

LUCAS BENITEZ

Lucas Benitez, a member of the Coalition of Immokalee Workers (CIW) and a farm worker himself, has become a leader in the fight to end slave labor, human trafficking and exploitation in agricultural fields across America. CIW's national Campaign for Fair Food educates consumers on the issue of farm labor exploitation and forges alliances between farmworkers and consumers that enlist the market power of major corporate buyers to help end that exploitation. In March 2005 and April 2007, CIW signed historic agreements with Yum! Brands (parent company for Taco Bell) and McDonald's, respectively, implementing the CIW's demand for the one-penny-more-per-pound wage increase.

In 2011, thanks to the Fair Food Agreements won through the Campaign for Fair Food, CIW launched the Fair Food Program (FFP), a groundbreaking model for Worker-driven Social Responsibility (WSR) based on a unique partnership among farmworkers, Florida tomato growers, and participating retail buyers, including Subway, Whole Foods, and Walmart.

The CIW worked with Robert F. Kennedy Human Rights to lobby major produce buyers in the fast food industry to implement an industry-wide surcharge on Florida tomatoes that will provide a livable wage for Florida's farm workers. Together, Robert F. Kennedy Human Rights and CIW work to broaden consumer and government awareness to create laws that eliminate the exploitation and enslavement of U.S. farm workers. Robert F. Kennedy Human Rights is also a founding member of the Alliance for Fair Food (AFF), a network of human rights, religious, student, labor and grassroots organizations dedicated to advancing the human rights of farm workers.

Secretary of State John Kerry awarded the CIW and the Fair Food Program the 2015 Presidential Medal for Extraordinary Efforts to Combat Human Trafficking. In 2014, CIW received the Clinton Global Citizen Award for the groundbreaking impact of the Fair Food Program, and in 2013, CIW received the Roosevelt Institute Freedom From Want Medal.



Jeffery Allan Salter

“THE RIGHT TO A JUST WAGE, THE RIGHT TO WORK FREE OF FORCED LABOR, THE RIGHT TO ORGANIZE—THREE OF THE RIGHTS IN THE UNITED NATIONS’ UNIVERSAL DECLARATION OF HUMAN RIGHTS—ARE ROUTINELY VIOLATED WHEN IT COMES TO FARM WORKERS IN THE UNITED STATES.”

REMARKS BY LUCAS BENITEZ (CIW): 2003 RFK HUMAN RIGHTS
AWARD CEREMONY, NOVEMBER 20, 2003

Mrs. Kennedy, Senator Kennedy, and Mrs. Kerry Kennedy, I bring you thanks from all the members of the Coalition of Immokalee Workers for this wonderful day.

But before I begin, I feel that I must tell you that today my *companeros* and I feel a little disoriented, as if we were lost in a sort of dream world where you can no longer know just what is real.

Just two days ago, we marched into downtown Miami surrounded by nearly 3,000 police—police in riot gear, mounted police, police on bicycles, police on foot, police in helicopters hovering above Miami’s skyline, their propellers beating out the soundtrack to what seemed to us like a movie about martial law in the U.S.—all because we were there to call for fair trade that respects human rights, not free trade that exploits human beings.

Yet today, we stand here in this historic city—in the heart of the U.S. government—receiving this prestigious award for our work in defense of human rights.

Truth is, my *companeros* and I are confused. It’s hard for us to understand in which of the two worlds we actually live—in the world where the voice of the poor is feared and protest in defense of human rights is considered the gravest of threats to public security? Or in the world where the defense of human rights is celebrated and encouraged in the pursuit of a more just and equitable society?

While this question may well be the most complex and important question that we must face in this new century, there is no doubt about how Robert F. Kennedy would answer were he still with us today. He—like that other great hero who was torn away from us 35 years ago, Dr. Martin Luther King—would have been there with us in the streets of Miami, quite possibly feeling the same fear we felt facing such overwhelming force arrayed against us, but carried forward by faith and by his powerful commitment to social justice.

This award today is the proof, testimony to Robert Kennedy’s vision, his belief that we as workers and poor people also are part of this democracy, that our voices must be a part of this country’s

great chorus and our interests taken into account, because without justice, true peace, lasting peace, is not possible.

Looking around at the people here today—we see workers and CEOs, students and religious, artists, politicians, prosecutors from the Department of Justice, union leaders, friends, family members, colleagues from the Freedom Network, shareholders, civil rights activists—I can assure you that it isn’t every day that you find all these people in the same room!

But in all seriousness, we are united here despite our different lives and points of view. What brings us together is a feeling that we all have in common, something deeply rooted in our humanity—we are all disgusted by the fact that fundamental human rights continue to be violated in this day and age in this great country.

Behind the shiny, happy images promoted by the fast-food industry with its never-ending commercials on TV, fueled by over \$3 billion in marketing annually, and behind the supermarket advertising that celebrates the abundance of our harvest each Thanksgiving, there is another reality.

Behind those images, the reality is that there are farm workers who contribute their sweat and blood so that enormous corporations can profit, all the while living in sub-poverty misery, without benefits, without the right to overtime or protection when we organize. Others are working by force, against their will, terrorized by violent employers, under the watch of armed guards, held in modern-day slavery. The right to a just wage, the right to work free of forced labor, the right to organize—three of the rights in the United Nations’ Universal Declaration of Human Rights—are routinely violated when it comes to farm workers in the United States.

Is this the true face of democracy in the 21st century? Is this all we can hope for our future and for our children’s future?

We answer from the bottom of our hearts: NO! We can—we must—hope for a better world, because a better world IS possible!

So, it’s left to us to continue struggling in that same spirit, for a world where poor people, people without a voice, demand and obtain the respect and dignity due to them, where corporations no longer define the limits of our liberty, where they don’t dictate our dreams, fence in our imagination, and block the roads toward our destiny.

And in this same spirit, I want to close with a special greeting to all our fellow members of the Coalition of Immokalee Workers. We had to leave the march in Miami in order to come here, but they are continuing with the struggle, continuing with the work of building, step by step, another, better world.

As Robert F. Kennedy said, “Some see the world as it is today and ask why. I see the world as it could be and ask, why not?” His vision of 35 years ago is by no means lost—we of the Coalition of Immokalee Workers are marching toward that vision today. Thank you.

DEFENDING LABOR RIGHTS

LUCAS BENITEZ

LESSON GRADE LEVEL: 6–8
HUMAN RIGHTS ISSUE:
LABOR RIGHTS

UNIVERSAL DECLARATION OF HUMAN RIGHTS:

- **Article 4:** Freedom from Slavery
- **Article 23:** Right to Desirable Work and to Join Trade Unions
- **Article 24:** Right to Rest and Leisure
- **Article 25:** Right to Adequate Living Standard

GUIDING QUESTIONS:

- How does the food we eat come to our table?
- Are the people who harvest our food treated fairly?

TIME REQUIREMENT: 160 minutes

OBJECTIVES:

After this lesson, students will be able to:

- Describe the labor conditions of farm workers in the United States.
- Create an action plan to defend the rights of farm workers.

COMMON CORE LEARNING STANDARDS:

- CCSS.ELA-LITERACY.RH.6-8.1
- CCSS.ELA-LITERACY.RH.6-8.2
- CCSS.ELA-LITERACY.RH.6-8.7
- CCSS.ELA-LITERACY.WHST.6-8.7
- CCSS.ELA-LITERACY.WHST.6-8.9

VOCABULARY:

- **Farmer**
- **Farm worker**
- **Family farm**
- **Agribusiness**
- **Factory farm**
- **Coalition of Immokalee Workers**

CONCEPTS:

- **Migrant labor**
- **Human dignity**
- **Courage**
- **Fair Food**

TECHNOLOGY REQUIRED:

- Computer
- Projection equipment for online videos

MATERIALS:

- Lucas Benitez Biography:
www.rfkhumanrights.org / click on **Speak Truth to Power** / click on **“Defenders”** tab
- Google video, *Immokalee: From Slavery to Freedom*
<https://www.youtube.com/watch?v=zBc4cOg9-ks>
- CBS Sunday Morning's cover story on the Fair Food Program:
<https://www.youtube.com/watch?v=b6s4YAOISns>
- Editorials and op-ed pieces from NYS Newspapers on Farmworkers Fair Labor Practices Act:
“This Must Be NY’s Final Harvest of Shame,” op-ed, NY Daily News November 26, 2009
http://www.nydailynews.com/opinions/2009/11/26/2009-11-26_this_must_be_new_yorks_final_harvest_of_shame.html#ixzz0xgWNzaei
“Don’t Kill Our Local Farms” op-ed, NY Post, Jan. 23, 2010
http://www.nypost.com/p/news/opinion/opedcolumnists/don_kill_our_local_farms_Ji6VYXqZJLb4CFtNeQc3wK

“Lewis County Uncovered: Is this Darrel’s Time?” by Bruce Krug, a retired dairy farmer

<http://lewiscountyuncovered.blogspot.com/2010/03/is-this-darrels-time.html>

“Same Old Politics Hurts N.Y. Farmworkers,” Times Union, January 29, 2010

<http://albarchive.merlinone.net/mweb/wmsql.wm.request?oneimage&imageid=9368953>

- Tomato

STUDENT ACTIVITIES

ANTICIPATORY SET:

- Show a tomato to students. Ask them, “What do you see?” Instruct students to describe what they see in their journal. Ask students to write for 3 minutes in their journals.
- Have students share their responses with a partner. Ask for a few volunteers to share their descriptions with the class.
- After hearing a few descriptions, note that the students described what they saw but did not describe where the tomato came from or what people are behind the tomato. Ask students how they think the tomato got to the store. Call for volunteers to respond.
- Ask students to define the vocabulary words and describe how they are related. If you have an interactive whiteboard, students can arrange the words in a hierarchy or create a concept web and respond in their journals or notebooks.
- Read these excerpts to the students:

“...And don’t forget in doing something for others that you have what you have because of others. Don’t forget that. We are tied together in life and in the world. And you may think you got all you got by yourself....You reach on over to get a little coffee, and that’s poured in your cup by a South American. Or maybe you decide that you want a little tea this morning, only to discover that that’s poured in your cup by a Chinese. Or maybe you want a little cocoa, that’s poured in your cup by a West African. Then you want a little bread and you reach over to get it, and that’s given to you by the hands of an English-speaking farmer, not to mention the baker. Before you get through eating breakfast in the morning, you’re dependent on more than half the world.”

—Dr. Martin Luther King, Jr.

From “The Three Dimensions of a Complete Life,” delivered at New Covenant Baptist Church in Chicago on April 9, 1967.

Find complete transcription at:

<http://seattletimes.nwsourc.com/mlk/king/words/completelife.html>

“Look at the things in your living room or refrigerator and realize they were made by thousands of people on different continents. The lemons we buy at the grocery connect us with a food chain, with people coming up from Mexico, being sprayed by pesticides. It’s easier to see just a lemon, but only when we see the whole line can we feel connectedness and responsibility.

—Barbara Kingsolver, writer.

From her book: *Animal, Vegetable, Miracle: A Year of Food Life*, Harper Collins (2007).

Ask students how the quotations reflect the work behind the tomato.

ACTIVITY 1:

- Distribute to students the biography of Lucas Benitez
- Show students the videos: *Immokalee: From Slavery to Freedom*, A look at the history of the Coalition of Immokalee Workers, focusing on the successful Taco Bell boycott (you can choose to show sections of the video for a shorter presentation: <https://www.youtube.com/watch?v=zBc4cOg9-ks>) and CBS Sunday Morning’s cover story on the Fair Food Program: <https://www.youtube.com/watch?v=b6s4YA0ISns>
- After viewing the video, discuss the following questions:
 - How is Lucas Benitez a leader in human rights work for farm workers?
 - Describe the life of a tomato picker in Immokalee, Florida.
- The video states that tomato pickers will work 12 hours in the hot sun in order to pick 4,000 pounds of tomatoes, which will earn them \$50 a day. What would the hourly wage be? How does this compare to the federal minimum wage of \$7.25 per hour? How do tomato growers get away with paying such low wages?
 - How has the Coalition of Immokalee Workers changed the lives of the workers so far?
 - Why did the CIW target Taco Bell (a large purchaser of tomatoes) for a boycott? Why didn’t they negotiate with the tomato growers?
 - What methods did the CIW use to help get the message out about the plight of the workers? Were these effective? Why or why not?
- Show students the Coalition of Immokalee Workers (CIW) website: www.ciw-online.org. It includes wonderful photo essays and video clips of current actions. Since the Taco Bell victory in 2005, CIW had won victories from MacDonal’d’s, Burger King, and food service giants Aramark and Sodexo. Their current campaigns focus on supermarket chains, such as Ahold, (Stop and Shop), Publix, Kroger, and Chipotle.

ACTIVITY 2:

- Ask students:
 - What is the state of food production in the United States?
 - How are farm workers treated nationally?
- Put the quotation below on the board or interactive whiteboard.
- Instruct students to respond to the quotation and discussion questions in their journal.

“Not everyone can afford to eat well in America, which is shameful, but most of us can: Americans spend, on average, less than 10 percent of their income on food, down from 24 percent in 1947, and less than the citizens of any other nation.”

—Michael Pollan, “Unhappy Meals,” *The New York Times Magazine*, January 28, 2007.

STUDENT ACTIVITIES (CONTINUED)

TEACHER TIP: Tell students that Pollan is a best-selling author of *The Omnivore's Dilemma* and other books and articles about food production in America.

- Ask students the following questions prior to showing the Fair Food Project website:
 - Why do you think food in America is so cheap?
 - Who is paying the costs?
 - Would you be willing to pay more for your food so that people, animals and the environment were treated better?
- Show students the videos on the Fair Food Project website. They are excellent. <http://www.allianceforfairfood.org/> It includes a teacher and a student resource center with action guide. The section “About this Documentary” has other wonderful resources.
- After viewing the website, conduct a class discussion using the following questions:
 - What images did you find the most powerful?
 - Did anything in the movie surprise you?
 - What are some of the root causes of poor agricultural working conditions?
 - Even though sustainability is often defined as being environmentally sound, economically viable, and socially equitable, social equity is often left behind in discussions of sustainability and sustainable food. Why do you think this is?
 - When you buy food do you know how the workers who grew it were treated? Do you find it easy or difficult to get information about your food? Why?
 - What do you see as the most promising way to improve farm labor conditions? Legislation, organizing and unionizing, consumer support?
 - What are the pros and cons of each approach?
 - How can we have food that is fair to workers and affordable to consumers?
 - How can we support farmers with good labor conditions?
 - Immigration policy is one of the major barriers to better farm labor conditions. How can we work toward an immigration system that meets the needs of workers, their families, and employers? What might this system look like?
 - What do you see as the biggest barriers to a more fair food system?
 - What do you see as the most promising opportunities?
 - Where do you have power to make change? What could you do from where you are to get involved and support fair food?

ACTIVITY 3:

- Prior to assigning students the editorials, ask:
 - How do you think farm workers are treated in New York State?
 - Are they protected by fair labor laws locally?
- Assign students 2–3 editorials about the Farmworkers Fair Labor Practices Act. Ask them to take a position on the legislation and what they think the next step should be.
- Ask students the following questions:
 - What is an editorial?
 - What is an op-ed piece in a newspaper?
 - What is a blog?
 - How are these articles different from news articles?
 - How are they published in newspapers or online?
 - Who decides what is printed?
- Distribute and ask students to read “This Must Be NY’s Final Harvest of Shame,” op-ed, *NY Daily News* November 26, 2009
 - http://www.nydailynews.com/opinions/2009/11/26/2009-11-26_this_must_be_new_yorks_final_harvest_of_shame.html#ixzz0xgWNzai
- Lead the class in a discussion, the following questions:
 - What is the background of the author of this op-ed piece? What is her position on the Farmworkers Fair Labor Practices Act? Why?
 - Why do you think the author published this article on Thanksgiving day? What contrast is she making here?
 - What labor conditions does the author describe for the farm workers? What are the reasons for these conditions?
 - Why do you think it has been so long since the labor abuses of farm workers have been exposed and nothing has changed?
- Distribute and ask students to read “Don’t Kill Our Local Farms” op-ed, *NY Post*, Jan. 23, 2010:
 - http://www.nypost.com/p/news/opinion/opedcolumnists/don_kill_our_local_farms_Ji6VYXqZJLb4CFtNeQc3wK
- Lead the class in a discussion using the following questions:
 - Who wrote of the editorial? What is the author’s position on the Farmworkers Fair Labor Practices Act? Why?
 - Who are the “special interest groups” described in the article?
 - According to the author, should farm workers have the same rights and protections as workers in other occupations? Why or why not?
 - According to the article, who would “lose” if the legislature gets involved in family farming practices? What does the author say would be the effects of the bill if passed?
 - The article claims that this bill would threaten the ability to provide local food for local people. What do you think?

- Distribute and ask students to read “Same Old Politics Hurts N.Y. Farmworkers,” *Times Union*, January 29, 2010:
 - <http://albarchive.merlinone.net/mweb/wmsql.wm.request?oneimage&imageid=9368953>
- Lead a discussion using the following questions:
 - What is the background of the author of this op-ed piece? What is her position on the Farmworkers Fair Labor Practices Act? Why?
 - What did the author of the article predict? What happened to the bill to protect farm workers in New York state? Why?
 - What is the Farm Bureau’s argument about changes in rights for farm workers?
 - According to the author, why did the bill to protect farm workers’ rights fail to pass?
 - How does California protect farm workers? Have labor protections in California agriculture hurt their business?
 - Why has it been so hard to achieve rights for farm workers?
- Assign students to read a blog post, “Lewis County Uncovered: Is this Darrel’s Time?” by Bruce Krug, a retired dairy farmer: <http://lewiscountyuncovered.blogspot.com/2010/03/is-this-darrel-time.html>
- Lead a discussion using the following questions:
 - What is the background of the author of this blog? What is his position on the Farmworkers Fair Labor Practices Act? Why?
 - According to the author, why are dairy farms going through a tough time?
 - What would the proposed law give farm workers?
 - Who has opposed rights for farm workers?
 - On what do large farms depend to survive?
 - Who does the author of the article point to as sharing the blame for the problems of farm workers?
 - According to the author, what are the other reasons this bill should be supported?
- Ask students to record their answers to the following questions in their journals or notebooks. When they have completed the task, lead a class discussion using the questions:
 - Which author makes the most compelling argument?
 - Whom do you agree with the most?
 - Do you support the Farmworker Fair Labor Practices Act? Why or why not?
 - What can you about it?
 - The legislation did not pass in 2010. What do you think the next step should be?
 - Should we forget about this bill or keep trying?

TEACHER TIP: You may want to read aloud or show students the *NY Daily News* editorial of August 6, 2010, which explains why the bill failed and who did not vote for it after committing to it. <http://www.nydailynews.com/opinion/broke-word-state-senate-hypocrites-betray-farmworkers-article-1.200966>

EXPANDING OPPORTUNITIES

- Read “The Circuit” by Francisco Jimenez, a short story told through the voice of a migrant worker child, written by a former migrant worker.
- Have students read the oral histories of migrant workers in New York state. Some compelling stories are available in the Sowing Seeds for Justice Dinner Journal, November 2008.

INTERNATIONAL HUMAN RIGHTS FRAMEWORK

Since the creation of the Universal Declaration of Human Rights (UDHR) by the United Nations (UN) in 1948, many other international documents—also called treaties, covenants, resolutions, or conventions—have been drafted to develop these rights further. Countries commit to protect the rights recognized in these treaties by ‘ratifying’ them and sometimes a specific institution is created within the UN to monitor their compliance.

Here are examples of relevant international documents:

INTERNATIONAL CONVENTION ON THE PROTECTION OF THE RIGHTS OF ALL MIGRANTS WORKERS AND MEMBERS OF THEIR FAMILIES

- **Article 1:** scope of application
- **Article 2:** definitions
- **Article 7:** Protection without any distinction of any kind such as to sex, race, colour, language, religion or conviction, political or other opinion, national, ethnic or social origin, nationality, age, economic position, property, marital status, birth or other status.
- **Article 10:** Prohibition of torture and other cruel, inhuman and degrading treatments

- **Article 11:** Prohibition of slavery and servitude
- **Article 16:** Right to liberty and security of persons
- **Article 21:** Prohibition to confiscate a migrant’s documents
- **Article 22:** Prohibition of collective expulsions
- **Article 25:** Minimum work conditions
- **Article 40:** Right to association and trade union
- **Article 43:** Equal Rights to nationals of the state

INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS

INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS

PROTOCOL TO PREVENT, SUPPRESS AND PUNISH TRAFFICKING IN PERSONS, ESPECIALLY WOMEN AND CHILDREN SUPPLEMENTING THE UNITED NATIONS CONVENTION AGAINST TRANSNATIONAL ORGANIZED CRIME

For more information, visit the Office of the High Commissioner for Human Rights’ website: www.ohchr.org

BECOME A DEFENDER

- Respond to the following quotation. Think of how it applies to some of the stories or articles we have read throughout this unit and how it applies to you personally.

“Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring those ripples build a current which can sweep down the mightiest walls of oppression and resistance.”

—Senator Robert F. Kennedy, June 6th, 1966

Apply this quote to Lucas Benitez and the Coalition of Immokalee Workers.

- Read this quotation from Cesar Chavez, founder of the United Farm Workers Union, in 1984:

“All my life, I have been driven by one dream, one goal, one vision, to overthrow a farm labor system in this nation that treats farm workers as if they were not important human beings. Farm workers are not agricultural implements. They are not beasts of burden to be used and discarded.”

Has Chavez’s dream been realized yet? Why or why not? What can we do to defend the rights of farm workers and make his dream come true?

Present some of the following ideas for students to choose.

- On a personal level, think about what you have done in your life to make a difference. If you had one dream or one goal what would that be?
- Write a poem about child labor to share with your classmates and school. Send it to your local newspaper, state representative, or member of Congress. You may also be able to publish your poem on the web. Make sure you include information from at least two sources. Your poem should be at least 20 lines.

- Create a poster which teaches the issue to other students. You must use at least 2 sources, Write the information IN YOUR OWN WORDS (no plagiarizing), LARGE enough to be read from a distance, and use graphics to illustrate your points. Prominently display your poster in your school, or send your poster to your state senator to encourage him or her to sponsor the Farmworkers Fair Labor Practices Act.
- Write a letter to the editor of your local newspaper about the injustices faced by farm workers and what readers can do about it. You may want to encourage readers to support the Farmworkers Fair Labor Practices Act.
- Create a PowerPoint presentation to teach others what you have learned. E-mail a copy to a government official or executive in the food industry who has the power to make a change.
- On a local or national level, write to the president of Subway asking him to support CIW by paying an extra penny per pound for tomatoes:

**Mr. Fred DeLuca, President
Subway Headquarters
325 Bic Drive
Milford, CT 06460**

The next time you visit Stop and Shop, hand the manager a letter asking their company to partner with CIW to end slavery in Florida tomato fields. You can download a sample letter at <http://www.ciw-online.org/tools.html> .

- Write a letter to a New York state senator or Assembly member to ask them to sponsor the Farmworkers Fair Labor Practices Act. You can find his or her address at <http://www.ny.gov/agencies>
- On a global level, research other industries and places around the world where labor rights are violated.

ADDITIONAL RESOURCES

The Labor-Religion Coalition of New York State:

<http://www.labor-religion.org/>

The Labor Religion Coalition of New York State works in partnership with social justice organizations across the state.

Labor-Religion, Rural and Migrant Ministry and the Justice for Farmworkers Movement:

<http://ruralmigrantministry.org/>

Labor-Religion partners with Rural and Migrant Ministry and the Justice for Farmworkers movement to bring about fair labor for NYS farm workers and to lobby for passage of the Farmworkers Fair Labor Practices Act.

The Alliance for Fair Food (AFF):

<http://www.allianceforfairfood.org/>

AFF is a network of human rights, religious, student, labor, sustainable food and agriculture, environmental and grassroots organizations who work in partnership with the Coalition of Immokalee Workers (CIW), an internationally recognized human rights organization working to eliminate modern-day slavery and sweatshop labor conditions from Florida agriculture.

Student/Farmworker Alliance (SFA):

<http://sfalliance.org/>

SFA is a national network of students and youth organizing with farm workers to eliminate sweatshop conditions and modern-day slavery in the fields.

Heroes and Saints & Other Plays by Cherríe Moraga:

http://westendpress.org/catalog/books/heroes_and_saints.htm

This collection of Moraga's first three successful plays established her as a leading Chicana playwright. *Heroes and Saints* has won particular critical acclaim due to its intervention in the history of the Chicano people. It grows out of the struggle of the United Farm Workers in 1988 and the revelations of a so-called cancer cluster in McFarland, California, in which many Chicano children were diagnosed with cancer or stricken with birth defects.

Interfaith Action:

<http://ciw-online.org/blog/tag/interfaith-action/>

This organization educates and animates people of faith to partner with the CIW in its efforts to improve wages in the fields, and to put an end to modern-day slavery in the agricultural industry.

Farmworker Justice:

<https://www.farmworkerjustice.org/>

This nonprofit organization seeks to empower migrant and seasonal farm workers to improve their living and working conditions, immigration status, health, occupational safety and access to justice.

Video: Fighting for Justice for Farmworkers:

<http://media.bioneers.org/listing/fighting-for-justice-for-farmworkers-lucas-benitez/>

Equal Exchange:

<http://www.equalexchange.coop/resources>

Equal Exchange's mission is to build long-term trade partnerships that are economically just and environmentally sound, to foster mutually beneficial relationships between farmers and consumers and to demonstrate, through our success, the contribution of worker-co-operatives and Fair Trade to a more equitable, democratic and sustainable world.

Michael Pollan:

<http://michaelpollan.com>

Michael Pollan is a food activist and author of many best-selling books about the industrialization and corporatization of our food supply. His website has some great articles, mostly appropriate for high school students.

Food Inc.:

<http://www.takepart.com/foodinc/>

This 2008 documentary is also about the industrialization and corporatization of our food supply. It shows some shocking videos of factory farms and the conditions of the farm workers who labor on them.

Food Chains

<http://foodchainsfilm.com>

A 2014 exposé about CIW's defeat of the \$4 trillion global supermarket industry through their ingenious Fair Food program, which partners with growers and retailers to improve working conditions for farm laborers in the United States.