

Pre-Tour Guide

Campesinos: Workers of the Land

This exhibit was conceived to honor the dignity of our campesinos/agricultural workers and farmers. We asked artists to create and bring us work that represents what they see, feel, and believe as they pass by our fields every day. We asked for artwork that represents the issues of dignity, labor, workers' rights, immigration, and the duality of everyday living for migrant workers. We received incredibly personal, visual and audio stories that celebrate the lives and contributions of our families and community of agricultural workers.

Pre Trip Discussion Items:

We have included five artist resource pages for your use. We encourage you to have students look at more than one piece from our featured artists to explore the full range of what the artist has contributed. Although we have limited our pages to 5 artists there are many more worthy of exploration. We encourage you to choose the art that best suits the work you are exploring with your students. We feel that the guided questions, sketchbook prompts and teacher's corner project ideas could be altered to fit many of the art pieces in this show.

Terms to review:

Bracero Program:

Wikipedia

The **bracero program** (from the [Spanish](#) term *bracero*, meaning "manual laborer" or "one who works using his arms") was a series of laws and diplomatic agreements, initiated on August 4, 1942, when the United States signed the Mexican Farm Labor Agreement with [Mexico](#).^[1] For these [farmworkers](#), the agreement guaranteed decent living conditions (sanitation, adequate shelter and food), and a minimum wage of 30 cents an hour, as well as protections from forced military service, and guaranteed part of wages were to be put into a private savings account in Mexico; it also allowed the importation of contract laborers from Guam as a temporary measure during the early phases of [World War II](#).^[2]

The agreement was extended with the Migrant Labor Agreement of 1951, enacted as an amendment to the Agricultural Act of 1949 (Public Law 78) by Congress,^[3] which set the official parameters for the bracero program until its termination in 1964.^[4]

UFW

Wikipedia

The **United Farm Workers of America**, or more commonly just **United Farm Workers (UFW)**, is a labor union for [farmworkers](#) in the United States. It originated from the merger of two workers' rights organizations, the **Agricultural Workers Organizing Committee (AWOC)** led by organizer [Larry Itliong](#), and the **National Farm Workers Association (NFWA)** led by [César Chávez](#) and [Dolores Huerta](#). They became allied and transformed from workers' rights organizations into a union as a result of a series of strikes in 1965, when the mostly [Filipino](#) farmworkers of the AWOC

in [Delano, California initiated a grape strike](#), and the NFWA went on strike in support. As a result of the commonality in goals and methods, the NFWA and the AWOC formed the United Farm Workers Organizing Committee on August 22, 1966.^[2] This organization was accepted into the [AFL-CIO](#) in 1972 and changed its name to the **United Farm Workers Union**.^[3]

Chinese Exclusion Act

The **Chinese Exclusion Act** was a [United States federal law](#) signed by President [Chester A. Arthur](#) on May 6, 1882, prohibiting all immigration of Chinese laborers. Building on the 1875 [Page Act](#), which banned Chinese women from immigrating to the United States, the Chinese Exclusion Act was the first law implemented to prevent all members of a specific ethnic or national group from immigrating.

The act followed the [Angell Treaty of 1880](#), a set of revisions to the U.S.–China [Burlingame Treaty](#) of 1868 that allowed the U.S. to suspend [Chinese immigration](#). The act was initially intended to last for 10 years, but was renewed in 1892 with the [Geary Act](#) and made permanent in 1902. These laws attempted to stop all Chinese immigration into the United States for ten years, with exceptions for diplomats, teachers, students, merchants, and travelers. The laws were widely evaded.^[1]

Japanese Internment Period

The **internment of Japanese Americans** in the United States during [World War II](#) was the forced relocation and incarceration in [concentration camps](#) in the [western interior of the country](#) of about 120,000^[5] people of [Japanese ancestry](#), most of whom lived on the [Pacific Coast](#). Sixty-two percent of the internees were [United States citizens](#).^{[6][7]} These actions were ordered by [President Franklin D. Roosevelt](#) shortly after [Imperial Japan's attack on Pearl Harbor](#).^[8]

Pre Tour Questions:

What is the history of agricultural workers in Pajaro Valley? See Timeline

Why do you think it is so difficult to change the narrative of the immigrant story in America?

In what way does immigration law affect agricultural workers?

What dangers and issues do immigrant farmworkers face?

A visual dialog is a way of telling a story with art forms that you can see, like pictures, colors, shapes, forms, written words, and numbers

What kind of story would/could you tell with pictures?

What colors would you use?

What shapes do you think about?

What stories do you think you have in common with your classmates?

What stories do you think you have in common with artists?

How could you express an emotion without a spoken word or image? For example:
Movement, Dance, Music, etc.

Addendums: Art vocabulary