✓ **Step 2: *Learn About Your Issue***

THINK ABOUT IT - ANSWER KEY

1. What is the Alien Tort Claims Act and how did Katie Redford use it to fight Unocal?

The Alien Tort Claims Act (ATCA) was adopted in 1789 as part of the original Judiciary Act which set up the U.S. federal court system. Tort refers to the body of the law that will allow an injured person to obtain compensation from the person who caused the injury. In its original form, it made no assertion about legal rights; it simply asserted that the "district courts shall have original jurisdiction of any civil action by an alien for a tort only, committed in violation of the law of nations or a treaty of the United States." 28 U.S.C. § 1350. --- For almost two centuries, the statute lay relatively dormant, supporting jurisdiction in only a handful of cases. In recent years, however, as a result of increasing international concern with human rights issues, Katie Redford and other litigants now seek remedy more frequently under the ATCA.

2. What are crimes against humanity?

Crimes against humanity are odious offenses that constitute a serious attack and degradation of human beings. They are usually not isolated or sporadic events, but are part of either a government policy or a wide practice of atrocities tolerated or condoned by a government or a de facto authority. Although the perpetrators may not identify themselves with a specific policy or practice, their crimes usually involve widespread or systematic practice of murder/genocide, torture, slavery, rape, as well as other forms of political, racial, or religious persecution and inhumane acts.

3. Why did Unocal propose an out-of-court settlement?

While there is no definitive answer to why Unocal proposed an out-of-court settlement, it can be surmised that Unocal may have decided to avoid the risk of a costly and uncertain legal battle. Learning of David Souter's explicit support of the Alien Tort Claims Act as a modern day enforceable law in his primary opinion of the *Sosa v. Alvarez-Machain* Supreme Court case may have also swayed Unocal. In addition, *Doe v. Unocal* appeared to be doing well in the U.S. Court of Appeals for the Ninth Circuit. Thus, the settlement allowed the company to avoid the admission of guilt and head off a judicial decision that might have resulted in an even bigger payment.



While studying law, Katie Redford traveled to Burma (Myanmar) and was shocked by the human rights abuses she saw. Inspired to make a change, she came up with an innovative way to make corporations accountable for their involvement in atrocities outside American borders by reviving an arcane law. Katie Redford took on U.S. oil giant Unocal scoring a huge victory for Burmese villagers. Redford's victory sent shock waves through the global business community. The message went out to corporate executives that consorting with dictators can be disastrous — and illegal. Today, you will find reference to *Doe v. Unocal* in textbooks at both business and law schools. In addition, every oil company now has a social responsibility statement as well as codes of conduct.

✓ **Step 3: *Become Empowered***

THINK ABOUT IT - ANSWER KEY (Wynona Ward)

- 1. How did Wynona Ward empower herself to create change?**
As a victim of domestic abuse, Wynona didn't want anyone to endure the abuse that she had suffered. As a result, she returned to school, acquired a law degree and found a way to help abused women with legal advice and transportation to and from court. She could have kept her activism small scale but decided that she wanted to make an even greater impact and built Have Justice Will Travel (HJWT) into a major force in Vermont assisting thousands of women.
- 2. What obstacles did Wynona Ward overcome to become an attorney?**
Wynona had to overcome poverty, inadequate education and abuse, in addition to intensive study sessions aboard her truck during long cross-country travel. Ward even failed to pass the state bar exam three times due to a learning disability.
- 3. How has publicity played a role in Wynona's ability to raise money for HJWT?**
The exposure of Wynona's inspiring story and HJWT as an effective model program attracted both public and private funding. That funding has allowed the organization to grow and help more people.

THINK ABOUT IT - ANSWER KEY (Robert Moses)

- 1. What is the key goal of the Algebra Project?**
The project aims to help students who are not getting an adequate education — mostly poor and minority students who are being left behind — and help break the cycle of poverty. Moses believes that a new approach to learning math can help break that cycle — especially in an era where math and technology has become increasingly important. The project's bigger goal is to get the country to think seriously about improving the education system in general, not only in math or in the poorest school systems.
- 2. How did Robert Moses empower himself to succeed?**
As a young man, Moses worked all over the South as an organizer in the civil rights movement. Decades later, when he created his math program, he started out slowly spending years in schools fine tuning his approach. From the beginning, Moses' aim was to turn the Algebra Project into a national movement; thus he laid the groundwork by networking with teachers, administrators and parents, as well as training facilitators and securing funding sources. When he had all the parts in place, he rolled out the Algebra Project across the country, which now assists over 10,000 children annually in math and youth development.



Wynona Ward was a truck driver based in Vermont. When she was forced to face the domestic abuse she had experienced as a child it was like lightning struck. She knew she had to help others who were still the victims of abuse. She went to law school and then founded an organization called Have Justice Will Travel (HJWT) — part law firm, part counseling service, part taxi fleet. She's helped thousands of hard to reach women in Vermont break the cycle of domestic abuse.

CASE STUDY:
Agitate! Agitate! Agitate!
Robert Moses



Robert Moses, a former civil rights activist, knew that children from poor and minority backgrounds didn't always receive the quality education they deserved. He developed *The Algebra Project*, a program that helps disadvantaged children in math. His initiative didn't just make math fun, but had positive ripple effects throughout communities across America with former students leading the way.

3. What was the link Moses made between the civil rights struggle and his movement for math literacy?

Moses believes there's a link between his movement for math literacy and the civil rights struggles of citizenship. A central issue was the right to vote and fully participate in a democratic society, something that had been promised in the United States Constitution, but had never been universally delivered. Moses started with the core concept of citizenship while pushing for math literacy. Without an equal opportunity for a quality education that includes math skills, Americans are being excluded from citizenship in the brave new world of technology.



NOW Classroom Lesson Plan: *The Civil Rights Work of Bob Moses*

In this NOW Classroom lesson, Robert Moses is profiled as an example of what one person can do to bring about social change. Students are then encouraged to follow suit by focusing on an issue that they feel strongly about. This lesson includes a discussion guide, research questions, instructions for constructing a Venn Diagram (or other type of graphic organizer), as well as ideas for community outreach activities. This interactive lesson will provide students with the tools and resources to:

1. Discuss and describe the impact of Bob Moses as an activist.
2. Compare and contrast the work of Bob Moses in the 1960's and today.
3. Explain the importance in taking an active role in citizenship activities.
4. Develop an action plan for creating public awareness about an issue they feel strongly about.

Access a copy of the full lesson plan at: <http://www.pbs.org/now/classroom/moses.html>

✓ **Step 4: *Find Allies and Alliances***

THINK ABOUT IT - ANSWER KEY

1. Why were environmentalists, wildlife advocates and ranchers unlikely allies?

One contentious subject that involved the environmentalists, wildlife advocates and ranchers was the 1995 decision by the U.S. Fish and Wildlife Service to reintroduce the gray wolf into Yellowstone Park. This endangered species had been wiped out of the entire region for nearly 75 years but was brought back to the region with the idea that the wolves would restore an ecological balance to the Yellowstone region as a predator of elk and deer. The ranchers and cattlemen, however, detested the wolves because they attacked cows, killed calves and scattered herds. As the ranchers had feared, ten years later the wolves had ventured beyond the boundaries of the park threatening livestock in Montana, Idaho and Wyoming.

2. Why is it ironic that the ranchers became advocates for zoning regulations?

Zoning or land use regulation is typically equated with restrictions by local government that inhibit ranchers from freely utilizing their natural landscape to manage their livestock. However, because Montana had some of the most permissive laws in the country regarding land use and development, the Owens and other cattle ranchers were forced to advocate for the unthinkable — zoning open space to keep developers at bay.

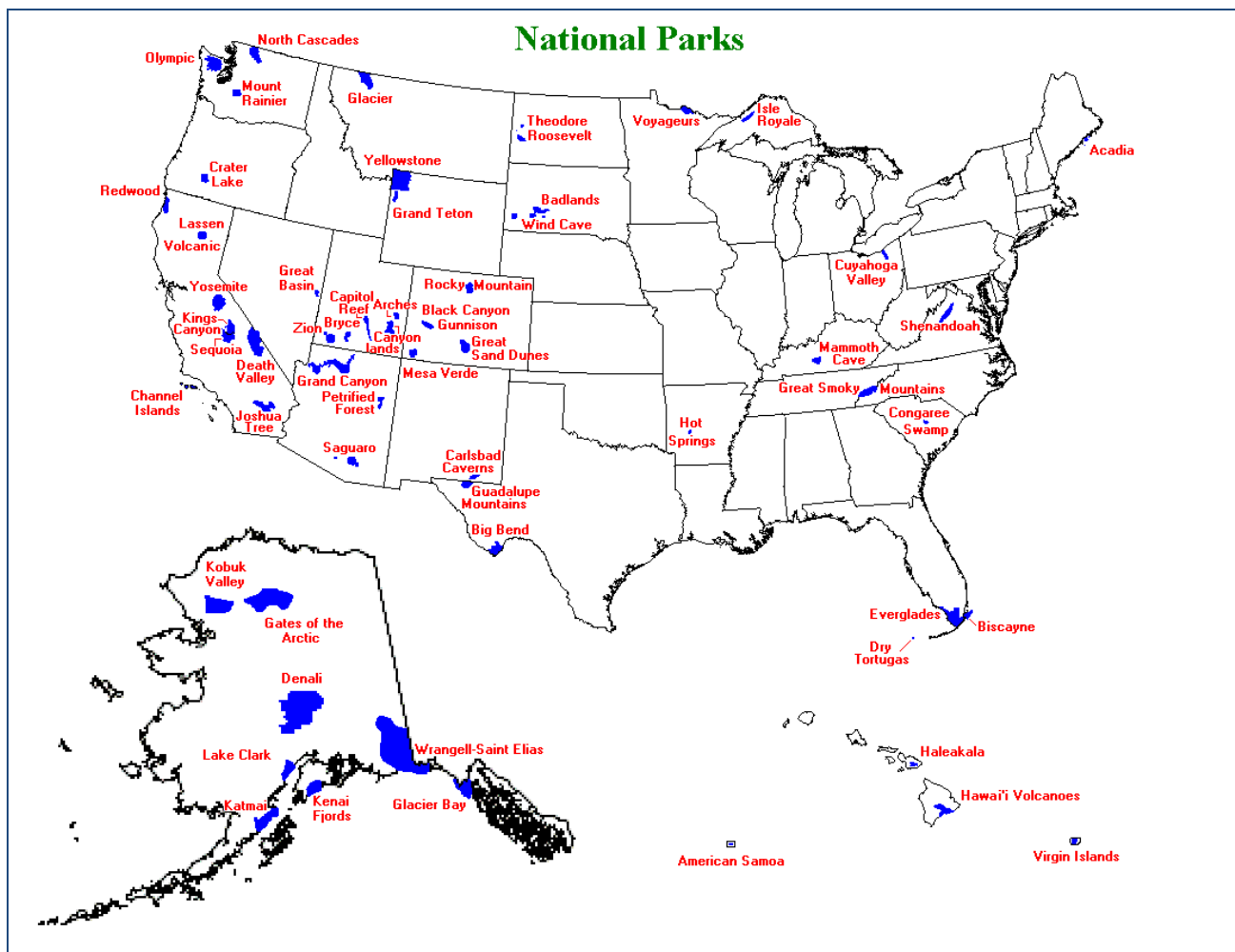
3. What are *exclusive conservation homesites*?

A land development strategy developed by the Ranchlands Group that would allow them to sell a few select home sites for big money while maintaining ownership of the majority of the land to keep their ranch alive. These designated home sites have limited acreage; however, buyers are granted land use rights for the entire property, along with the guarantee that they'll never have many neighbors. Thus, the small plot commands a much higher price than the acreage would normally allow. The Ranchlands Group named the idea “exclusive conservation home sites” or ECHO.



<http://www.pbs.org/now/shows/233/index.html>

Lynn and Devonna Owens have been cattle ranchers in beautiful Madison Valley, Montana for four decades. But as part-time wealthy residents moved in, including some of Hollywood's brightest stars, development boomed and the sweeping vistas and open spaces of the valleys were threatened. The Owens feared that traditional ranching would become a thing of the past given Montana's permissive laws on land use and development. So they banded together with fellow ranchers and teamed up with their former enemies — environmentalists — to create a world-class community alliance.



★ **Class Exercise:** The National Parks: America's Best Idea

A tension lies at the heart of the national parks idea. On the one hand, the parks exist to preserve nature, protecting it from development or destruction by humans. On the other hand, the parks also exist to be available to everyone. Opening National Parks to all Americans is part of the democratic ideal of equality – in this case equal access to natural beauty.

The lesson below focuses on that tension: how to preserve nature and at the same time make the parks available to all Americans who want to visit them. Grounding their work in historical examples, students participate in a deliberation activity to solve the problem of overcrowding at the national parks.

In this lesson students will delve into the tension between preserving the natural environment and making the natural environment (in the form of the national parks) available to all Americans.

This lesson plan comes from the “For Educators” section of the “The National Parks: America’s Best Idea” (a film by Ken Burns) website. Several more lesson plans are available here:

<http://www.pbs.org/nationalparks/for-educators>

Also see the Tourism and Preservation Lesson Plan:

http://www-tc.pbs.org/nationalparks/media/pdfs/tnp_lesson_plan_tourism_and_preservation.pdf

✓ **Step 5: Focus Your Goal**

1. THINK ABOUT IT - ANSWER KEY

Why was the Children’s Services Council of Palm Beach created?

The Children’s Services Council of Palm Beach was created in 1986 to assist the county in addressing a wide range of child welfare issues, including prenatal care, after-school programs as well as the county’s foster care system. Florida’s social services are so underfunded that it is up to each county —not the state — to set up services for its most vulnerable populations. Sadly, of the sixty-seven counties in the state, only eleven had established agencies for children’s services. Consequently, between 1989 and 1997, a total of 648 children died from abuse while in the foster care system in Florida. However, to the credit of its legislators and board of commissioners, Palm Beach County took action to establish a dedicated children’s services organization.

2. What rationale led to John Walsh’s mission to move children out of foster care quickly?

Before Walsh came on the scene, it took the government twenty months to complete the cases of preschool children and over three years to handle the cases of children between the ages of six and ten. However, Walsh’s aim was to get every case completed in twelve months, from the time a child was removed from their parent’s care to a resolution involving reunification with the parent or permanent placement in another home. Walsh’s approach is based on a common denominator he’d encountered with troubled kids — *time spent in foster care*. Walsh believes that the dislocation, lack of permanence and uncertainty of foster care can lead to a level of anxiety in children that is similar to that produced by life in jail. Thus, he seeks to move all kids out of foster care and into a better, more secure place as quickly as the process will allow.

3. Why does Walsh want to permit gay couples to adopt children?

Walsh also wants to permit gay couples to adopt children — not for the sake of “gay rights,” but for the sake of the children. His logic is based on simple arithmetic: allowing gay couples to adopt could get more kids out of foster care. Adoption, for Walsh, is always a better option than foster care.



John Walsh knew first-hand the overwhelming problems facing the foster care system in Florida. As a lawyer for the Department of Children and Families, he saw how the state was doing a poor job of intervening when children were at risk, and its system of placing kids into foster care was a mess. As a result children were suffering — some even dying — and it broke his heart. Walsh wanted to get kids out of foster care and into a better place — the quicker the better. From inside the belly of the beast, Walsh came up with a way to cut case time in half. His approach has salvaged many young lives and is now being adopted by counties across Florida and across the nation.

✓ **Step 6: *Publicize***

THINK ABOUT IT - ANSWER KEY

1. Why were the press and other watchdog groups interested in Halliburton and the RIO contract?

Prior to the start of the Iraq war, the Army expressed concern that Saddam Hussein would explode his oil wells, just as he did during the 1991 Gulf War. In preparation for such a disaster, which ultimately never occurred, the Army awarded Halliburton a no-bid contract for extinguishing Iraqi oil well fires and rebuilding the country's oil infrastructure. The contract, known as "Restore Iraqi Oil" (RIO), was a two-year, cost plus contract worth billions of dollars. But the no-bid nature of the contract became such a contentious issue that it catapulted KBR into a critical limelight by Congress, the press and other watchdog groups, which asserted that it had been given preferential treatment as a result of former Vice President Dick Cheney's relationship with KBR in serving as the former CEO of its parent corporation, Halliburton.

2. What is a whistleblower and what is meant by the information triangle?

A whistleblower is a person who publicly alleges concealed misconduct on the part of an organization, usually from within that same organization. This misconduct may be classified in many ways. For example, a violation of a law, rule, regulation and/or a direct threat to public interest, such as fraud, health/safety violations, and corruption. Whistleblowers, Congress and the news media create an "information triangle" in that a whistleblower gets the word out, then Congress and the news media start digging, which often creates enough leverage to evoke change.

3. How did Greenhouse use the media?

Greenhouse's testimony before Congress set off a firestorm about the military's ties to Halliburton and KBR. In spite of humiliating steps the Army corps took to silence Greenhouse, she continued to speak to the press concerning the improprieties of the corps concerning its action taken in the RIO-KBR contract. She believed that the culture of the corps, which supported its action, needed to be changed, so she continued to do interviews and make public appearances speaking out against the matter. In 2006 Greenhouse's efforts paid off. The army finally moved against Halliburton and cancelled their massive logistics contract.



Bunnatine "Bunny" Greenhouse was a top civilian procurement officer for the U.S. Army Corps of Engineers supervising billions of dollars in work assignments when she discovered something was seriously amiss. She believed that Halliburton and its subsidiaries were able to get preferential treatment, including billion dollar contracts, for rebuilding projects in Iraq. She could not keep quiet, no matter what the consequences. Greenhouse helped bring accountability and transparency to a giant government organization. Her reward for whistleblowing? A demotion from her job. But this woman has absolutely no regrets.

✓ **Step 7: *Take Action***

THINK ABOUT IT - ANSWER KEY

1. **What is the *mission* of Libreria Martinez?**

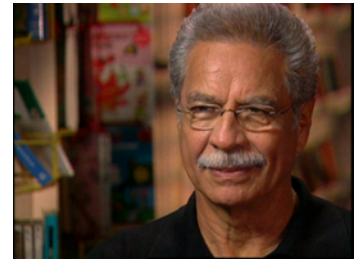
The mission of Libreria Martinez is to develop a community of readers thereby improving the performance of children in schools, enriching families, instilling pride in the cultural roots and traditions of Latinos, and celebrating the successes of learners.

2. **What specific action did Martinez take?**

Rueben Martinez overcame an impoverished childhood, established a stable career as a factory worker and ultimately started his own barbershop business. It was here where he found his true calling in stockpiling his tiny barbershop with Spanish language novels and reading materials. By 1993, Martinez made the decision to extend his lifelong passion for literature into serving his greater community and opened Libreria Martinez. In the beginning Martinez had to make book runs across the border to Tijuana, Mexico to acquire books in Spanish. Now he dedicates his time to purchasing diverse materials for children and adults, as well as hosting Spanish authors for book readings and signings.

3. **What are Rueben's strategies for building his business for the future?**

Rueben turned his children's annex into a nonprofit organization, which will be supported by tax abatements and benefits, and is working on making his book offerings available online through a joint venture with Hudson Books.



As a child, Rueben Martinez loved to read. As an adult, he used his barbershop in California to advocate literacy to his clients. Martinez filled his barbershop with classics by heavyweights like Tolstoy and Hemmingway. As he cut hair, he shared his love for literature with his clients. Many of them didn't read English and despite a large Hispanic population it was hard to find books in Spanish. So Martinez made book runs to Mexico to pick up Spanish language titles. Demand was overwhelming, so Martinez transformed his small barbershop into a major bookshop and community center. Along the way, he has put over two million Spanish-language books into the hands of schoolchildren and adults.

THINK ABOUT IT - ANSWER KEY

1. **What are *big box stores* and how do they affect *mom-and-pop stores*?**

Big box stores are large retail establishments, usually part of a chain. They often pose a great threat to local "mom and pop stores" by offering a large variety of goods at discounted rates. A "mom and pop store" is a common colloquial expression for a single-family operated business with few (or no) employees other than the owners.

2. **What three factors did Graham need to attract business investment?**

The three factors are location, available workforce and infrastructure.

3. **How did Graham solve the broadband deficiency in his town?**

Graham got creative and found and adapted a municipal broadband system for his town, which used radio signals to send high speed Internet service around the city and extended it to the nearest "point of presence" 20 miles north to Seymour, Indiana. Graham also sought to prevent electronic infiltration of the system by rolling out a frequency-hopping transmission that is almost impossible to break into from the outside.



Bill Graham wanted to bring high speed Internet to his small Indiana town in a bid to save it from economic doom. The telecommunications companies weren't interested so Graham, also the town's mayor, developed plans to wire the town on his own. Just as he was on the verge of success, the telecommunications companies cried foul. They reached out to their political allies to strangle Graham's service. Although the odds were stacked against him, Graham spearheaded a technology revolution that has helped his town blossom into the 21st Century.

Report: Online Bullying a Big Problem



In early 2009, the Internet Safety Technical Task Force, made up of 49 state attorney generals, released a 278-page report which found that online and offline peer-to-peer bullying and harassment were a more significant problem to children and youth than adult sexual predators. The task

force, led by the Berkman Center for Internet and Society at Harvard University, met with academics, child safety experts, and the executives of 30 Internet companies over the previous year, as a part of its research for the report.

Teachers may consider this a helpful classroom discussion topic. Learn more about this issue and access a copy of this report on NOW at: <http://www.pbs.org/now/shows/508/internet-predators.html>

✓ **Step 8: *Persist***

THINK ABOUT IT - ANSWER KEY

1. What is a *migrant worker* and what challenges do migrant workers typically face?

The U.S. Department of Health and Human Services defines a migrant worker as “an individual whose principal employment is in agriculture on a seasonal basis, who has been so employed within the last 24 months, and who establishes for the purpose of such employment a temporary abode.”

It is estimated that 93 percent of U.S. migrant workers are foreign-born and 65 percent are in the United States illegally. The outlook for these workers is bleak. Their education rates are much lower than the national average. Their health is undermined by hard outdoor labor and exposure to pesticides — Department of Labor's Occupational Safety & Health Administration lists agriculture as the second most dangerous occupation in the United States. The Farm Worker Health Services Program reports that the average life expectancy of a farm worker is substantially lower than the national life expectancy rate of the U.S. population. And, according to a 2000 survey by the Department of Labor, 61 percent of all farm workers have incomes below the poverty level. For the past decade the median income of farm worker families has remained less than \$10,000.

2. Why does empowerment begin with the *expectation of possibilities according to Lucas Benitez*?

Empowerment begins with this phrase because if you think things will never get better, you will never work for change. It is only when you believe change is possible that you become open to the opportunity to make that change happen. When you expect a better life and throw yourself into the struggle to achieve it, you are empowered. That was the thinking behind Benitez's push for change.

3. What was the rationale behind formulating the Coalition of Immokalee Workers (CIW) with a *cooperative dynamic that postures equality of management*? What are the pros and cons of this strategy?

The CIW developed a cooperative dynamic for their organization because many of the members have a populist background and are accustomed to community-based solutions, not ones pinned on hierarchy. Members believe that their ability to be communal but still effective comes from this culture as well as their ongoing connection to field labor and the daily realities of agricultural work. However, at times the group's cooperative dynamic has made the CIW a somewhat unwieldy organization as members freely admit that with no single leader it can be difficult to work with other community groups, media organizations and even their negotiating partners.



Lucas Benitez worked picking tomatoes in Southern Florida for wages that were barely sufficient to support his basic needs. Conditions were deplorable and workers faced a climate of intimidation, fear and violence right here in the United States. Lucas Benitez rose up to create an alliance of workers and consumers that forced fast food giants McDonald's and Taco Bell to change their ways. He was able to transform the lives of some of the worst paid people in America by bringing concrete change to their working conditions.

★ **Class Exercise:**



Conducting a Discussion on Race

Although, Lucas Benitez faced challenges involving race, class, language and culture, he began his journey by nurturing what he calls “the expectation of possibilities.” You too can begin to nurture “the expectation of possibilities” in your community by facilitating a community dialogue on race and human relations. The Community Dialogue Guide developed by the U.S. Department of Justice has been designed to move participants through a natural process of sharing individual experiences to gaining a deeper understanding of those experiences to committing to collective action. <http://www.usdoj.gov/crs/pubs/dialogueguide.htm>

APPENDIX A:

Links to the National Standards for Civics and Government

YA Student and Teacher Guide(s)	CONTENT STANDARD	<i>Students should be able to:</i>
<p>American Citizenship</p>	<p>Content Standard V (A), 1. The meaning of citizenship in the United States. Students should be able to explain how the U.S. Constitution grants and distributes power to national and state governments and how it seeks to prevent abuse of power.</p>	<ul style="list-style-type: none"> ◆ Explain the idea that citizenship: <ul style="list-style-type: none"> - is legally recognized membership in a self-governing community; - confers full membership in a self-governing community; no degrees of citizenship or legally recognized states of inferior citizenship are tolerated; - confers equal rights under the law; - is not dependent on inherited, involuntary groupings such as race, ethnicity, or ancestral religion; - confers certain rights and privileges, e.g., the right to vote, to hold public office, to serve on juries. ◆ Explain that Americans are citizens of both their state and the United States.
	<p>Content Standard V (A), 2. Becoming a citizen. Students should be able to evaluate, take, and defend positions on issues regarding the criteria used for naturalization.</p>	<ul style="list-style-type: none"> ◆ Explain the distinction between citizens and noncitizens (aliens) and the process by which aliens may become citizens; ◆ Compare naturalization in the United States with that of other nations; ◆ Evaluate the criteria used for admission to citizenship in the United States: <ul style="list-style-type: none"> - residence in the United States for five years - ability to read, write, and speak English - proof of good moral character - knowledge of the history of the United States - knowledge of and support for the values and principles of American constitutional government.
	<p>Content Standard V (B), 1. Personal rights. Students should be able to evaluate, take, and defend positions on issues regarding personal rights.</p>	<ul style="list-style-type: none"> ◆ Explain the meaning of personal rights as distinguished from political rights, e.g., the right to privacy or the right to freedom of conscience as distinguished from the political right to peaceably assemble and petition for a redress of grievances. ◆ Identify major documentary statements of personal rights, e.g., the Declaration of Independence, the Northwest Ordinance, the United States Constitution including the Bill of Rights, state constitutions and bills of rights. ◆ Explain the importance to the individual and to society of such personal rights as: <ul style="list-style-type: none"> - freedom of thought and conscience - privacy and personal autonomy - freedom of expression and association - freedom of movement and residence - right to due process of law and equal protection of the law ◆ Explain how personal rights are secured in American constitutional democracy by such means as the rule of law, checks and balances, an independent judiciary, a vigilant citizenry ◆ Evaluate contemporary issues that involve the question of personal rights, e.g., restricted membership in organizations, school prayer, sexual harassment, refusal of medical care.
	<p>Content Standard V (B), 5. Scope and limits of rights. Students should be able to evaluate, take, and defend positions on issues regarding the proper scope and limits of rights.</p>	<ul style="list-style-type: none"> ◆ Explain what is meant by the "scope and limits" of a right, e.g., the scope of one's right to free speech in the United States is extensive and protects almost all forms of political expression; however, the right to free speech can be limited if and when speech seriously harms or endangers others. ◆ Evaluate the argument that all rights have limits. ◆ Explain considerations and criteria commonly used in determining what limits should be placed on specific rights, e.g.: <ul style="list-style-type: none"> - clear and present danger - compelling government interest - national security - chilling effect on the exercise of rights - libel or slander - public safety - equal opportunity ◆ Evaluate positions on contemporary conflicts between rights, e.g., the right to a fair trial and the right to a free press, the right to privacy and the right to freedom of expression, one person's right to free speech versus another's right to be heard. ◆ Evaluate positions on a contemporary conflict between rights and other social values and interests, e.g., the right of the public to know what their government is doing versus the need for national security, the right to property versus the protection of the environment.
<p>How to be a Citizen Activist</p>	<p>Content Standard V (E), 3. Forms of political participation. Students should be able to evaluate, take, and</p>	<ul style="list-style-type: none"> ◆ Describe the many ways citizens can participate in the political process at local, state, and national levels. ◆ Describe historical and current examples of citizen movements seeking to expand liberty,

	<p>defend positions about the means that citizens should use to monitor and influence the formation and implementation of public policy.</p>	<p>to insure the equal rights of all citizens, and/or to realize other values fundamental to American constitutional democracy, such as the suffrage and civil rights movements.</p> <ul style="list-style-type: none"> ◆ Explain what civil disobedience is, how it differs from other forms of protest, what its consequences might be, and evaluate the circumstances under which it might be justified. ◆ Evaluate the importance of voting as a form of political participation. ◆ Evaluate the usefulness of other forms of political participation in influencing public policy, e.g., attending political and governmental meetings, filing a legal challenge, demonstrating, contacting public officials, working in campaigns, contributing money to political parties or causes, writing letters, boycotting, community organizing, petitioning, picketing, expressing opinions on talk shows, running for political office.
<p>Find & Learn About Your Issue</p> <p>Case Studies: <i>Corporate Cruelty</i> - Katie Redford</p> <p><i>Greening the Gulf</i> - Diane Wilson</p>	<p>Content Standard V (E), 5. Knowledge and participation. Students should be able to explain the importance of knowledge to competent and responsible participation in American democracy.</p>	<ul style="list-style-type: none"> ◆ Explain why becoming knowledgeable about public affairs and the values and principles of American constitutional democracy and communicating that knowledge to others is an important form of participation. ◆ Explain how awareness of the nature of American constitutional democracy may give citizens the ability to reaffirm or change fundamental constitutional values. ◆ Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.
	<p>Content Standard V (E), 1. The relationship between politics and the attainment of individual and public goals. Students should be able to evaluate, take and defend positions on the relationship between politics and the attainment of individual and public goals.</p>	<ul style="list-style-type: none"> ◆ Explain the relationship of individual participation in the political process to the realization of the fundamental values of American constitutional democracy. ◆ Explain the relationship between participation in the political process and the attainment of individual and collective goals.
<p>Become Empowered</p> <p>Case Studies: <i>Have Justice, Will Travel</i> - Wynona Ward</p> <p><i>Agitate! Agitate! Agitate!</i> - Robert Moses</p>	<p>Content Standard V (C), 1. Personal responsibilities. Students should be able to evaluate, take, and defend positions on issues regarding the personal responsibilities of citizens in American constitutional democracy.</p>	<ul style="list-style-type: none"> ◆ Explain the distinction between personal and civic responsibilities, as well as the tensions that may arise between them. ◆ Evaluate the importance for the individual and society of: <ul style="list-style-type: none"> - taking care of one's self - supporting one's family and caring for, nurturing, and educating one's children - accepting responsibility for the consequences of one's actions - adhering to moral principles - considering the rights and interests of others - behaving in a civil manner
	<p>Content Standard V (C), 2. Civic responsibilities. Students should be able to evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in American constitutional democracy.</p>	<ul style="list-style-type: none"> ◆ Evaluate the importance of each citizen reflecting on, criticizing, and reaffirming basic constitutional principles. ◆ Evaluate the importance for the individual and society of: <ul style="list-style-type: none"> - obeying the law - being informed and attentive to public issues - monitoring the adherence of political leaders and governmental agencies to constitutional principles and taking appropriate action if that adherence is lacking - assuming leadership when appropriate - paying taxes - registering to vote and voting - knowledgeable on candidates and issues - serving as a juror - serving in the armed forces - performing public service ◆ Evaluate whether and when their obligations as citizens require that their personal desires and interests be subordinated to the public good. ◆ Evaluate whether and when moral obligations or constitutional principles require one to refuse to assume certain civic responsibilities.
	<p>Content Standard V (D), 1. Dispositions that lead the citizen to be an independent member of society. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that lead individuals to become independent members of society.</p>	<ul style="list-style-type: none"> ◆ Explain the meaning and importance of self-discipline and self-governance--adhering voluntarily to self-imposed standards of behavior rather than requiring the imposition of external controls. ◆ Explain the meaning and importance of individual responsibility-- fulfilling the moral and legal obligations of membership in society.

<p>Find Allies and Alliances</p> <p><u>Case Studies:</u> <i>A River Runs Through It</i> - Lynn and Devonna Owens</p>	<p>Content Standard V (E), 1. The relationship between politics and the attainment of individual and public goals. Students should be able to evaluate, take and defend positions on the relationship between politics and the attainment of individual and public goals.</p>	<ul style="list-style-type: none"> ◆ Explain the relationship of individual participation in the political process to the realization of the fundamental values of American constitutional democracy. ◆ Explain the relationship between participation in the political process and the attainment of individual and collective goals.
<p>Strategize</p> <p><u>Case Studies:</u> <i>Helping the Children</i> - John Walsh</p>	<p>Content Standard V (D), 2. Dispositions that foster respect for individual worth and human dignity. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that foster respect for individual worth and human dignity.</p>	<ul style="list-style-type: none"> ◆ Explain the meaning and importance of respect for the rights and choices of individuals--even beyond the legally enforceable rights guaranteed by the Constitution--such as holding and advocating differing ideas and joining associations to advance their views. ◆ Explain the meaning and importance of compassion--concern for the well-being of others.
	<p>Content Standard V (B), 2. Political rights. Students should be able to evaluate, take, and defend positions on issues regarding political rights.</p>	<ul style="list-style-type: none"> ◆ Explain the meaning of political rights as distinguished from personal rights, e.g., the right of free speech for political discussion as distinct from the right of free speech for expression of one's personal tastes and interests, or the right to register to vote as distinct from the right to live where one chooses. ◆ Identify the major documentary statements of political rights--the Declaration of Independence, the Northwest Ordinance, the United States Constitution including the Bill of Rights, state constitutions and bills of rights, civil rights legislation, court decisions. ◆ Explain the importance to the individual and society of such political rights as: <ul style="list-style-type: none"> - freedom of speech, press, assembly, petition - right to vote and run for public office ◆ Explain how political rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry. ◆ Evaluate contemporary issues that involve political rights, e.g., proportional voting, "hate speech," access to classified information, changing the boundaries of congressional and state legislative districts.
<p>Publicize</p> <p><u>Case Study:</u> <i>A Loud Whistle</i> - Bunny Greenhouse</p>	<p>Content Standard V (E), 4. Political leadership and careers in public service. Students should be able to evaluate, take, and defend positions about the functions of leadership in an American constitutional democracy.</p>	<ul style="list-style-type: none"> ◆ Explain the functions of political leadership and why leadership is a vital necessity in American constitutional democracy. ◆ Describe various ways one can exercise leadership in public affairs. ◆ Describe opportunities for citizens to engage in careers in public service. ◆ Describe the personal qualities necessary for political leadership. ◆ Explain and evaluate ethical dilemmas that might confront political leaders.
<p>Take Action</p> <p><u>Case Study:</u> <i>A Literary Movement</i> - Rueben Martinez</p> <p><i>Demanding the Future</i> - Bill Graham</p>	<p>Content Standard V (D), 4. Dispositions that facilitate thoughtful and effective participation in public affairs. Students should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that facilitate thoughtful and effective participation in public affairs.</p>	<ul style="list-style-type: none"> ◆ Evaluate the usefulness of the following traits in facilitating thoughtful and effective participation in public affairs: <ul style="list-style-type: none"> - civility--treating other persons respectfully, regardless of whether or not one agrees with their viewpoints; being willing to listen to other points of view; avoiding hostile, abusive, emotional, and illogical argument - respect for the rights of other individuals--having respect for others' right to an equal voice in government, to be equal in the eyes of the law, to hold and advocate diverse ideas, and to join in associations to advance their views - respect for law--willingness to abide by laws, even though one may not be in complete agreement with every law; willingness to work through peaceful, legal means to change laws which one thinks to be unwise or unjust - honesty--willingness to seek and express the truth - open mindedness--considering others' points of view - critical mindedness--having the inclination to question the validity of various positions, including one's own - negotiation and compromise--making an effort to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable to do so - persistence--being willing to attempt again and again to accomplish worthwhile goals - civic mindedness--paying attention to and having concern for public affairs - compassion--having concern for the well-being of others, especially for the less

		<p>fortunate</p> <ul style="list-style-type: none"> - patriotism--being loyal to the values and principles underlying American constitutional democracy, as distinguished from jingoism and chauvinism - courage--the strength to stand up for one's convictions, when conscience demands - tolerance of ambiguity--the ability to accept uncertainties that arise, e.g., from insufficient knowledge or understanding of complex issues or from tension among fundamental values and principles.
	<p>Content Standard V (B), 4. Relationships among personal, political, and economic rights. Students should be able to evaluate, take, and defend positions on the relationships among personal, political, and economic rights.</p>	<ul style="list-style-type: none"> ◆ Explain the relationship between the economic right to acquire, use, transfer, and dispose of property to political rights. ◆ Explain the relationship of economic rights such as the right to choose one's work, to change employment, and to join a labor union and other lawful associations to political rights. ◆ Explain and give examples of situations in which personal, political, or economic rights are in conflict. ◆ Evaluate the argument that poverty, unemployment, and urban decay serve to limit both political and economic rights. ◆ Evaluate the argument that personal, political, and economic rights reinforce each other
<p>Persist</p> <p><u>Case Study:</u> <i>Tomatoes of Wrath</i> - Lucas Benitez</p>	<p>Content Standard V (B), 3. Economic rights. Students should be able to evaluate, take, and defend positions on issues regarding economic rights.</p>	<ul style="list-style-type: none"> ◆ Explain the meaning of economic rights as distinguished from personal and political rights, e.g., the right to use money to buy personal property as distinct from the right to donate money for political campaigns. ◆ Identify major documentary statements of economic rights--the Declaration of Independence, the United States Constitution including the Bill of Rights, state constitutions and bills of rights, legislation, court decisions, and the common law. ◆ Explain the importance to the individual and society of such economic rights as the right to: <ul style="list-style-type: none"> - acquire, use, transfer, and dispose of property - choose one's work, change employment - join labor unions and professional associations - establish and operate a business - copyright and patent - enter into lawful contracts ◆ Explain how economic rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry. ◆ Evaluate the view that economic responsibilities follow from economic rights. ◆ Evaluate contemporary issues that involve economic rights, e.g., minimum wages, consumer product safety, taxation, affirmative action, eminent domain, zoning, copyright, patents.

Source: National Standards for Civics and Government, *9-12 Content Standards*
Center for Civic Education, <http://www.civiced.org/index.php?page=912erica#15>

APPENDIX B: Additional Resources

NOW Classroom

<http://www.pbs.org/now/classroom/index.html>

NOW on PBS launched NOW Classroom at the Teaching and Learning Celebration in March 2008. Developed with the assistance of the NOW Educator Advisory Panel and PBS Teachers, the site allows teachers to select skill-based activities and lessons, and then incorporate their choice of NOW on PBS programs. NOW Classroom activities are divided into seven modules: SAT essay prep, SAT critical reading prep, current events awareness, persuasive writing, news writing and reporting, general reading comprehension, and developing informed opinions.

NOW topics cover many teachable themes, including the environment, government in action, social policy, education, media, the economy, the military, and business. The site also features a variety of search and browse tools to assist teachers in locating relevant reports that will resonate with their students.

Facilitating the NOW Classroom mission is the class-friendly length of NOW's broadcast and Web-exclusive investigations. Most are shorter than 30 minutes. Add to this the award-winning integrity of NOW on PBS and you have a rich educational tool to expand the minds and skills of students — the next generation of American thinkers and leaders.



<http://www.pbs.org/teachers>

PBS Teacher Free Resources for Teaching & Learning

PBS Teachers is PBS's national web destination for high-quality preK-12 educational resources. Here you'll find classroom materials suitable for a wide range of subjects and grade levels. PBS provides thousands of lesson plans, teaching activities, on-demand video assets, and interactive games and simulations. These resources are correlated to state and national educational standards and are tied to PBS's award-winning on-air and online programming like FRONTLINE, American Experience, the NewsHour with Jim Lehrer, and more.

Teacher -to-Teacher Tips

How do you use NOW in the classroom?

I sometimes tape segments of NOW and use them later in my World Cultures courses, my Latin American Geography courses, or International Development courses. Some programs or segments of programs are relevant to more than one course. I show the program and then we discuss it. Some issues provoke discussion more than others. I figure if a picture is worth a thousand words, a well made documentary is worth 10,000 words and sometimes hours of continued thought and discussion after the students leave the classroom, assuming they argue about things in the dorms or at the dinner table, which I certainly did as a student.

Sarah Osgood Brooks
Visiting Assistant Professor/Professor of
Geography,
Central Michigan University, Mount Pleasant,
Michigan

The NOW Classroom program has been extremely beneficial to all of my classes, especially Debate and Public Speaking. The members of the Debate class are continuously researching various debate topics for Lincoln-Douglas, Public Forum, and Cross Examination Debate, as well as possible Parliamentary resolutions. The students have been able to use NOW to get information and updates on various resolution topics. The one thing that they seem to like most is that the synopsis is concise and to the point, yet extremely informative, which saves time. My Speech and Debate Team feel so fortunate to have access to the NOW Classroom program. It has made their research quicker and more concise.

Sandra Jones
Director of Speech/Debate/Broadcasting,
Killough Middle School, Alief, TX

I regularly use excerpts of NOW programs in my Contemporary Global Issues, Global Environment, World Food Systems, and Government classes. They provide my students powerful, thoughtful, and timely insights into many of the issues and support extended class discussion.

Bud Evans
Department of Political Science,
California Polytechnic State University, San Luis

Do Something, Inc.

24-32 Union Square East, 4th Floor
New York, NY 10003
(212) 254-2390, x233

www.dosomething.org

Do Something Inc., founded in 1993 by actor Andrew Shue of Melrose Place, is a national not-for-profit youth organization that empowers young people to make a difference in their local communities and the world. The organization's BRICK Awards were renamed the *Do Something Awards* in 2008. Its annual grand prize of \$100,000 was recently presented by actress Scarlett Johansson at the Teen Choice Awards.

Youth Service America

1101 15th Street, Suite 200
Washington DC, 20005
(202) 296-2992; (202) 296-4030, FAX

<http://ysa.org>

Youth Service America (YSA) seeks to improve communities by increasing the number and diversity of young people, ages 5-25, serving in important roles. Founded in 1986, YSA is an international nonprofit resource center that partners with thousands of organizations in more than 100 countries to expand the impact of the youth service movement with families, communities, schools, corporations, and governments.

Center for Civic Education

5145 Douglas Fir Road
Calabasas, CA 91302-1440
(818) 591-9321; (818) 591-9330, FAX

www.civiced.org

The Center for Civic Education is a nonprofit, nonpartisan educational corporation dedicated to promoting an enlightened and responsible citizenry committed to democratic principles and actively engaged in the practice of democracy in the United States and other countries.

Corporation for National and Community Service

1201 New York Avenue, NW
Washington, DC 20525
(202) 606-6946

www.nationalservice.gov/

In 1993, the Corporation for National and Community Service was created to connect Americans of all ages and backgrounds with opportunities to give back to their communities and their nation. It merged the work and staffs of two predecessor agencies, ACTION and the Commission on National and Community Service. The Corporation now manages three main programs: Senior Corps, AmeriCorps and Learn and Serve America. The Corporation is part of our nation's history of commitment to building a culture of citizenship, service, and responsibility.

Teacher -to-Teacher Tips
How do you use NOW in the classroom?

I use the program, mostly for my 12th Grade Government classes to highlight issues that are often overlooked/under-reported by traditional media (NOW's segment on sub-prime crisis).

Phil Newton
Government/History Teacher (Grades 8, 12)
Moriah Central School, Port Henry, NY

I use a number of NOW programs to help students understand current issues, and to stimulate discussion in the classroom. (I also use the NOW website for "Facts and Figures," especially the info on CEO salary (which I use during our unit on class). Students are (also) given the NOW website as a resource for their papers.

Ann Virtu Snyder
Instructor, Women's Studies
Clark College, Vancouver, WA

I have been trolling the podcast site for segments on climate change and I will be looking for pieces on the role of government next semester as well. They may include, but not be limited to hot-button issues like health care, the never ending war and politics in general. I like the idea of bringing personal perspectives into class and having students respond to them. This is important at my school since students present portfolios in lieu of New York State standardized Regents Exams — so it's important for students to be able to speak concretely about issues and how people are affected by them in order to back up other sources of information they have gathered for their portfolios.

Ken Stein
Teacher,
Satellite Academy High School, New York City