The Untold History of Filipino Farmworkers in California

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unit overview

This unit was created in the fall of 2014 to teach students in first through eighth grades about the role of Filipino farmworkers in American history. Primary elementary students learn how the fruits and vegetables they eat go from farms to their table while intermediate students take this understanding a step further by learning about the injustices that farmworkers faced and how Filipino laborers are often omitted from the more popular stories of Mexican laborers organized and led by Cesar Chavez. For the middle grades, the lessons continue to develop student understanding of organized labor and address several key issues related to farmwork in America.

These lessons were created by a former elementary and middle school teacher to add greater depth to existing stories of farmworkers as an exclusively Mexican population of laborers. It also seeks to broaden students' understandings of what farmwork entails and the power of labor organization.

These and other elementary and middle school lessons related to Asian American history can be found at www.naseemrdz.com. Feedback and comments are highly encouraged.

unit vocabulary

boycott: the refusal to use or purchase goods or services in protest or for a specific purpose

collective bargaining: when unions are able to operate openly and are recognized by employers, they can negotiate with employers over wages and working conditions

grower: the owners of the farm who employ laborers

labor camp: a housing area for laborers located on the farm or nearby, provided by the grower

laborer: a worker

manong: in the Filipino language Ilocano, *manong* means brother or uncle; the *manong* generation describes Filipino males who immigrated to the United States in the 1920s and 1930s, often finding work as cheap agricultural labor in the Western states

migrant worker: a farm laborer who moves from place to place to harvest seasonal crops

picket: an organized effort to protest something, usually by using signs, slogans and/or chants while standing outside of a specific place

protest: an organized event where people gather to express their disagreement with or disapproval of something

scab: a laborer not affiliated with a union who goes to work during a strike

solidarity: uniting together for a common belief or cause

strike: when laborers decide to stop working in order to force their employer to listen to their demands

union: (also known as a **labor union)** an organization of workers formed to protect the rights and interests of its members by seeking better working conditions and better pay

key organizations

American Federation of Labor-Committee for Industrial Organization (AFL-CIO)
The American Federation of Labor (AFL), one of the earliest unions in American history, was founded in 1886. In 1935, the Committee for Industrial Organization (CIO) was formed within the AFL and the two organizations merged in 1955. Today, the AFL-CIO is still active as a democratic, voluntary federation of 56 national and international labor unions. In all, the AFL-CIO represents over 12.5 million workers, from teachers to miners, plumbers to doctors, and firefighters to farm workers. Learn more at http://www.aflcio.org.

Agricultural Workers Organizing Committee (AWOC)
The Agricultural Workers Organizing Committee (AWOC) began in April 1959 when the director of the AFL-CIO directed Norman Smith to organize farm workers in California. In 1962, Al Green took over as director and served until 1966. Although AWOC existed only for seven years, it called many strikes against growers and farm labor contractors and had some success in raising wages for farm laborers. AWOC worked to get job security, union recognition, and better labor conditions for its members and protested the use of illegal hiring practices by growers and contractors. Many AWOC members were Filipinos (although membership also included Chicanos, Anglos, and blacks) and Larry Itliong was a prominent AWOC leader.

National Farm Workers Association (NFWA)
The National Farm Workers Association (NFWA) was a farm workers union started by Cesar Chavez and Dolores Huerta in 1962 to organize farm workers. Chavez built up a large Mexican membership through person-to-person recruitment and intimate house meetings. Chavez' brother Richard designed a red flag with a black Aztec eagle that became the NFWA's symbol and was later used by the United Farm Workers (UFW). NFWA supported a 1965 rose strike and joined the Delano grape strike started by AWOC before merging together to form the UFW.

United Farm Workers (UFW)
Founded in 1965, the UFW resulted from the merging of the Agricultural Workers Organizing Committee (AWOC), composed of mostly Filipino workers, and the National Farm Workers Association (NFWA), with a mostly Mexican membership. Led by Cesar Chavez, the UFW was a farmworkers' union that focused on non-violent tactics. It gained national prominence in the 1970s after a successful five year grape boycott that began with the Delano grape strike and a membership of 50,000 field workers in California and Floride. In the 1980s, membership began to shrink but the UFW still exists today to support the rights of farm workers.

Teacher Background

Asian Agricultural Labor in the American West

Asian immigrants helped cultivate the American West in the nineteenth century and played a significant role in the development the West Coast's agricultural industry. Different groups of Asian workers came in waves beginning in the mid-1800s. First to arrive were the Chinese, many of whom were recruited to work in mines, on the transcontinental railroad, and for lumber companies. Once Chinese Exclusion began in 1882, American companies turned to Japan for railroad and agricultural laborers in the 1890s.

Japanese farmworkers helped develop the commercial potential of rice and potatoes and dominated the vegetable and berry regions in various parts of California. Around the same time, Indian immigrants also entered jobs in the agriculture industry in California and made a particular impact in the cotton and cantaloupe fields in the Imperial Valley. Korean laborers followed, and farm owners often used Indian and Korean workers to gain control over labor costs and unrest among Japanese workers.

Filipinos began arriving in large numbers in the 1920s and quickly surpassed the number of Indian and Korean immigrants, especially in agriculture. When Filipino workers arrived in the U.S. mainland, they began working throughout the west coast doing "stoop labor" that was planting or weeding bent down and it usually lasted 10 hours everyday. They worked in farms near Sacramento, in the Salinas Valley and the San Joaquin Valley. Some of the crops they planted and harvested included beets, lettuce, asparagus, celery and tomatoes.

Unfortunately, farmers paid them less than other workers and discrimination against Filipinos was common in California. Unlike their Japanese and Mexican counterparts, most Filipinos were single, young males. Filipino laborers were often used as strikebreakers by farmers which created ethnic tensions between workers and this division favored the farmers. Because of the seasonal nature of farm work, 80% of Filipinos were migratory workers and were rarely able to become tenant farmers or farm operators.

It is important to note that early Asian immigrants worked in multiple industries, including hospitality, restaurants, factories, and canneries; those areas, however, are not the focus of this lesson.

Filipino Immigration to America

The Philippines has a long, complicated history with the United States that sets it apart from other Asian countries. Filipinos first landed on what was to become the United States on October 18, 1587 in Morro Bay along the California coast. In the centuries that followed, Filipinos came to various parts of North America, from Acapulco, Mexico to Alaska. The first permanent settlement of Filipinos was in Louisiana in 1763. However, they did not immigrate to the United States in large groups until the 1900s.

In 1521, the explorer Ferdinand Magellan claimed the Philippines for Spain. Spain ruled the Philippines from the sixteenth century until the end of the Spanish-American War in 1898, when it surrendered control of the country to the United States. In the years before the war, some Filipinos

began movements against Spain's colonial government to fight for Filipino independence. Once the U.S. annexed the Philippines, Filipinos continued to fight against the new American colonizers and hundreds of thousands of Filipinos were killed and countrysides were destroyed. In 1899, the First Philippine Republic officially declared war against the United States; this war ended in 1902 with Filipinos given very limited self-government by the U.S. via the Philippine Organic Act. In the meantime, American occupation resulted in the deaths of many Filipinos, disestablishment of the Roman Catholic Church, and the introduction of English as the primary language of government, industry, and education.

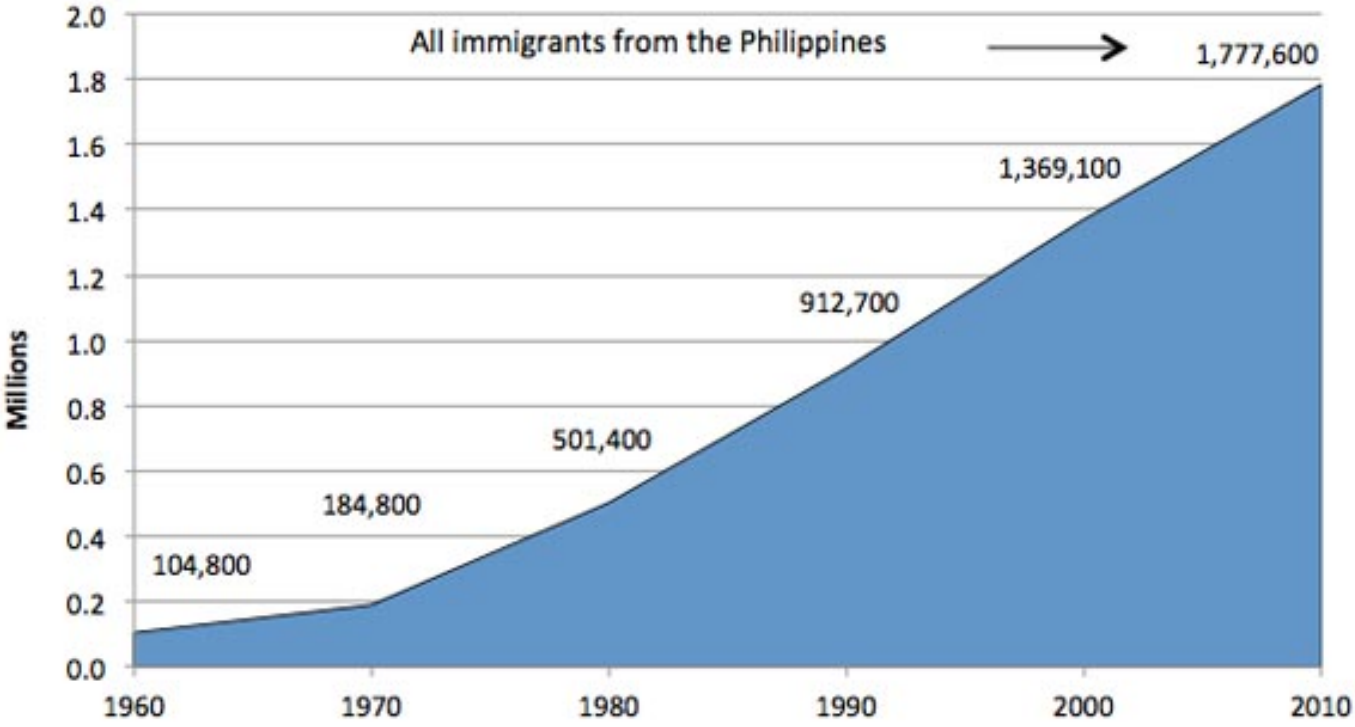
Due to their country's status as an American territory, Filipinos held U.S. passports and were able to immigrate to the United States more freely than other Asian groups. They also had the benefit of knowing English, which also set them apart from other immigrants. Between 1903 and 1939, many young Filipinos went to the U.S. to further their education through college or other studies. Some of these students returned to the Philippines while others remained in the U.S. A second group of immigrants from the Philippines traveled to Hawaii between 1907 and the 1930s, mostly to work as laborers on plantations. Many of these laborers were recruited as cheap labor; however, as the demand for labor decreased in the 1930s, tens of thousands of immigrants returned home to the Philippines while others went to the U.S. West Coast. As the American colonial government grew, many Filipinos grew poorer, especially in the countryside where farmers did not own the land they worked on and were treated badly. The third early wave of Filipino immigrants went directly to the West Coast in the 1920s and 1930s, often leaving behind their difficult lives in the country in search of financial opportunities. The *manongs* described in the grades 3-5 unit are part of this last group of Filipino immigrants, which was overwhelmingly made up of young, single men. Due to immigration restrictions, very few Filipina women immigrated during this time, leaving the *manongs* to become a generation of bachelors.

In 1932, the U.S. Congress passed the Hare-Hawes Cutting Act, which provided for complete Filipino independence in 1945 after 10 years of self-government under U.S. supervision. The Tydings-McDuffie Independence Act in 1934 closely resembled the Hare-Hawes Cutting Act but added provisions for American military bases. On November 15, 1935, the Commonwealth of the Philippines was formally established and American Gen. Douglas MacArthur arrived in the Philippines to serve as military advisor. In the midst of World War II, Japan attacked the Philippines without warning on December 8, 1941. The U.S.-Filipino army struggled against Japan for several months until the Battle of Leyte (October 23-26, 1942) when the Japanese fleet was destroyed. In the aftermath of WWII, the Philippines faced enormous problems as a land devastated by war with a destroyed economy. However, Filipinos who served in WWII gained the option of becoming U.S. citizens for the first time. The War Brides Act of 1945 also provided an opportunity for 16,000 Filipinas to arrive in the U.S. in the years following WWII.

Independence was granted to the Republic of the Philippines on July 4, 1946. In the last fifty years, the Filipino government has struggled with corruption and instituted martial law; many Filipinos have left the country to seek employment and opportunity elsewhere while sending money back home to family members. These remittances play a significant role in supporting the Filipino economy today. In 1965, the Hart-Cellar Act enacted major change to U.S. immigration law by providing greater opportunities for Asians to immigrate to the United States through family reunification. More recent decades have seen an increase in Filipina nurses immigrating to the U.S. due to shortages in the medical field.

Today, Filipino-born immigrants are the fourth largest immigrant group in the United States after Mexican Americans. Yet many Filipino Americans have lived in the United States for generations, especially along the West Coast. Filipinos represent the largest Asian American group in California, and October has been deemed Filipino American History Month in acknowledgement of the arrival of the first Filipinos in the U.S.

Number of Filipino Born in the United States: 1960 to 2010



Source: U.S. Census Bureau's 1960-2000 decennial censuses, 2010 ACS

GRADES 1-2

From Farm to Table

Lesson Objective: The student will be able to describe the basic process by which fruits and vegetables go from farm to table and will read about the types of labor associated with crop cultivation and harvesting.

Lesson Duration: 2-3 days

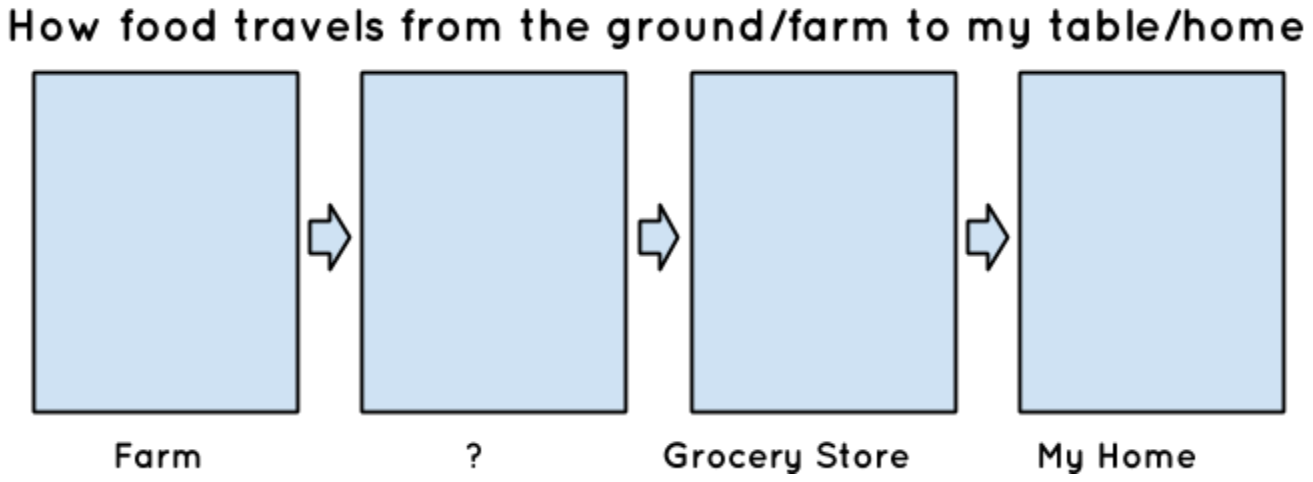
Materials Needed: *Grape Basics*, printed or projected photos of grape workers, farm to table flow chart

Introduction

Have students ever thought about where the grapes they may eat for a snack or at lunch come from? Who picked them from the vine and how did they get from the farm to the neighborhood grocery store? Today we will explore the first part of that journey and learn a little history at the same time.

Activity

Day 1: Create a list of fruits and vegetables that students enjoy eating. Ask students where they think these food items come from; if they say the grocery store, probe further to determine if they have a sense of where the food is actually grown. Create a flow chart with images that depict their understanding of how food gets from the ground (farm/garden) to their table (home). If students are unsure about what happens in between, leave that section blank and address it on Day Two.



Day 2: Begin the lesson by showing a photograph or picture of grapes. Do students know how grapes go from the farm to their table? Today they will learn about how grapes are grown. For first grade, summarize the text from *Grape Basics* and review the parts of a grapevine with students. For second grade, read *Grape Basics* together; optional comprehension questions are included. Then show students the following images of grape farmworkers; suggested questions follow each set of images.

Day 3: Today students will learn about the missing link between the farm (vineyard) and grocery store. Show the final image of the distribution center and pose questions about what students observe. Remind students to consider how food gets from distribution centers to the grocery stores.

Then provide a word bank and have students complete their own flow chart and write a short summary about where the fruits and vegetables they eat come from.

Extensions

- Have students each select a fresh fruit or vegetable - something they enjoy or have at home. Ask them to check the fruit/vegetable for a label or look for information about its origins at the grocery store. Conduct class or small group research to investigate where the produce came from and how it was harvested and delivered to nearby stores.
- Take a field trip to a local farm so students can see the process of farm-to-table in action; many states have established programs through their departments of agriculture.
- The California Table Grape commission has several elementary lesson plans available for teacher use at http://www.tablegrape.com/lessonplans.php
- The Edible Schoolyard project allows K-12 teachers to share edible education curriculum at http://edibleschoolyard.org/
- The Coalition of Immokalee Workers demonstrates modern farmworker agency in earning a greater wage and has a variety of media in English and Spanish available at http://ciw-online.org/
- The YouTube video *Fingers to the Bone* tells the story of child farmworkers in Texas: https://www.youtube.com/watch?v=NfEtO00DSvI. Contains some sophisticated language that can be skipped - the images and interviews with students are particularly powerful.
- Gardening-related lessons from the Fresh from the Farm Resource Center
- Supplemental children's literature:
    - *How Groundhog's Garden Grew* by Lynne Cherry
    - *From Seed to Plant* by Gail Gibbons
    - *The Vegetables We Eat* by Gail Gibbons
    - *The Tiny Seed* by Eric Carle
    - *Growing Vegetable Soup* by Lois Ehlert
    - *The Carrot Seed* by Ruth Krauss
    - *From the Garden: A Counting Book about Growing Food* by Michael Dahl

TEKS Addressed

1.8 Economics. The student understands the concepts of goods and services. The student is expected to: (A) identify examples of goods and services in the home, school, and community; (B) identify ways people exchange goods and services; and (C) identify the role of markets in the exchange of goods and services.

1.9 Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to: (A) identify examples of people wanting more than they can have; (B) explain why wanting more than they can have requires that people make choices; and (C) identify examples of choices families make when buying goods and services.

1.10 Economics. The student understands the value of work. The student is expected to: (A) describe the components of various jobs and the characteristics of a job well performed; and (B) describe how specialized jobs contribute to the production of goods and services

2.10 Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to: (A) distinguish between producing and consuming; (B) identify ways in which people are both producers and consumers; and (C) examine the development of a product from a natural resource to a finished product.

What do the workers use to remove the grapes from the vine?
What do you notice about what the workers are wearing?
Describe how the worker (in the bottom photo) is positioned for his work.
How would you feel if you did this work for ten to fourteen hours a day?

What are the workers doing?
Describe their clothing. Why do you think they are dressed this way?
Describe the vineyard.
How are the workers positioned as they work?
How do you think the workers are feeling?

What do you see?
What are the workers wearing? How are they dressed differently from the workers in the field? Why do you think they have this type of clothing?
What type of work do you think they are doing?
Why do you think this work is needed?

GRADES 3-5
Meet the Manongs

Lesson Objective: The student will be able to compare two texts about Cesar Chavez and examine their inclusion/exclusion of Filipino farmworkers. The student will be able to determine the role of Filipinos in labor unions and create his/her own picture book about Filipino farmworkers.

Lesson Duration: 5-8 days

Materials Needed: *Harvesting Hope* by Kathleen Krull, *Cesar Chavez: Fighting for Farmworkers* by Eric Braun, biographies of Filipino farmworkers

Introduction: Are students familiar with Cesar Chavez? What do they know about him and his role in labor organization? Ask students to share their understandings of who works on farms and what that type of work might entail.

Day 1: After introducing the unit, read aloud *Harvesting Hope* by Kathleen Krull, asking comprehension questions throughout.

Day 2: Continue to build student understanding of farmworkers and their fight for fair working conditions by reading *Cesar Chavez: Fighting for Farmworkers* by Eric Braun. Ask students if there was any information presented in *Cesar Chavez* that was not addressed in *Harvesting Hope*; their statements can be organized in list form or with a Venn diagram. If students do not mention it, point out pages 14-15, 18, and 22, which mention Filipino laborers and AWOC. Compare to the text in *Harvesting Hope* and ask students why no specific groups other than Mexicans were mentioned in the first book. The rest of this instructional unit will focus on learning about Filipino farmworkers, who are often omitted from the story of the UFW.

Days 3-5: Present students with copies of the *Meet the Manongs* packet; based on student and teacher needs, you may want to have students read all four biographies or assign a single biography to individuals/pairs/small groups. Have students highlight or list the facts they find most compelling and significant; these will be the basis of the narrative they will compose for their own books.

Days 6-7: Allow students time to create a short narrative about the role of Filipinos in the California agricultural industry and in labor organization. Allow time at the end of the session to model whatever will be used to publish their work; some recommended programs/websites are http://www.makebeliefscomix.com/ and Comic Life.

Days 7-8: Students will publish their narratives and share if time allows.

TEKS Addressed
3.1 History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to: (A) describe how individuals, events, and ideas have changed communities, past and present; (B) identify individuals who have helped to shape

communities; and (C) describe how individuals have contributed to the expansion of existing communities or to the creation of new communities.

3.2 History. The student understands common characteristics of communities, past and present. The student is expected to: (A) identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being; (B) identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation; and (C) compare ways in which various other communities meet their needs.

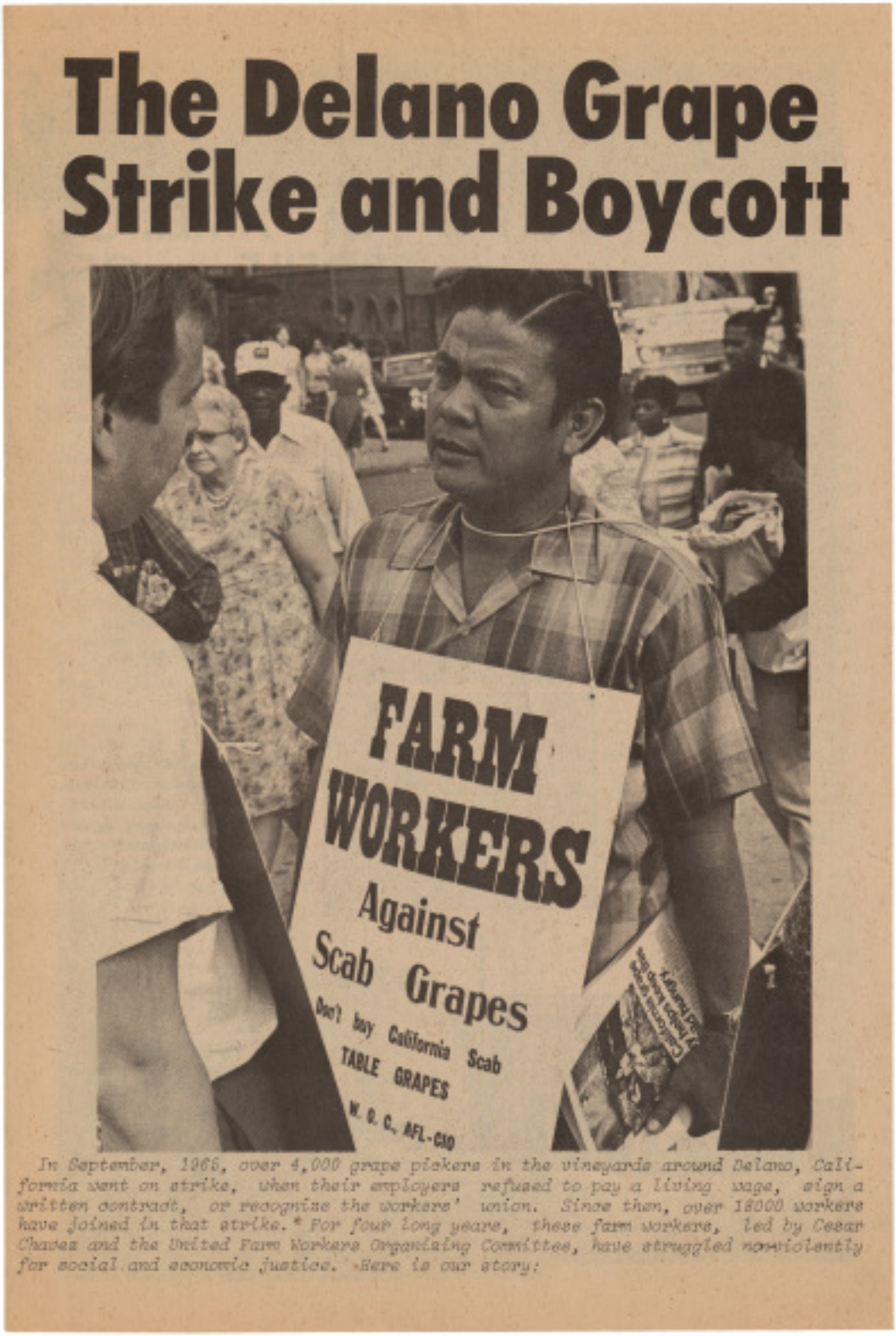
3.4 Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to: (A) describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards; (B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains; (C) describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape; (D) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape; and (E) identify and compare the human characteristics of various regions.

4.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: (A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas; (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; (D) identify different points of view about an issue, topic, historical event, or current event; and (E) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

5.4 History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to: (C) identify reasons people moved west; (F) explain how industry and the mechanization of agriculture changed the American way of life; and (G) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups.

5.5 History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to: (A) analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions; (C) identify the accomplishments of individuals and groups such as Cesar Chavez who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.

5.13 Economics. The student understands patterns of work and economic activities in the United States. The student is expected to: (B) identify and explain how geographic factors have influenced the location of economic activities in the United States; (C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States;



United Farm Workers pamphlet cover, 1970. From the National Archives.

GRADES 6-8

Filipino Farmworkers in the Labor Movement

Lesson Objective: The student will be able to understand some reasons for labor organization, specifically related to Mexican and Filipino farmworkers in California in the 1930s-1960s.

Lesson Duration: 3-5 days

Materials Needed: *A Season of Work*, *Viva la Causa* (film available for free to educators from the Southern Poverty Law Center's *Teaching Tolerance* program), *Meet the Manongs*

Introduction: What do students know about how the food they eat is harvested? Use a KWL, web, or other graphic organizer to establish students' prior knowledge, then ask students what they know about farm labor. What understandings do they have about who works in this area of agriculture and what those working conditions are like?

Day 1: After students have demonstrated what they already know, have them read *A Season of Work*. What parts of the text surprised them? Show students images depicting various sections of the reading and engage them in historical thinking using questions such as, "What do you see? Why do you think the workers are dressed in this way? What are some challenges to this labor? Do you think the jobs justify the equal division of pay across work crews?" Record students' additional questions after viewing the images and assign some individuals to research the answers.

Day 2: Show the film *Viva la Causa* and ask students to take film notes about the injustices faced by farm workers as well as how Filipino and Mexican workers ended up uniting.

Day 3-4: Provide a copy of the workbook *Meet the Manongs* to students (individually or in pairs). Today students will learn more about the Filipino laborers and the Delano grape strike. Emphasize reading goals that are focused on understanding the need for labor organizations and how Filipinos actively sought to improve their working conditions. Ask students to pose 2-3 questions about each photograph in the workbook and record them on sticky notes they can adhere to the images.

Day 5: Have students exchange workbooks to compare questions about the images and then discuss as a whole group. What did students learn about the manongs that surprised them? What questions do they still have about the topic of labor organization and farm workers? If time allows, they can compare the struggle of the manongs to contemporary tomato pickers by using media from the Coalition of Immokalee Workers at http://ciw-online.org to show other ways farmworkers have shown agency to improve their working conditions.

Lesson Extensions:

- Assign investigations of food products based on the Rethinking Schools article "There's No Business Like Food Business" found at http://www.rethinkingschools.org/restrict.asp?path=archive/20_04/busi204.shtml.

TEKS Addressed

6.1 History. The student understands that historical events influence contemporary events. The student is expected to: (A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and (B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.

6.3 Geography. The student uses geographic tools to answer geographic questions. The student is expected to: (A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?

6.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to: (D) identify different points of view about an issue or current topic; (E) identify the elements of frame of reference that influenced participants in an event;

8.23 Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: (A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration; (B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs; (C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved; (D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and

TEACHER & STUDENT RESOURCES

Children's Literature

Cesar Chavez: Fighting for Farmworkers by Eric Braun (2006). This graphic novel describes the initiation of the Delano grape strike by Filipino workers and the meeting held by NFWA to create an alliance between them and the Filipino grape pickers. Later it also mentions AWOC and Filipino/Chicano solidarity.

The Importance of Cesar Chavez by Linda Jacobs Altman (1996). This lengthy biography has a brief section about Filipino farmworkers that focuses heavily on Larry Itliong and provides a short summary of the context for Filipino immigration. Itliong and AWOC are mentioned again during in a section about the 1966 pilgrimage to Sacramento.

Popular books that omit the involvement of Filipinos in the farmworker movement:

Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull (2003). This story completely omits the involvement of Filipino farmworkers in the Delano grape strike and gives all credit for the strike to César Chavez.

A Picture Book of César Chavez by David and Michael Adler (2010). This story only mentions Filipinos as a group that, along with African American and Mexicans, were victims of segregation in a Delano, CA movie theater. Although it mentions that the Delano grape strike was started by "workers in another union" who later merged with NFWA to for the UFW, the other union is not specified.

Media

¡Viva la Causa! by Teaching Tolerance. This film kit includes a 39-minute film on DVD and a teacher's guide with standards-based lesson plans. The film includes historical footage and interviews with various key figures of the farmworkers movement that include Filipinos. *¡Viva la Causa!* is available for free from the Southern Poverty Law Center; teachers can order it online at http://www.tolerance.org/kit/viva-la-causa and additional teaching materials can be found at Teaching Tolerance.

Delano Manongs by Marissa Aroy. This documentary chronicles the often-ignored history of the Filipino farmworkers; their generation is known as the *manongs*, or uncles. Including images and interviews with workers, historians, and family members, the film provides a great deal of historical context about their reasons for immigration and glimpses of life as a farmworker on and off the fields. Available for purchase at www.delanomanongs.com.

Web Resources for Teaching about Labor & Unions

Mr. Donn's American History
Labor Matters from Teaching Tolerance (grades 6-8, 9-12)

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