



Education Commission  
of the States



NATIONAL CENTER FOR  
LEARNING AND CITIZENSHIP

# ISSUE PAPER

MARTIN LUTHER KING JR. AND CESAR E. CHAVEZ:  
LEGACIES OF LEADERSHIP AND INSPIRATION FOR  
TODAY'S CIVIC EDUCATION

by Anthony Welch and Julie Chavez Rodriguez

**Human progress is neither automatic nor inevitable.**

Even a superficial look at history reveals that no social advance rolls in on the wheels of inevitability. Every step toward the goal of justice requires sacrifice, suffering, and struggle, the tireless exertions and passionate concern of dedicated individuals. Without persistent effort, time itself becomes an ally of the ... primitive forces of irrational emotionalism and social destruction.

**This is no time for apathy or complacency.**

**This is a time for vigorous and positive action.**

*Martin Luther King Jr.*

**Once social change begins, it cannot be reversed.**

You cannot uneducate the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the people who are not afraid any more. ...

**We don't need perfect political systems.**

**We need perfect participation.**

*Cesar E. Chavez*



# INTRODUCTION

This year, Americans celebrate and reflect on the 40th anniversary of the 1965 Voting Rights Act that secured the right to vote for millions of disenfranchised African Americans, as well as the 50th anniversary of the bus boycott in Montgomery, Alabama, where Rosa Parks stood up for justice by sitting down on a bus, thus catalyzing the Civil Rights Movement. This year Americans also honor and reflect on the 30th anniversary of the Agricultural Labor Relations Act, which provided farm workers with the right to organize in California, as well as the 40th anniversary of the Delano Grape Strike, which catapulted Cesar Chavez and the Farm Worker Movement onto the national scene.

As Americans celebrate, honor and reflect on these historic milestones, it is particularly important that the work and the lives of the champions of these movements – Martin Luther King Jr. and Cesar E. Chavez – are seen as enduring and relevant inspirations to our lives today.

As a sign of the two men's legacies, more than 200 public schools and 500 streets throughout the country are named after one or both men. But the lasting influence of these men, particularly regarding the civic mission of schools, extends well beyond the naming of schools and streets across the country. To demonstrate that influence, this paper explores the following three topics:

1. Lessons from the work of King and Chavez that can help educators and policymakers think more deeply about ways in which awareness and advocacy can be strengthened to support the civic mission of schools
2. Specific examples of ways in which schools are using the King and Chavez legacies
3. Specific recommendations for policymakers that use the King and Chavez legacies to create opportunities for effective civic education in America's schools.

Through this paper, the authors hope every educator and policymaker in the country will reconnect to the power of the King and Chavez legacies and learn about strategies and options that can ensure today's young people build upon these great heritages.

A critically important belief that supports the concepts and strategies outlined in this paper is providing as many rural, suburban and urban communities in America as possible with educational opportunities that are aligned with the values of Martin Luther King Jr. and Cesar E. Chavez to make access and success possible for all students, regardless of background.

## LESSONS FROM THE WORK OF MARTIN LUTHER KING JR. AND CESAR E. CHAVEZ

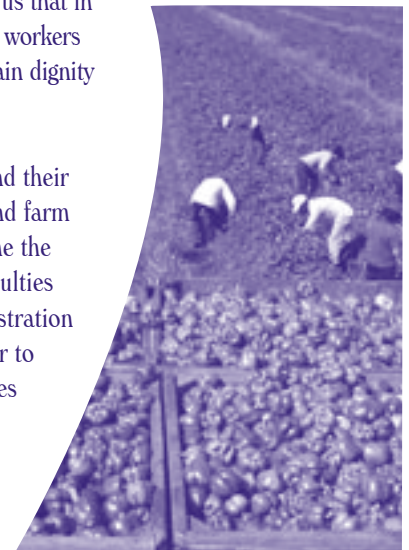
Four lessons stand out in the work of both Martin Luther King Jr. and Cesar Chavez that offer useful ways to think about building awareness and advocacy for the civic mission of schools.

### Lesson # 1: The Importance of Courageous Leadership

The civil rights movement gave birth to countless examples of courageous leadership. People stood up, and sat down, for what they believed in, facing loss of employment, imprisonment, verbal and physical abuse, the bombings of homes and houses of worship, the threat of death, and even assassination. But King and his colleagues pressed on despite the difficulties and barriers they faced. King would remind us that in 1955, very few people believed the racist and discriminatory reality that then existed in Montgomery, Alabama, could be changed. He would remind us that in 1960, very few people believed segregation could be overcome in libraries, restrooms, hotels, department stores and on this nation's highways. He would remind us that in 1965, very few people believed the right to vote for the disenfranchised in hundreds of communities in the South could be secured (Garrow, 1986; Young, 1996).

Cesar E. Chavez was a strong believer in the principles of nonviolence practiced by King and Mahatma Gandhi. He used peaceful tactics such as fasts, boycotts, strikes and pilgrimages in the face of withering, and often violent, opposition. In 1968, Chavez and the United Farm Workers (UFW) began the Grape Boycott to bring the plight of farm workers to the nation. Farm workers who barely spoke English and many who had never been outside of California moved to cities like Chicago, Boston, Denver, Philadelphia and New York to tell their story and to work toward the goal of creating more just living and working conditions for farm workers. Chavez would remind us that in 1968 few people believed farm workers could organize themselves to gain dignity and respect for their work.

The efforts of King, Chavez and their colleagues in the civil rights and farm worker movements to overcome the tremendous barriers and difficulties they faced serve as a clear illustration that all of us can work together to overcome the current challenges that face educators in civic education.



## Lesson #2: The Importance of a Strategic Agenda

With the passage of time, it is easy to look back at the civil rights and farm worker movements and assume all the key actors worked together in smooth harmony. In fact, very often leadership groups like the National Association for the Advancement of Colored People, the Southern Christian Leadership Conference, the Congress of Racial Equality, and the Student Nonviolent Coordinating Committee disagreed on style and substance, sometimes vehemently. And yet, through conferences, leadership meetings and joint meetings with funders, key civil rights organizers found complementary ways to work together and advance a strategic agenda for the Civil Rights Movement (Morris, 1984; Garrow, 1986).

Similarly, using Fred Ross' philosophy of community organizing and Gandhi's principles of nonviolence, Chavez and the UFW developed a strategic agenda that forged a diverse and extraordinary national coalition of politicians, students, middle-class consumers, trade unionists, religious groups and minorities with farm workers across California. Although disagreements arose and differences of opinion existed, people came together and united under La Causa, the farm workers' struggle for justice and dignity.

Today as educators work to advance civic education issues, agreement may not always be reached easily. But through ongoing information sharing and relationship-building, stakeholders can work in complementary ways to move forward the important agenda of the civic mission of schools.

## Lesson #3: The Importance of Policy

To this day, the 1964 Civil Rights Act and the 1965 Voting Rights Act represent two of the most far-reaching pieces of legislation in the history of the nation. By working in a comprehensive fashion to remove the barriers of segregation and disenfranchisement, these federal laws permitted millions of Americans to more fully enjoy the life, liberty and pursuit of happiness promised by the Founding Fathers. In large part, these pieces of legislation were made possible and necessary by dramatic, symbolic and compelling acts of nonviolence by citizens in communities across the South, which connected policymakers intellectually and emotionally to the need for changes in policy. Peaceful marches in which young people and adults were set upon by police dogs and fire hoses, or in which people attempting to register to vote were arrested and

imprisoned, created a drama almost impossible to ignore. Many of these citizens had been trained in the philosophy of nonviolence, and the tactics and strategies of nonviolent action (King, 2000; Young, 1996).

Chavez and the UFW understood deeply the value of changing and shaping public policy to provide long-term benefits in the lives and working conditions of farm workers. The Union's efforts brought about the passage of the groundbreaking 1975 California Agricultural Labor Relations Act, which grants farm workers the right to organize and collectively bargain with their employers. Since farm workers were explicitly left out of the 1935 National Labor Relations Act, the 1975 California legislation is the only law in the nation that protects farm workers' right to unionize.

Building on these examples, advocates for civic education must create, endorse and support public policy that enhances and expands civic education in all our schools.

**"... advocates for civic education must create, endorse and support public policy that enhances and expands civic education in all our schools."**

## Lesson #4: The Importance of Alliances with the Business Community

Andrew Young – one of King's closest aides and later a U.S. congressman, United Nations ambassador and mayor of Atlanta – once said if 100 influential business leaders can agree on the need for change in policy, government policy will be changed (Young, 1996). Indeed, in 1963, in an effort to constructively conclude the Birmingham, Alabama, campaign of the civil rights movement, the Kennedy Administration encouraged Northern and Southern business leaders to support the elimination of segregation in Birmingham by using their influence on recalcitrant city officials (Morris, 1984).

Likewise, Cesar Chavez formed strategic alliances with the business community, including major supermarket chains, to support boycotts of grapes, lettuce, wine and other products. Against previously insurmountable odds, these efforts led to the first industry-wide labor contracts in the history of American agriculture.

Today, business success is increasingly dependent upon the availability of educated and skilled workers in stable, vital communities. Civic education and service-learning contribute to business success by preparing young people to be effective workers, citizens, problem-solvers and collaborators. It is critical to engage and enlist the support of the business community in promoting and encouraging more effective civic education in our schools.

# HOW SCHOOLS USE THE KING AND CHAVEZ LEGACIES TO PROVIDE EFFECTIVE CIVIC EDUCATION

## Cesar Chavez Public Charter Schools for Public Policy

Cesar E. Chavez is a hero to Irasema Salcido, who is the founder and chief executive officer of the Cesar Chavez Public Charter Schools for Public Policy in Washington, D.C. The daughter of Mexican migrant workers, Salcido believes Cesar Chavez is a manifestation of the idea that people of greatness who serve others can come from humble beginnings.

In 1997, as an assistant principal in a Washington, D.C., high school, Salcido decided more needed to be done to better educate and engage the city's young people. From that decision came another: to found a charter high school that would improve student academic achievement and preparation for college while at the same time provide students with an understanding of their civic roles and responsibilities. Students would learn about public policy and learn how to take action on issues important to them.

The high school was started in 1998 with sixty 9th graders; today it enrolls 250 students. A new joint middle school/high school also has begun operations, bringing the total number of students at the Cesar Chavez Public Charter Schools for Public Policy to 470. By the end of 2006, school leaders expect 900 students will be enrolled. Sixty percent of the students are Latino, 38% are African American and 2% are Caucasian. Most of the students come from neighborhoods or other schools that present many challenges.

Eighty percent are eligible for free or reduced lunch. Seventy percent of students in the high school's first year were so lacking in basic skills that Salcido required all of them to repeat 9th grade. Most students arrive at Cesar Chavez insufficiently prepared academically and bored with schooling in general, some never even challenged to read a book or write an essay.

**"... Cesar Chavez is a manifestation of the idea that people of greatness who serve others can come from humble beginnings."**

In light of these pre-conditions, expectations for the students at Cesar Chavez are high. Coursework, homework (with help from tutors) and related activities can last until 8 p.m. on weekdays. Summer school is considered essential. The coursework is intensive and rigorous. The curriculum incorporates academic standards in mathematics, science, English, geography, history, art, foreign language, health and public

policy. The curriculum is supplemented with public policy "Capstone" units, including an introduction to public policy, a community action project, a fellowship and a public policy thesis to be completed before graduation. Seniors also have the option of taking Advanced Placement courses or classes at area colleges.

The Chavez Public Policy Program is one of the school's most distinguishing features. It exposes all students to public policy issues, leaders, social movements, organizations and the role of citizens in shaping public policy while developing students' research, critical thinking, writing and public-speaking skills. The public policy program consists of four components and students spend one day a month and the last three weeks of each school year on public policy "capstones," described below.

- + **Empowerment and Citizenship Capstone** – This Capstone introduces Chavez freshmen to public policy by acquainting them with key policy issues of the day, social movements, justice leaders and power relations in policymaking. The course aims to cultivate a sense of empowerment, leadership, efficacy and commitment to social change by relating public policy back to students' own experiences as young people in an urban area.

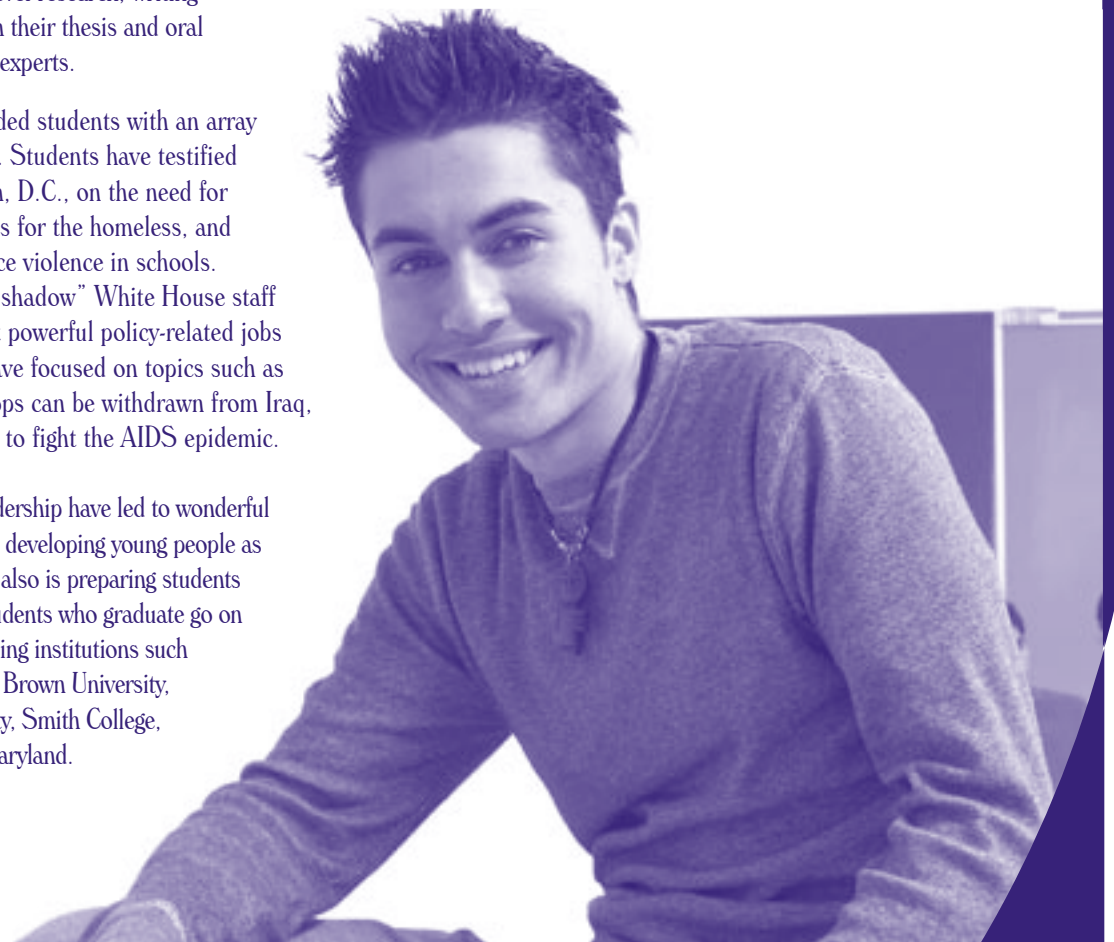
- + **Community Action Capstone** – Chavez sophomores address an issue in their community by working with local organizations to develop and implement a semester-long strategic plan of action. Host organizations have included the Alliance for Justice, Council of Latino Agencies, the National Parks Conservation Association and the Sierra Club.
- + **Public Policy Fellowship** – Chavez juniors complete a three-week fellowship with a public policy organization during their spring Capstone unit, which broadens their policy experience and gives them an opportunity to sharpen their professional skills. Students are taught the process by which different organizations affect the development of public policy, the types of positions available in the field and extended knowledge of a policy issue that is of particular interest to them. Host organizations have included DC Agenda, Georgetown University Public Interest Research Center, the Leadership Conference on Civil Rights, Senate Democratic Policy Committee, U.S. Public Interest Research Group and the White House Office of Domestic Policy.
- + **Public Policy Thesis Seminar** – The Senior Policy Thesis is the academic culmination of the public policy program. Chavez seniors write a public policy research paper that analyzes a societal problem and proposes a solution. Students become experts on their selected topics and demonstrate college-level research, writing and public-speaking skills in both their thesis and oral presentation to a panel of policy experts.

The public policy program has provided students with an array of experiences and accomplishments. Students have testified before the city council in Washington, D.C., on the need for additional funding to support services for the homeless, and before Congress on the need to reduce violence in schools. Students even had opportunities to “shadow” White House staff to witness up close some of the most powerful policy-related jobs in the world. Recent senior theses have focused on topics such as exploring whether and how U.S. troops can be withdrawn from Iraq, stem cell research and effective ways to fight the AIDS epidemic.

All of this hard work and visionary leadership have led to wonderful results for young people. In addition to developing young people as active and engaged citizens, the school also is preparing students for college. One hundred percent of students who graduate go on to college, with recent graduates attending institutions such as American University, Bates College, Brown University, Columbia University, Howard University, Smith College, Trinity College and the University of Maryland.

Even with all the success, Salcido acknowledges there is much work to do. Many students struggle on standardized tests and many who start 9th grade do not graduate. The negative influence of neighborhood drugs and violence and the academic neglect experienced by many students before coming to Chavez are sometimes too overwhelming for Salcido and her staff to defeat. But students and staff will continue their efforts to achieve academic and civic excellence. Indeed, as the school’s namesake often said, “Sí se puede” (it can be done). Cesar Chavez Public Charter Schools for Public Policy are living proof.

**“Indeed, as the school’s namesake often said, “Sí se puede” (it can be done).”**



## Kindness and Justice Challenge

In 1996, leaders of the nonprofit organization Do Something asked and answered an important question: How can America's young people learn more about the life and legacy of Martin Luther King Jr., and simultaneously develop stronger habits of community involvement and civic participation? Their answer: the annual Kindness and Justice Challenge, a two-week program in honor of the Martin Luther King Jr. National Holiday through which young people commit acts of kindness (helping others) and justice (standing up for what is right), and develop comprehensive student-led community projects.

The age-appropriate curricula of the program, provided free of charge to educators via the Do Something Web site, was intentionally matched to National Assessment of Educational Progress (NAEP) content-knowledge standards in the areas of behavioral studies, civics, historical understanding, language arts, thinking and reasoning, and working with others. The curricula and associated activities incorporate elements of character education, service-learning and civic education.

Each day during the two-week program, students, with the help of classroom teachers, learn about and discuss a different virtue related to King's philosophy and work (for example, courage, nonviolence, respect, responsibility, vision), commit and record acts of kindness and justice related to that virtue, and plan and implement a comprehensive project that addresses an important issue identified by the students. Each day the students also reflect on and celebrate their lessons and actions from the previous day.

Since 1997, the Kindness and Justice Challenge has involved more than 4 million young people and 15,000 K-12 schools in community-building activities around the King holiday. Examples of activities and feedback associated with the program in various parts of the country include:

- + New York City's P.S. 86, where 5th graders collected clothing and toys to send to earthquake victims in South America, 4th graders helped their parents pass citizenship tests and 3rd graders helped siblings learn to read.
- + Tubman Middle School in Portland, Oregon, where then-Mayor Vera Katz honored the students' Kindness and Justice Challenge activities with medals and the words: "Dr. King would have been very proud of you. We don't have to do the type of big things Dr. King did, but in our own way we can make a difference."

- + West Middle School in Seward County, Kansas, where educators believed the Kindness and Justice Challenge provided a good vehicle "to raise the consciousness of teenagers about the opportunities that are out there to actually make a difference."
- + Montgomery Central Elementary School in Cunningham, Tennessee, where students adopted a local nursing home for an entire year, visiting the elderly patients and providing them with much-needed love and friendship.
- + Wakefield High School in Raleigh, North Carolina, where students launched an after-school mentoring program to help younger students with everything from homework to dealing with the daily challenges of life.
- + Newark, New Jersey, schools such as Morton Street Middle School and Barringer High School, where hundreds of students marched to City Hall for a rally to build support for anti-violence initiatives in the city.



photo courtesy of the University of Wisconsin-Milwaukee Archives Department

King's son, Martin Luther King III, commented during his five-year tenure as Kindness and Justice Challenge chairman and spokesperson: "If young people can commit to one day of kindness and justice, then they can commit to a week. If they can commit to a week of kindness and justice, then they can commit to a year. If they can commit to a year of kindness and justice, then they can commit to a lifetime. Through the Kindness and Justice Challenge, young people are putting into practice the ideals to which my father devoted his life."



## Cesar E. Chavez Foundation

Upon his death in 1993, Cesar Chavez's family and friends established the Cesar E. Chavez Foundation to educate people about the life and work of this American civil rights leader, and to engage all, particularly youth, to carry on his values and timeless vision for a better world.



photo courtesy of the Chavez Foundation

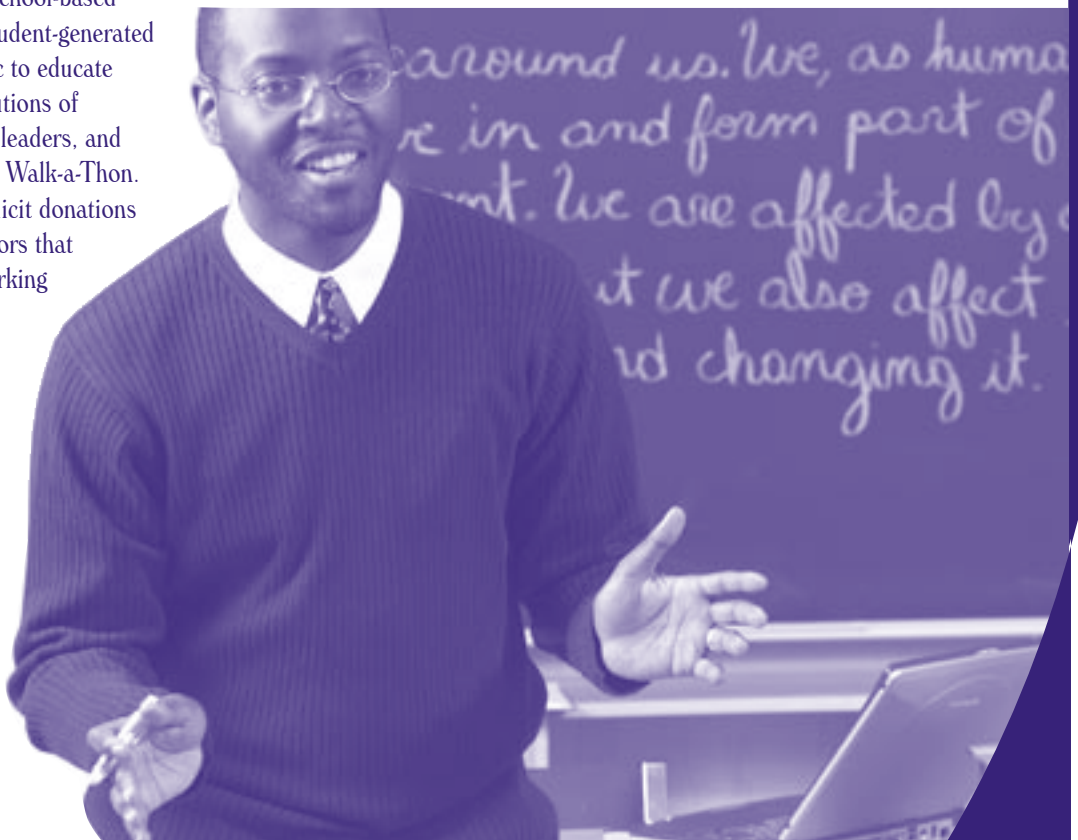
One of the Foundation's initiatives, the Educating the Heart program, works with K-12 schools and community-based organizations in underserved communities across the country to combat academic and civic disengagement among youth. Through training workshops and professional development, educators, youth and parents are provided with tools and resources necessary to develop school and community-based service-learning programs that exemplify Cesar Chavez's values and principles. In addition, the program makes intentional connections to core academic content standards in history/social science, language arts, mathematics and science. Examples of activities associated with the program's work in California include the following:

- + Each year, K-12 students throughout Los Angeles County learn about Cesar E. Chavez and the farm worker movement through age-appropriate in-class curricula, student activities and video presentations. Students learn about the living and working conditions of migrant farm workers, the importance of agriculture and current efforts to bring about changes in the lives of migrant farm workers. Students then plan school-based assemblies and events, including student-generated art, theater, spoken word and music to educate the entire school about the contributions of Cesar Chavez and other civil rights leaders, and get involved in the Cesar E. Chavez Walk-a-Thon. Participants in the Walk-a-Thon solicit donations from teachers, students and neighbors that support improving the lives and working conditions of farm workers. The Walk-a-Thon serves as the project culmination, a communitywide celebration held the weekend after Cesar Chavez Day to empower and inform community members about the importance of organizing and taking action in their communities.
- + Students at Vina Danks Middle School in Ontario, California, partnered with Pitzer College and the Pomona Day Labor Center on a number of service projects,

including a community garden, a mural project and a Thanksgiving meal at the Pomona Day Labor Center. Students learned about ecology, conservation, natural habitat and sustainable ecosystems as they developed the community garden. Students learned about the diverse make-up of their community and designed images reflecting the diversity of the community for the mural project. The mural project culminated with a celebration honoring Cesar Chavez as well as the community partners. A common theme throughout all of the service projects included students learning about the important and significant role of day laborers and other immigrants in their communities. The students' culminating service project was a Thanksgiving meal prepared and served at the Pomona Day Labor Center.

**"Together, we can make the world a better place"**

**– 6th Grade Student  
Vina Banks Middle School**



**“... the end of all education should surely be service to others.”**

**— Cesar Chavez**

place for regular vandalism and truancy among neighborhood youth. They decided to petition the City Council to create a park in place of the abandoned lot because they believed Oakland needed more open green space. Students learned about the political process necessary for creating a park, and they spoke at City Council meetings and rallied communitywide support for the park. They also worked with a local landscape architect to design the park. In an effort to generate community pride and investment in the park, the students decided to name it in honor of Cesar E. Chavez.

- + Eleventh-grade U.S. history students at Jefferson High School in Los Angeles determined that 6th-7th-grade youth represent the age group most susceptible to joining gangs. As a result, the Jefferson High School students developed a Gang Awareness and Prevention assembly program to educate middle school students about the realities of gang life and the alternatives that exist to avoid future gang affiliation and involvement. The comprehensive initiative included speeches, skits, pamphlets, collages, surveys and small group discussions.
- + Students in grades 9-12 at Belmont High School in Los Angeles enrolled in a month-long class organized by members of their faculty and staff from the Cesar E. Chavez Foundation. For three hours a day for four weeks, students learned about current political issues and created informational pamphlets to educate the broader community. The students also planned an assembly for seniors to inform them about issues related to the environment, the military and education, and to provide opportunities to register to vote. The culminating project was a community-focused rally held on Cesar Chavez Day to empower and inform community members about the importance of voting and being civically involved.
- + Eleventh-grade U.S. history students at South Gate High School identified school improvement as a pressing need. They chose to focus specifically on the dissatisfaction with food served on campus so they learned about the value of good nutrition and the lack of quality and fresh food available in low-income communities of color. Students also researched the percentage of students at school on free and reduced-price lunch programs. They developed a campuswide survey to report on improvements that could be made in food service, as well as healthy food alternatives in cafeteria and vending machines. Students presented their recommendations to the school principal, local district superintendent and other school administrators.
- + Students in grades 9-12 in the Fruitvale area of Oakland saw an abandoned lot as a community eyesore and a

The Educating the Heart initiative currently involves 50,000 young people and works with over 100 Educating the Heart Schools. Like his father, Foundation Chairman Paul Chavez believes strongly that “the end of all education should surely be service to others.”





Policy makers are encouraged to consider the following recommendations to promote effective civic education and American democracy.

## States Can:

- Ensure the three strands of civic competency – knowledge, skills and dispositions – are sufficiently represented in state standards for all grades (Torney-Purta and Vermeer, 2004).
- Promote, through official correspondence from the state department of education to all K-12 schools in the state, the birthdays and/or holidays of Martin Luther King Jr. and Cesar E. Chavez as opportunities for service-learning and civic education activities.
- Highlight prominently, in official correspondence and on the state department of education Web site, outstanding school and district civic education initiatives that have used the King and/or Chavez legacies as inspiration for their work.

## Local Government Can:

- Promote, through official correspondence from local government offices to all K-12 schools, the birthdays and/or holidays of Martin Luther King Jr. and Cesar E. Chavez as opportunities for service-learning and civic education activities.
- Highlight prominently, in official correspondence and on local government Web sites, outstanding school and district civic education initiatives that have used the King and/or Chavez legacies as inspiration for their work.

## Elected Officials Can:

- Promote legislation that ensures the three strands of civic competency – knowledge, skills and dispositions – are sufficiently represented in state standards for all grades.
- Regularly visit schools to observe and acknowledge service-learning and civic education activities occurring on the King and Chavez birthdays and/or holidays, as well as throughout the year.

## Schools and School Districts Can:

- Employ the National Center for Learning and Citizenship's Citizenship Education School Climate Self-Assessment to identify the current school climate for quality citizenship education.
- Use the curricula and training resources of the Cesar E. Chavez Foundation to develop ongoing service-learning and civic education initiatives in K-12 schools.
- Use the curricula of the Do Something Kindness and Justice Challenge to develop ongoing service-learning and civic education initiatives.
- Allow more time for teachers to collaborate with one another and with community members to plan lessons and activities that facilitate students' ongoing interest in and skills development for civic involvement.
- Create annual awards for students and teachers that honor exemplary service-learning and civic education work accomplished in the spirit of King and Chavez. The award could be named the Martin Luther King Jr. and Cesar E. Chavez Award for Civic Leadership.
- Invite elected officials and local business leaders to observe and celebrate service-learning and civic education activities occurring on the King and Chavez birthdays and/or holidays, as well as throughout the year.



Cesar Chavez and Coretta Scott King on the last day of Chavez' second public fast at Santa Rita Hall in Phoenix, AZ in 1972.

## SUMMARY

Through this paper we have illustrated the importance of the legacies of Martin Luther King Jr. and Cesar E. Chavez for civic education today, and outlined some examples of how their legacies serve as inspiration and models for civic education. We also recommend actions policymakers can take to create additional opportunities for effective civic education in America's schools.

The lives and legacies of Martin Luther King Jr. and Cesar E. Chavez are representative of authentic civic leadership and an inspiration to millions. As the challenges of this new century present themselves, let us all work together to keep the spirits of King and Chavez alive by recommitting ourselves to the continuous renewal of American democracy.

## AUTHORS

**Anthony Welch** is the former president of Do Something, former chairman of the National Service-Learning Partnership, and a member of the National Center for Learning and Citizenship board. Welch is also the author of **To Dream Again: The Continuing Challenge of Martin Luther King Jr.**

**Julie Chavez Rodriguez**, granddaughter of Cesar E. Chavez, is the programs director for the Cesar E. Chavez Foundation.

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# RESOURCES

## Web Sites

American Association of School Administrators  
<http://www.aasa.org/>

American Bar Association  
<http://www.abanet.org/>

American Federation of Teachers  
<http://www.aft.org/>

Association for Supervision and Curriculum Development  
<http://www.ascd.org/>

Campus Compact  
<http://www.compact.org/>

California Campaign for the Civic Mission of Schools  
[http://www.crf-usa.org/civic\\_renewal/civic\\_renewal\\_home.htm](http://www.crf-usa.org/civic_renewal/civic_renewal_home.htm)

California Department of Education Cesar E. Chavez Model Curriculum  
<http://chavez.cde.ca.gov/ModelCurriculum/Intro.aspx>

Center for Civic Education  
<http://www.civiced.org/>

Cesar Chavez Public Charter Schools for Public Policy  
<http://www.cesarchavezhs.org/>

CIRCLE (Center for Information and Research on Civic Learning & Engagement), <http://www.civicyouth.org/>

City Year  
<http://www.cityyear.org/>

Close Up Foundation  
<http://www.closeup.org/>

Committee for Economic Development  
<http://www.ced.org/>

Constitutional Rights Foundation  
<http://www.crf-usa.org/>

Corporation for National and Community Service Martin Luther King Jr. Day of Service, <http://www.mllkday.org/>

Earth Force, Inc.  
<http://www.earthforce.org/>

First Amendment Center  
<http://www.firstamendmentcenter.org/>

Forum for Youth Investment  
<http://www.forumforyouthinvestment.org/>

Freedom's Answer  
<http://www.printmojo.com/freedomsanswer/index.php>

Kids Voting USA  
<http://www.kidsvotingusa.org/>

Martin Luther King Jr. Papers Project at Stanford University  
<http://www.stanford.edu/group/King>

National Alliance for Civic Education  
<http://www.cived.net/>

National Association of Secondary School Principals  
<http://www.principals.org/>

National Association of Secretaries of State  
<http://www.sso.org/>

National Association of State Boards of Education  
<http://www.nasbe.org/>

National Catholic Educational Association  
<http://www.ncea.org/>

National Center for Learning and Citizenship  
<http://www.ecs.org/nlc>

National Conference of State Legislatures  
<http://www.ncsl.org/>

National Council for the Social Studies  
<http://www.ncss.org/>

National Education Association  
<http://www.nea.org/>

National School Boards Association  
<http://www.nsba.org/>

National Service-Learning Partnership  
<http://www.service-learningpartnership.org/>

Presidential Classroom  
<http://www.presidentialclassroom.org/>

Rural School and Community Trust  
<http://www.ruraledu.org/>

State Education Agency K-12 Service Learning Network  
<http://www.seanetonline.org/>

United Farm Workers of America  
<http://www.ufw.org/>

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