

Document Analysis:

Proclamation Written by Dolores Huerta

Source: Dolores Huerta, "Proclamation of the Delano Grape Workers for International Boycott Day," May 10, 1969.

We, the striking grape workers of California, join on this International Boycott Day with the consumers across the continent... on the road to our liberation...

We have been farmworkers for hundreds of years and pioneers for seven [In 1962, Huerta and Cesar Chavez founded the National Farm Workers Association]. Mexicans, Filipinos, Africans and others, our ancestors were among those who founded this land and tamed its natural wilderness... If this road we chart leads to the rights and reforms we demand, if it leads to just wages, humane working conditions, protection from the misuse of pesticides, and to the fundamental right of collective bargaining, if it changes the social order that relegates us to the bottom reaches of society, then in our wake will follow thousands of American farmworkers... For we are in the midst of a great social movement, and we will not stop struggling 'til we die, or win!

We have been farmworkers for hundreds of years and strikers for four. It was four years ago that we threw down our plowshares and pruning hooks. These Biblical symbols of peace and tranquility to us represent too many lifetimes of unprotesting submission to a degrading social system that allows us no dignity, no comfort, no peace. We mean to have our peace, and to win it without violence...

We have been farmworkers for hundreds of years and boycotters for two. We did not choose the grape boycott, but we had chosen to leave our peonage, poverty and despair behind... The boycott was the only way forward the growers left to us. We called upon our fellow men and were answered by consumers who said—as all men of conscience must—that they would no longer allow their tables to be subsidized by our sweat and our sorrow: They shunned the grapes, fruit of our affliction...

THINKS Document Analysis – Primary Source

<p>T (Target Audience)</p> <p>1. Who was the target audience of this document?</p> <p>2. Whose voice or perspective is not shared in this document?</p>	<p>H (Historical Context)</p> <p>1. When was this document created and/or circulated? Who wrote it?</p> <p>2. What events were occurring during the time this document was written?</p>	<p>I (Intended Purpose)</p> <p>1. Why do you think this document was written? In other words, what is its purpose?</p> <p>2. What specific elements of the text best convey the purpose of the document? Cite evidence.</p>			
<p>N (New Vocabulary)</p> <p>1. What words are new to you or need to be defined?</p> <table border="1" data-bbox="109 989 475 1356"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>				<p>K (Key Perspective)</p> <p>1. Based on your reading of this document, what are some things that can be inferred about the author's perspective or point of view?</p> <p>2. What do you know about people with the author's attributes during this time period? How could their circumstances impact their perspective?</p>	
<p>S (Significance)</p> <p>1. List two things or ideas that make this document historically significant.</p> <p>2. Provide one quote from the document that demonstrates why it might be considered historically significant. Explain your reasoning.</p>					



Historical Thinking Skill Graphic Organizer: Contextualization



_____ Context

_____ Context

Type of Context:

- Social
- Political
- Ideological
- Geographic
- Economic
- Cultural

Historical Event:

_____ Context

_____ Context

"In order to best understand _____, we must situate it in the following context: _____
