

3.8 Dignified and Determined: Labor and Activism of Filipina/o American Farm Workers

Created from lesson plans by
 Allyson Tintiangco-Cubales, Dawn B. Mabalon, Maricel Elacio,
 Erica Parpan, Ingrid Gonzales, Ron Quimel,
 Frederick David, and R.J. Lozada

Word of the Day: Dignified

Critical Creative Plan

Part 1: Cultural Energizer: Hard Work (Check-In) (5 min)

Part 2: Community Collaboration: Dignified, Degraded, and Determined

- *Role-playing (30 min)*
- *Mini-lecture (30 min)*

Part 3: Conclusive Dialogue (10 min)

Cultural Energizer	<p>Hard Work (Check In): Go around the room and ask the students: What is one word that describes hard work? Ask if any students are currently employed and if so, ask how many hours a week they work and how much they are making.</p>
Community Collaboration	<p>Dignified, Degraded, and Determined Activity: Students will be doing an exercise that has them pick up garbage (we have had the PEP students help pick up garbage on the football field) or pieces of paper that are strategically placed. They will be given roles and scenarios that are similar to those in Filipina/o farm labor history.</p>
Conclusive Dialogue	<p>Problems/Questions of the Day: How are we taught to view labor? What is hard work? How, and why, do we devalue blue collar work? What does it mean to perform labor that is thought of as “unskilled,” but is, in fact, very highly skilled and difficult work? What were the experiences of Filipina/o American farm and cannery workers? How did they respond to harsh conditions and poor wages? How did they feel about their work? What role did labor unions and strikes play in the experiences of Filipina/o workers? What can we learn from the pioneers, especially about dignity, labor, and activism?</p> <p>Assessment: What did you like most about this lesson plan? What could have been improved in this lesson plan?</p> <p>Connection: How does learning about unions apply today?</p>

Lesson Plan Materials

- Construction paper, Small baskets or containers, Pennies, Worksheets, Scenario Handouts

PURPOSE OF THE CRITICAL CREATIVE PLAN

TOPIC	<i>Labor and Activism of Filipina/o American Farm Workers</i>
MAIN PROBLEM(s) and/or QUESTION(s) of the day:	<p>We live in a society that devalues and exploits the labor of agricultural, blue-collar, and minimum-wage workers who perform what others call “unskilled” labor. This society devalues work that people do with their hands and their bodies, though their labor is absolutely essential to the global economy and to our society and our survival. Many Filipina/o American immigrants and their descendants have worked in agriculture, in industry, and in the service sector. This lesson plan, which focuses on Filipina/o American farm workers, problematizes how we view the labor and activism of the Pinay/Pinoy Pioneers. Generally, these lesson plans will help us be more critical of how we perceive and understand labor, work, class, and economic justice.</p> <p>How are we taught to view labor? What is hard work? How, and why, do we devalue blue collar work and work that people do with their hands and bodies? What does it mean to perform labor that is thought of as “unskilled,” but is, in fact, very highly skilled and difficult work? What were the experiences of Filipina/o American farm and cannery workers? How did they respond to harsh conditions and poor wages? How did they feel about their work? What role did labor unions and strikes play in the experiences of Filipina/o workers? What can we learn from the pioneers, especially about dignity, labor, and activism?</p>
WORD(s) OF THE DAY	Dignified: What does it mean to be dignified? Can you still be dignified if people put you down?
MAIN CONCEPTS	<p>1906-1934: The Pinay/Pinoy Pioneers: Sakadas, Students, Workers, and Adventurers</p> <p>Filipinas/os who arrive in the United States in this period— about 100,000 of them—constitute the first major wave of Filipina/o immigration to Hawaii and the “mainland” United States. Beginning in 1906, the Hawaiian Sugar Planters Association (HSPA) recruited thousands of workers, most of them Ilocanas/os and Visayans. By the 1920s, Filipinas/os immigrated directly to the United States mainland, and some sakadas began leaving Hawaii to settle on the mainland. Most of the early immigrants become laborers in plantations in Hawaii, on farms in the United States, or in Alaska in the salmon canneries. Many were inspired by the pensionadas/os and desired the opportunity to go to school in the United States, but had to work as laborers to survive.</p> <p>As “nationals” of the United States, Filipinos entered the United States without restriction, filling a labor vacuum on the West Coast that arose with the 1924 Immigration Act, when all Asian immigration was prohibited from entering the United States. The majority of these immigrants were young men under the age of 30; about ten percent of these immigrants were women. Filipinas/os settled in such West Coast cities as Stockton, California, San Francisco, Los Angeles, Salinas, Watsonville, and Seattle, creating vibrant Little Manilas, Manilatowns, and many Filipina/o American organizations. Filipinas/os also created militant and highly organized labor unions in Stockton, Salinas, and in the Alaskan salmon canneries.</p> <p>Dignified Labor: The Filipina/o American farm workers and cannery workers performed extremely difficult work with great skill and pride. However, they were often exploited, abused, devalued, and mistreated by the people who employed them. Despite this, they were dignified and proud of their work and their skill, and determined that they be treated and paid accordingly. They were skilled workers and highly professional. They did work that many could not, or refused, to do. They fought for economic justice by organizing labor unions that fought for fair wages and working conditions. They had great dignity, and believed that their hard work was worth good pay and safe working conditions. They sacrificed many of their dreams, including going to college, to help their families in the United States and the Philippines. They were Pinay/Pinoy Pioneers.</p>

	<p>Degradation and Exploitation: Because of racism and capitalism, Filipinas/os and other immigrants and workers of color laboring in agriculture, canneries, industries, and in domestic work were exploited and degraded. Filipinas/os, considered a dispensable, cheap labor source, worked the longest hours and were paid the lowest wages and endured the worst working and living conditions. They were humiliated, treated unfairly, and forced to work in conditions few Americans would accept. Their hard work and professionalism were devalued because of racist and classist ideas about Filipinas/os and about the nature of physical labor. For example, some farmers believed that Filipinas/os were suited to farm work, because they were shorter and therefore, closer to the ground. Many farmers and bosses believed that Filipinas/os deserved low wages because they were thought to be racially inferior.</p> <p>Determined Activism: Despite their mistreatment, Filipina/o American farm workers were determined to fight against the exploitation of farm and cannery workers. Even though they were often beaten, arrested, jailed, shot at, dismissed, and ignored, they persisted in fighting for wages through militant and highly organized labor unions.</p> <p>Union: A continuous association of wage-earners for the purpose of maintaining or improving the conditions of their employment (Webb, Sidney; Webb, Beatrice (1920). <i>History of Trade Unionism</i>. Longmans, Green and Co. London. ch. 1). Unions operate based on strength in numbers. With numbers, unions have the ability to strike and halt work, stopping an employers' progress and affecting profits. With the ability to threaten strike, unions are also able to bargain for higher wages, better benefits, and improvement of working conditions. Unions began to play an important role in the American economy in the 1880s, when railroad workers formed a union and went on strike to protest poor wages. Through the Wagner Labor Relations Act, passed in 1935, the federal government guaranteed the rights of workers to organize labor unions, to engage in collective bargaining, and to take part in strikes. However, this law affected few Filipinas/os because domestics and agricultural workers were exempt from the new law. Nonetheless, Filipinas/os formed their own labor unions. Some of these unions were independent of the large, industrial unions like the American Federation of Labor and the Congress of Industrial Organizations, the two main labor organizations in the United States.</p> <p>Strike: To stop working as a collective form of protest against an employer (Encarta World English Dictionary). Workers in mines and in factories turned increasingly to strikes and labor union activity during the 1880s and 1890s, as the Industrial Revolution began to transform the American economy. When unions and employers, in their bargaining agreements, cannot agree on a contract—and on the specific wages, benefits, and working conditions in a contract—workers may call a strike.</p>
GOALS	<p>We will learn about the Filipino farm laborers' working conditions and what actions they took to change these conditions.</p> <p><i>Mind: We will learn about the Filipina/o American Farm workers and Cannery Workers. Our notions of the value of work will be challenged.</i></p> <p><i>Body: We will participate in a group activity that puts us in the physical situations similar to that of the farm workers.</i></p> <p><i>Soul: We will reflect on the need to cooperate to become agents for change.</i></p>
SKILLS	Critical Thinking, Organizing

PART 1: CULTURAL ENERGIZER

Hard Work (Check In): Go around the room and ask the students: What is one word that describes hard work? Ask if any students are currently employed and if so, how many hours a week they work and how much they are earning. Are they earning minimum wage? Do they receive any benefits? How do they feel about their work conditions? Do they know their rights as workers under federal, state, and local law? Are they, or their parents, members of labor unions?

The objective will be for each student to gain an understanding of what “hard work” was like for the Filipino immigrants who worked the fields in California. After all the students participate, you should ask:

How do you think we measure the value of work? What makes work dignified, skilled, and professional?

PART 2: COMMUNITY COLLABORATION AND CULTURAL PRODUCTION

‘Dignified, Degraded, and Determined’ Activity: Students will be doing an exercise that has them pick up garbage (we have had the PEP students help pick up garbage in the football field) or pieces of paper that are strategically placed. They will be given roles and scenarios that are similar to those in the Filipino farm labor history.

Step 1	After the Cultural Energizer, have everyone put away all the tables and chairs and have everyone stand up. Instruct them to stand in rows and that they are not allowed to touch each other.
Step 2	Begin the Dignified, Degraded, and Determined Activity . Have the students count off 1 through 5: Everyone who called number ‘1’ will be the Portuguese, Italian, German, and Japanese Foremen Everyone who called number ‘2’ will be in the Mexican camp Everyone who called number ‘3’ will be in the Japanese camp Everyone who called number ‘4’ will be in the Ilocano camp Everyone who called number ‘5’ will be in the Visayan camp
Step 3	Let the students know that there are three phases to the activity: 1. Dignified Labor 2. Degradation and Exploitation 3. Determined Activism Each group will get scenarios for each phase of the activity. They will each be given handouts with their scenarios as the activity progresses.
Step 4	Dignified Labor Phase: The object of this phase is to pick up as much garbage on the ground, and placing them in a small basket. Bring the students outside. In PEP, we have the students help the school through this exercise by picking up garbage in the football field. If this not possible, you can put a bunch of paper on the floor in the classroom or in a courtyard and have the students pick up the paper. The following will be given to the 5 groups as their instructions. Make sure they only receive their specific role for this phase: Group 1

	<p>This group must determine how much garbage should be picked up and how much to pay the workers (by the piece or by the hour). They also must tell the workers what time to start, what time to stop, when to take breaks, when to go to the bathroom, and when to break for lunch, and even what to eat for lunch. They must also decide how each group will be treated overall.</p> <p>Group 2 This group does their assigned work very quickly and efficiently. This group learns from other groups how to do the work very quickly and efficiently—but when they find out how they will get paid, they adjust their pace. For example, if they are paid by the hour, they slow down a bit. If they are paid by the piece, they are extremely quick. They are very good at their work and feel a sense of pride when it is finished.</p> <p>Group 3 This group does their assigned work a little slower, because they are much older than other workers (in their 40s, 50s, and 60s). They are very good at their work and feel a sense of pride when it is finished.</p> <p>Group 4 This group learns from other groups how to do the work very quickly and efficiently—but when they find out how they will get paid, they adjust their pace. For example, if they are paid by the hour, they slow down a bit. If they are paid by the piece, they are extremely quick. They are very good at their work and feel a sense of pride when it is finished.</p> <p>Group 5 This group learns from other groups how to do the work very quickly and efficiently—but when they find out how they will get paid, they adjust their pace. For example, if they are paid by the hour, they slow down a bit. If they are paid by the piece, they are extremely quick. They are very good at their work and feel a sense of pride when it is finished.</p> <p><i>The students will play in their assigned roles for two minutes.</i></p>
<p>Step 5</p>	<p>Degradation and Exploitation Phase:</p> <p>After the students have done their roles for the first phase, pass out the second set of roles for the Degradation and Exploitation phase. In this phase, Group 1 exploits the labor of the other groups and puts them down. Do not tell them what the other groups have been assigned—just have them play the roles.</p> <p>The following will be given to the 5 groups as their instructions. Make sure they only receive their specific role for this phase:</p> <p>Group 1 The foremen decide that each group gets their own segregated housing, and each will get different pay. The Japanese get the old house. The Mexicans get the shack with beds. The Visayans get the broken down shack and no beds, and the Ilocanos get the barn with the roof falling off.</p> <p>Group 2 The Mexicans get paid 15 cents an hour, and live in a shack with beds.</p> <p>Group 3 The Japanese get paid 20 cents an hour, and have the nicest house.</p> <p>Group 4 The Visayan group gets paid 12 cents an hour, and they have the better shack than the Ilocanos.</p> <p>Group 5 The Ilocano group has no beds. The roof on their barn is leaking and it is so old it could burn down at</p>

	<p>any time. They are paid 10 cents an hour.</p> <p><i>The students will play in their assigned roles for two minutes.</i></p>
<p>Step 5</p>	<p>Determined Activism Phase:</p> <p>After the previous phase where the workers are being degraded, exploited, and pitted against each other, this final phase is when the workers are instructed to organize a strike. They must come together as union and build a movement against the foremen in group one.</p> <p>The following will be given to the 5 groups as their instructions. Make sure they only receive their specific role for this phase:</p> <p>Group 1 The foremen find out that the crew bosses of the Visayan, Ilocano, and Mexican groups have been receiving pamphlets from labor union organizers. They tell the farm owners. The farm owners and the foremen threaten the workers that they will be fired if they try to form a union. They also refuse to grant recognition to the union, make a contract with the union, grant a wage increase, or improve working and living conditions.</p> <p>Group 2 The Mexican group does not speak much English, but they want to form a union. They must try to communicate with the other groups to create a list of shared demands. The Mexican group wants to be able to have their wives and families live in the camp. They believe that they can only achieve their goals if they unite with the other workers.</p> <p>Group 3 The Japanese group refuses to join the union because they already make the best wages. But there are 2 workers in the camp who thinks that the Japanese camp should unite with the others. Now, they must convince their fellow workers that it is in their best interest to unite with the Mexicans and Filipinas/os.</p> <p>Group 4 The Visayan group wants to form a union, but only an all-Visayan union. They do not associate socially with the Ilocanos and they have a hard time communicating with them. Most Visayans and Ilocanos do not speak each other's dialects and they do not have a common language, since some have difficulty speaking fluent English or Tagalog. The Visayans decide that an all-Filipina/o union would best serve the needs of workers, since the majority of workers are Filipina/o and the Filipina/o population is growing, while the Japanese population is dwindling, and the Mexican population is not as large. They must decide on tactics and strategy. Violent? Nonviolent? Also, should they involve Filipinas/os in other camps?</p> <p>Group 5 The Ilocano group must convince the Visayans to join them. They are demanding a wage increase, shorter hours, and better housing. They are not sure if they want to unite with Japanese and Mexican workers, so they have to debate what is best: an all-Filipino or multi-racial union. They decide that a union with every group would be best. However, it is difficult to get everyone to agree on shared goals. They must decide on tactics and strategy. Violent? Nonviolent? Also, should they involve Filipinas/os in other camps?</p> <p><i>The students will play in their assigned roles for two minutes.</i></p>
<p>Step 6</p>	<p>After the three phases are complete, have the students discuss what happened and what they were thinking and feeling when they were playing their roles.</p>

Step 7

After the activity is done, have students return to the classroom (seated) and conduct a mini-interactive lecture. Show photos of Filipina/o farm workers in during the lecture from *Forgotten Asian Americans* by Fred Cordova or photos from the Filipino American National Historical Society.

Building on the students' experiences in the scenarios, ask them to help you define the following ideas (refer to the main concepts section of this lesson plan for their detailed definitions in the context of the Filipino farm work).

Dignified Labor
Degradation and Exploitation
Determined Activism
Union
Strike

OTHER IMPORTANT POINTS TO COVER IN LECTURE:

- **CAPITALISM CONTEXT:** Under capitalism, agribusiness and industry have used cheap labor to make enormous profits by exploiting hardworking, skilled Filipinas/os and other workers throughout the last century and into the 21st, by paying them poor wages and forcing them to work in horrific conditions.
- **FARM WORK IS HARD WORK:** Farm work is backbreaking and difficult work, but it was work that Filipinas/os and other groups did with great skill, efficiency, pride, and dignity. It was their labor that created incredible wealth for the state of California in the 20th century. There is nothing wrong with jobs that are hard work, as long as the workers are laboring in the best conditions, are well paid with benefits, and can collectively bargain for their wages and working conditions through unions.
- **ROLE OF THE UNIONS:** Unions and other forms of organized labor were integral in ensuring fair wages and working conditions.
- **FAIR WAGES AND WORKING CONDITIONS:** Fair wages and working conditions are essential human rights that every worker deserves.
- **RIGHT TO ORGANIZE:** The right of workers to collectively organize and demand fair wages and working conditions through labor unions was an important one to Filipina/o workers throughout the 20th century. Filipinas/os were key to the farm worker's movements of the last century.

MAJOR UNIONS AND STRIKES:

- The Cannery Workers and Farm Laborer's Union (CWFLU) Local 18257 formed under the American Federation of Labor (AFL).
- Filipino Labor Union, Salinas, 1934
 - In 1934, they called an unsuccessful general strike throughout the lettuce industry of Salinas.
- Filipino Agricultural Laborer's Union, Stockton, California, 1939
 - Paralyzed the asparagus industry in April, 1939, when they called a general strike. Also called several strikes in asparagus and celery until 1941.
 - Affiliated with the American Federation of Labor and became the Federated Agricultural Laborer's Association (FALA)
 - Disbanded during World War II.
- Seattle, Portland, and San Francisco locals leave CWFLU-AFL and join United Cannery, Agricultural, Packinghouse, and Allied Workers of America (UCAPAWA) under the Congress of Industrial Organizations (CIO), in November, 1937. The Seattle local is UCAPAWA-CIO Local 7.

- Local 7 UCAPAWA-CIO leads the 1948 Asparagus Cutter’s Strike in Stockton, California.
- Agricultural Workers Organizing Committee (AWOC) established by the American Federation of Labor in 1955 in Stockton, Calif.
 - Led by Stockton natives Dolores Huerta, FALA, and Local 7 labor veteran Larry Itliong.
 - AWOC achieved national prominence in 1965, when its workers organized in Delano voted to strike against grape growers.
- Delano Grape Strike, led by AWOC (September 1965)
 - Farmworkers demanded \$1.25 per hour. When they did not receive it, nine farms were struck on September 8, organized by AWOC’s Larry Itliong
 - By September 20, more than thirty farms were on strike.
 - National Farm Workers Association (NFWA) and AWOC set up a system of roving pickets, with different fields picketed each day.
- United Farm Workers, AFL-CIO (1968-present)
 - Soon after the Delano Grape Strike began, Larry Itliong convinced Cesar Chavez and his union, the National Farm Workers, to join with the AWOC. The United Farm Workers, a union with 1,000 workers, was born from this historic merger.
 - The UFW used successful boycotts of agricultural products.
 - The union adopted the principles of non-violence.

Worksheet: *Interactive Lecture Worksheets.*

Activity: *Role-playing the experiences of the Filipina/o American farm workers.*

Visual: *Filipina/o American farm worker photos.*

PART 3: CONCLUSIVE DIALOGUE/CRITICAL CIRCULAR EXCHANGE

Problems/Questions of the Day: How are we taught to view labor? What is hard work? How, and why, do we devalue blue collar work? What does it mean to perform labor that is thought of as “unskilled,” but is, in fact, very highly skilled and difficult work? What were the experiences of Filipina/o American farm and cannery workers? How did they respond to harsh conditions and poor wages? How did they feel about their work? What role did labor unions and strikes play in the experiences of Filipina/o workers? What can we learn from the pioneers, especially about dignity, labor, and activism?

Assessment: What did you like most about this lesson plan? What could have been improved in this lesson plan?

Connection: How does learning about unions apply today?

RESOURCES AND NOTES

- United Farm Workers. www.ufw.org
- Local 7. http://depts.washington.edu/civilr/local_7.htm
- Also, see “Labor” in Selected Resources for Filipina/o American History/Studies.

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WORKSHEET

Dignified Labor	
Degradation and Exploitation	
Determined Activism	
Union	
Strike	

OTHER NOTES:

Dignified and Determined: Labor and Activism of Filipina/o American Farm Workers

WORKSHEET

MAJOR UNIONS AND STRIKES:

CWFLU and AFL	
Filipino Labor Union, Salinas, 1934	
Filipino Agricultural Laborer's Union, Stockton, Calif., 1939	
The Seattle UCAPAWA-CIO Local 7 (November, 1937)	
Local 7 UCAPAWA-CIO leads the 1948 Asparagus Cutter's Strike in Stockton, Calif.	
AWOC established by the American Federation of Labor in 1955 in Stockton, Calif.	
Delano Grape Strike, led by AWOC (September 1965)	
United Farm Workers, AFL-CIO (1968-present)	

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HANDOUTS SET 1

Copy and cut out the scenarios. Give each group their assigned scenario during each phase. To avoid confusion, do not give all the handouts at once. Make sure to let them know that they should perform their scenario for approximately 2 minutes.

Dignified Labor Phase:

The following will be given to the 5 groups as their instructions. Make sure they only receive their specific role for this phase:

Group 1

This group must determine how much garbage should be picked up and how much to pay the workers (by the piece or by the hour). They also must tell the workers what time to start, what time to stop, when to take breaks, when to go to the bathroom, when to break for lunch, what to eat for lunch, and what to do if a worker gets hurt or becomes sick. They must also decide how each group will be treated overall.

Group 2

This group does their assigned work very quickly and efficiently. This group learns from other groups how to do the work very quickly and efficiently—but when they find out how they will get paid, they adjust their pace. For example, if they are paid by the hour, they slow down a bit. If they are paid by the piece, they are extremely quick. They are very good at their work and feel a sense of pride when it is finished.

Group 3

This group does their assigned work a little slower, because they are much older than other workers (in their 40s, 50s and 60s). They are very good at their work and feel a sense of pride when it's finished.

Group 4

This group learns from other groups how to do the work very quickly and efficiently—but when they find out how they will get paid, they adjust their pace. For example, if they are paid by the hour, they slow down a bit. If they are paid by the piece, they are extremely quick. They are very good at their work and feel a sense of pride when it is finished.

Group 5

This group learns from other groups how to do the work very quickly and efficiently—but when they find out how they will get paid, they adjust their pace. For example, if they are paid by the hour, they slow down a bit. If they are paid by the piece, they are extremely quick. They are very good at their work and feel a sense of pride when it is finished.

Dignified and Determined: Labor and Activism of Filipina/o American Farm Workers

HANDOUTS SET 2

Copy and cut out the scenarios. Give each group their assigned scenario during each phase. To avoid confusion, do not give all the handouts at once. Make sure to let them know that they should perform their scenario for approximately 2 minutes.

Degradation and Exploitation Phase:

After the students have done their roles for the first phase, pass out the second set of roles for the Degradation and Exploitation phase. In this phase, Group 1 exploits the labor of the other groups and puts them down. Do not tell them what the other groups have been assigned—just have them play the roles.

The following will be given to the 5 groups as their instructions. Make sure they only receive their specific role for this phase:

Group 1

The foremen decide that each group gets their own segregated housing, and each will get different pay. The Japanese get the old house. The Mexicans get the shack with beds. The Visayans get the broken down shack and no beds, and the Ilocanos get the barn with the roof falling off.

Group 2

The Mexicans get paid 15 cents an hour, and live in a shack with beds.

Group 3

The Japanese get paid 20 cents an hour, and have the nicest house.

Group 4

The Visayan group gets paid 12 cents an hour, and they have the better shack than the Ilocanos.

Group 5

The Ilocano group has no beds. The roof on their barn is leaking and it is so old it could burn down at any time. They are paid 10 cents an hour.

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HANDOUTS SET 3

Copy and cut out the scenarios. Give each group their assigned scenario during each phase. To avoid confusion, do not give all the handouts at once. Make sure to let them know that they should perform their scenario for approximately 2 minutes.

Determined Activism Phase:

After the previous phase where the workers are being degraded, exploited, and pitted against each other, this final phase is when the workers are instructed to organize a strike. They must come together as union and build a movement against the foremen in Group 1.

The following will be given to the 5 groups as their instructions. Make sure they only receive their specific role for this phase:

Group 1

The foremen find out that the crew bosses of the Visayan, Ilocano, and Mexican groups have been receiving pamphlets from labor union organizers. They tell the farm owners. The farm owners and the foremen threaten the workers that they will be fired if they try to form a union. They also refuse to grant recognition to the union, make a contract with the union, grant a wage increase, or improve working and living conditions.

Group 2

The Mexican group does not speak much English, but they want to form a union. They must try to communicate with the other groups to create a list of shared demands. The Mexican group wants to be able to have their wives and families live in the camp. They believe that they can only achieve their goals if they unite with the other workers.

Group 3

The Japanese group refuses to join the union because they already make the best wages. But there are 2 workers in the camp who think that the Japanese camp should unite with the others. Now, they must convince their fellow workers that it is in their best interest to unite with the Mexicans and Filipinas/os.

Group 4

The Visayan group wants to form a union, but only an all-Visayan union. They do not associate socially with the Ilocanos and they have a hard time communicating with them. Most Visayans and Ilocanos do not speak each other's dialects, and they do not have a common language, since some have difficulty speaking fluent English or Tagalog. The Visayans decide that an all-Filipina/o union would best serve the needs of workers, since the majority of workers are Filipina/o and the Filipina/o population is growing, while the Japanese population is dwindling, and the Mexican population is not as large. They must decide on tactics and strategy. Violent? Nonviolent? Also, should they involve Filipinas/os in other camps?

Group 5

The Ilocano group must convince the Visayans to join them. They are demanding a wage increase, shorter hours, and better housing. They are not sure if they want to unite with Japanese and Mexican workers, so they have to debate what is best: an all-Filipino or multi-racial union. They decide that a union with every group would be best. However, it is difficult to get everyone to agree on shared goals. They must decide on tactics and strategy. Violent? Nonviolent? Also, should they involve Filipinas/os in other camps?

