



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Unit 2: Overview



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## How Working Conditions Change: Chávez and the UFW

### Unit 2: Case Study: How Working Conditions Change: Chávez and the UFW

In this unit, which centers on informational text standards RI.7.2, RI.7.3, and RI.7.5, students will read and analyze a speech by César Chávez. In response to the difficult working and living conditions faced by agricultural workers, Chávez helped found the United Farm Workers in the 1960s. In 1984, Chávez gave his Commonwealth Club Address, which argues that the UFW has been and will continue to be a powerful institution that improves the lives of farmworkers and empowers the Latino community. This is primarily a reading unit, and it focuses on students' ability to determine the central ideas of a text and analyze how they are developed, understand how people and events interact in that text, and consider how an author organizes a text so that each section of the text relates to the central claim. As students read the speech, they will add to a new anchor chart about how

consumers, workers, government, and businesses (the focus of Unit 3) affect working conditions. They also will analyze how Chávez uses specific tools of rhetoric to develop his central claim and will discuss the structure of the speech. In the Mid-Unit 2 Assessment, students will answer selected-response questions for a section of Chávez's speech that the class has not yet discussed. In the End of Unit 2 Assessment, they will apply their understanding of text structure to analyze a new speech by Chávez. Both assessments focus on RI.7.2, RI.7.3, and RI.7.5, but the mid-unit assessment focuses more on RI.7.2 and RI.7.3 while the end of unit assessment focuses more on RI.7.5. The lessons in this unit are adapted from lessons developed by Odell Education (see stand-alone documents on EngageNY.org).

#### Guiding Questions And Big Ideas

- **How do working conditions change?**
- **What role do consumers, governments, business owners, and workers play in improving working conditions?**
- **How does a speaker develop and organize his central claim?**
- *Workers, the government, businesses, and consumers can all bring about change in working conditions.*
- *Closely reading and discussing an excerpt of a longer text helps to deepen your understanding of the text as a whole.*



## How Working Conditions Change: Chávez and the UFW

Mid-Unit 2 Assessment	<b>Text-Dependent Questions about Theme: How Do Individuals Survive in Challenging Environments?</b> This assessment centers on NYSP12 ELA CCLS RL.7.1, RL.7.9, and RI.7.2. For this assessment, students will analyze how the author of <i>A Long Walk to Water</i> uses and elaborates on historical facts to convey her ideas about how people survive in South Sudan.
Alternate Mid-Unit 2 Assessment	For classes that have already read Chávez's Commonwealth Club Address (as a part of the stand-alone Odell Education unit), an alternate Chávez speech is suggested for Unit 2: "Statement at Pacific Lutheran University," March 1989. To create an alternate Mid-Unit 2 Assessment, examine the fully developed assessment in Lesson 5 (which focuses on the Commonwealth Club Address) and use this as a model to create a similar assessment based on a section of the alternate Chávez speech.
End of Unit 2 Assessment	<b>Analyzing the Structure of Chávez's "Wrath of Grapes" Speech</b> This assessment centers on standards NYS ELA RI.7.1, RI.7.2, RI.7.3, and RI.7.5, with an emphasis on RI.7.5. Students read "Wrath of Grapes," another speech by Chávez (edited for length), and answer selected- and constructed-response questions about its central claim, how that claim is developed, and how each section of the speech relates to that central claim.

### Content Connections

- This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and science content that may align to additional teaching during other parts of the day. These intentional connections are described below.

### NYS Social Studies Core Curriculum

#### Relevant Content Standards

- 8.14.c Various minority groups who won rights in the 1960s and 1970s struggled to exercise those rights in political and social realms.



## How Working Conditions Change: Chávez and the UFW

### Central Texts

1. César Chávez, “Commonwealth Club Address,” speech given on November 9, 1984.
2. OR (for teachers who have already taught this speech as a part of the separate Odell Education unit):  
César Chávez, “Statement at Pacific Lutheran University,” speech given in March 1989.
3. Cesar Chavez, “The Wrath of Grapes,” speech given in May 1986.
4. Kathleen Krull, *Harvesting Hope: The Story of Cesar Chavez* (Harcourt, 2003). ISBN-10: 0152014373 (optional; not required; see page 9 of this unit 2 overview document)



## Unit-at-a-Glance

**This unit is approximately 4 weeks or 20 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Building Background Knowledge: Who Changes Working Conditions?	<ul style="list-style-type: none"> <li>I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)</li> <li>I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can define “agent of change” and apply that knowledge to working conditions.</li> <li>I can explain the significant facts about the life and work of César Chávez.</li> </ul>	<ul style="list-style-type: none"> <li>Building Background Knowledge Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Tea Party protocol</li> <li>Agents of Change</li> </ul>
<b>Lesson 2</b>	Reading Closely: Introducing Chávez’s Commonwealth Club Address and Considering the Plight of the Farmworker	<ul style="list-style-type: none"> <li>I can determine a theme or the central ideas of an informational text. (RI.7.2)</li> <li>I can analyze the development of a theme or central idea throughout the text. (RI.7.2)</li> <li>I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine one of César Chávez’s main claims and identify the supporting evidence for it.</li> <li>I can analyze the development of a central claim in César Chávez’s speech.</li> <li>I can analyze the structure of Chávez’s speech and explain how each section contributes to his central claim.</li> </ul>	<ul style="list-style-type: none"> <li>Students’ annotated text of the Commonwealth Club Address</li> </ul>	<ul style="list-style-type: none"> <li>Commonwealth Club Address Structure</li> </ul>
<b>Lesson 3</b>	Reading Closely and Introducing Rhetoric Toolbox: Unions as Agents of Change—Part 1	<ul style="list-style-type: none"> <li>I can determine a theme or the central ideas of an informational text. (RI.7.2)</li> <li>I can analyze the development of a theme or central idea throughout the text. (RI.7.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine one of César Chávez’s main claims and identify the supporting evidence for it.</li> <li>I can identify basic rhetorical strategies and analyze how Chávez uses them to develop his claims.</li> </ul>	<ul style="list-style-type: none"> <li>Students’ annotated texts of the Commonwealth Club Address</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Appointments protocol</li> <li>Rhetoric Toolbox</li> <li>Agents of Change</li> </ul>



Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 4</b>	Speech Structure: Unions as Agents of Change—Part 2	<ul style="list-style-type: none"> <li>• I can determine a theme or the central ideas of an informational text. (RI.7.2)</li> <li>• I can analyze the development of a theme or central idea throughout the text. (RI.7.2)</li> <li>• I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine one of César Chávez's main claims and identify the supporting evidence for it.</li> <li>• I can analyze the structure of Chávez's speech and explain how each section contributes to his central claim.</li> </ul>	<ul style="list-style-type: none"> <li>• Forming Evidence-Based Claims graphic organizer for Paragraphs 8–15</li> </ul>	<ul style="list-style-type: none"> <li>• Commonwealth Club Address Structure</li> </ul>
<b>Lesson 5</b>	Mid-Unit Assessment: How Chávez Develops His Claims in the Commonwealth Club Address	<ul style="list-style-type: none"> <li>• I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</li> <li>• I can determine a theme or the central ideas of an informational text. (RI.7.2)</li> <li>• I can analyze the development of a theme or central idea throughout the text. (RI.7.2)</li> <li>• I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)</li> <li>• I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas) (RI.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze the development of a main claim in an excerpt of Chávez's speech.</li> <li>• I can analyze interactions between individuals, events, and ideas in Chávez's speech.</li> <li>• I can analyze how paragraphs of Chávez's speech contribute to the development of the ideas in this section.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Unit 2 Assessment: How Chávez Develops His Claims in the Commonwealth Club Address</li> </ul>	



## Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 6</b>	Speech Structure: Part 2 of the Commonwealth Club Address	<ul style="list-style-type: none"> <li>I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)</li> <li>I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)</li> </ul>	<ul style="list-style-type: none"> <li><i>I can analyze the structure of Chávez's speech and explain how each section contributes to his central claim.</i></li> <li><i>I can find examples in the story of the UFW of how the government and workers can affect working conditions.</i></li> </ul>	<ul style="list-style-type: none"> <li>Commonwealth Speech Structure anchor chart</li> <li>Text-Dependent Questions for Paragraphs 16–21</li> </ul>	<ul style="list-style-type: none"> <li>Commonwealth Club Address Structure</li> <li>Agents of Change</li> </ul>
<b>Lesson 7</b>	Synthesizing Chávez's Central Claim	<ul style="list-style-type: none"> <li>I can analyze the development of a theme or central idea throughout the text. (RI.7.2)</li> <li>I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze the structure of Chávez's speech and explain how each section contributes to his central claim.</li> <li>I can identify basic rhetorical strategies and analyze how Chávez uses them to develop his claim.</li> </ul>	<ul style="list-style-type: none"> <li>Commonwealth Club Address Structure anchor chart</li> </ul>	<ul style="list-style-type: none"> <li>Commonwealth Club Address Structure</li> </ul>



## Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 8</b>	End of Unit Assessment: Analyzing the Structure of Chávez's Wrath of Grapes Speech	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</li> <li>I can determine a theme or the central ideas of an informational text. (RI.7.2)</li> <li>I can analyze the development of a theme or central idea throughout the text. (RI.7.2)</li> <li>I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)</li> <li>I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze the development of a central idea in a César Chávez speech.</li> <li>I can analyze interactions between individuals, events, and ideas in a Chávez speech.</li> <li>I can analyze how paragraphs of Chávez's speech contribute to the development of the central claim.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 2 Assessment: Analyzing the Structure of Chávez's Wrath of Grapes Speech</li> </ul>	





**Optional: Experts, Fieldwork, And Service**

- **Experts**
  - \* Invite a local union organizer to speak with your students about how unions work and how they affect working conditions.
- **Fieldwork**
  - \* For an online fieldwork experience, visit the website of the United Farm Workers at [www.ufw.org](http://www.ufw.org).
  - \* If there are any food boycotts happening in your community, consider taking students to a store that carries this type of product to talk with the manager about the boycott and how that store in particular and the industry in general has decided to respond. For example, many stores are considering how to respond to consumer concerns about genetically modified organisms (GMOs), even though these are not federally regulated.
- **Extensions**
  - \* Consider partnering with the social studies teacher for a cross-disciplinary investigation of this time in history.
  - \* Consider partnering with the science teacher for an investigation of the impacts of different methods of agricultural production.



## Preparation and Materials

### Preparation and Materials

Alternate central text: This unit is loosely based on a unit developed by Odell Education (available on EngageNY.org). If you have already used the Commonwealth Club Address and the related Odell Education lessons, you can adapt this unit to teach a different Chávez speech. “Statement at Pacific Lutheran University” (March 1989) could be easily adapted to address these standards and help students understand the role of workers, consumers, and governments in changing working conditions.

### Multimedia and Supporting Texts

- This unit includes recommendations to build students’ background knowledge about César Chávez in Lesson 1. Reading part of a children’s book called *Harvesting Hope: The Story of César Chávez*, by Kathleen Krull, is the best way to do this; however, the lesson also lists alternate online resources and a PBS video, *Fight in the Fields*. Consider which resources will be best for you and plan how to use them.

### Independent Reading

- This unit assumes that you have launched an independent reading program with your students. Often the homework assignment in this unit and in Unit 3 is reading independent reading books, and plans in both units include time in class to check in on independent reading. Consider scheduling a week between Units 1 and 2 to launch independent reading. Alternatively, you could lengthen the time for Unit 2 and intersperse the independent reading lessons into the first part of the unit. See two separate stand-alone documents on EngageNY.org: **The Importance of Increasing the Volume of Reading** and **Launching Independent Reading in Grades 6–8: Sample Plan**, which together provide the rationale and practical guidance for a robust independent reading program. Once students have all learned how to select books and complete the reading log, it takes less class time. After the launch period, the independent reading routine takes about ½ class period per week, with an additional day near the end of a unit or module for students to review and share their books. Unit 2 includes time to maintain the independent reading routine (calendared into the lessons) but does not set a particular routine. Various options are outlined in the **Launching Independent Reading in Grades 6–8: Sample Plan**; consider what will best meet the needs of your students and establish that routine in this unit.



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# **Grade 7: Module 2A: Unit 2: Lesson 1**

## **Building Background Knowledge: Planning The Two Voice Poem**



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**Building Background Knowledge:**  
Who Changes Working Conditions?

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3) I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can define “agent of change” and apply that knowledge to working conditions.</li><li>• I can explain the significant facts about the life and work of César Chávez.</li></ul>	<ul style="list-style-type: none"><li>• Building Background Knowledge Worksheet</li></ul>



**Building Background Knowledge:**  
Who Changes Working Conditions?

Agenda	Teaching Notes
<p>1. <b>Opening</b></p> <p>A. Entry Task (5 minutes)</p> <p>B. Reviewing Learning Targets and Introducing Agents of Change (5 minutes)</p> <p>2. <b>Work Time</b></p> <p>A. Building Background Knowledge on César Chávez (15 minutes)</p> <p>B. Introducing the Text—Modified Tea Party (15 minutes)</p> <p>3. <b>Closing and Assessment</b></p> <p>A. Turn and Talk (5 minutes)</p> <p>4. <b>Homework</b></p> <p>A. Continue reading in your independent reading book for this unit at home.</p>	<ul style="list-style-type: none"><li>• In this lesson, students are introduced to the guiding question of Unit 2: Who changes working conditions? The students will think about this individually, in groups, and as a class. Students will capture their thinking on a class anchor chart.</li><li>• Students are also introduced to César Chávez. Consider adapting the Building Background Knowledge Worksheet (see supporting materials) to suit the source you choose. Building students' understanding of the context in which Chávez gives his speech will help their comprehension of the speech, and allow them to move on to the structural analysis of a complex text that is the core cognitive work of this unit. This lesson recommends using the picture book <i>Harvesting Hope: The Story of César Chávez</i> by Kathleen Krull; alternatives are listed below. Consider what will be best for your situation.</li><li>• Alternative sources for building background knowledge:</li><li>• PBS publishes a documentary called <i>Fight in the Fields</i>. Consider showing appropriate clips that will help the students understand basic facts about Chávez's life, the United Farm Workers cause, and the role of unions historically.</li><li>• Other options:</li><li>• — <a href="http://www.youtube.com/watch?v=e7GCCBIgFaQ">http://www.youtube.com/watch?v=e7GCCBIgFaQ</a> The information on Chávez's background begins at 1:33 and runs until 4:30;</li><li>• — <a href="http://www.youtube.com/watch?v=rj4ya_Gyq80">http://www.youtube.com/watch?v=rj4ya_Gyq80</a> This video has good images and runs 1:50 long;</li><li>• — <a href="http://www.cesareChavezfoundation.org">http://www.cesareChavezfoundation.org</a>. If you look at the "About Cesar" section, there is a photo gallery of images. Select some to share with your students.</li><li>• This lesson also includes time to discuss the issues of language and ethnicity with students, as the words we use to refer to groups have changed over the years. If you are new to this type of conversation with students, consider talking in advance with a colleague about how to facilitate this part of the lesson.</li></ul>



**Building Background Knowledge:**  
Who Changes Working Conditions?

Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• Because this unit requires a lot of in-class reading, many lessons—including this one—include an activity that involves movement to give students a physical break. When you implement lessons with these types of activities, make sure to review your expectations for how and when students move around the classroom just before starting the activity. Descriptions of what you should and should not hear and see will help students be successful.</li><li>• For homework in this unit, students are usually reading in their independent reading book. The plans assume that you have launched the independent reading program with your students, and that all students have books to read and understand the routines of reading and logging their reading. See two separate stand-alone documents on EngageNY.org: The Importance of Increasing the Volume of Reading, and Launching Independent Reading in Grades 6–8: Sample Plan, which together provide the rationale and practical guidance for a robust independent reading program. If you have not launched independent reading yet, you could either work the launch into this unit, by adding days, or you could pause and launch the program before starting this unit.</li></ul>



**Building Background Knowledge:**  
Who Changes Working Conditions?

Lesson Vocabulary	Materials
agent of change, consumer, boycott, union, migrant worker, Chicano, Anglo, Mexican-American, Latino, Hispanic	<ul style="list-style-type: none"><li>• Two images of working conditions, one modern and one historic; found in advance by teacher; suggested images:<ul style="list-style-type: none"><li>– Modern day: a Google image search for “factory today working conditions” will yield a number of possibilities. Choose one that will interest your students.</li><li>– Lowell: <a href="http://www.clemson.edu/caah/history/FacultyPages/PamMack/lec122/weave.gif">http://www.clemson.edu/caah/history/FacultyPages/PamMack/lec122/weave.gif</a></li></ul></li><li>• Entry task: Working Conditions Then and Now (one per student)</li><li>• Agents of Change anchor chart (one per student and one to display)</li><li>• Building Background Knowledge worksheet (one per student)</li><li>• <i>Harvesting Hope: The Story of César Chávez</i> (or an alternative background source; see Teaching Notes for a list)</li><li>• Quote Cards (one copy for every four students)</li><li>• Quote Cards (for teacher reference)</li><li>• Additional Quotes (one per student; used during group work)</li></ul>



## Building Background Knowledge: Who Changes Working Conditions?

Opening	Meeting Students' Needs
<p><b>A. Entry Task (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display the <b>two images of working conditions</b>. Distribute or display the <b>entry task: Working Conditions: Then and Now</b>. Direct students to complete it individually and silently.</li> <li>• Debrief the entry task. Listen for students to understand that the technology has changed, the protective clothing has changed, the number of workers needed has changed, but the workers are still young women.</li> </ul>	
<p><b>B. Reviewing Learning Targets and Introducing Agents of Change (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the learning targets for the day, and tell them that first they will learn about agents of change. Ask a student to define <i>agent</i> (someone who works for someone else). Discuss examples of agents, such as Hollywood agents, FBI agents, and real estate agents. Introduce the phrase <i>agent of change</i>—someone or something that works to change a situation. One major agent of change in the textile industry has been technology, as students saw in the photos. But they are going to be thinking about the people or groups of people that are agents of change.</li> <li>• Display the <b>Agents of Change anchor chart</b> and distribute a copy to each student. Define the word <i>consumer</i>, and make sure students also understand the other words. Instruct students to turn and talk to the person next to them about how workers or business owners can be agents of change for working conditions: <ul style="list-style-type: none"> <li>* “What were the mill girls in <i>Lyddie</i> trying to do?</li> <li>* “How did the response of the owners to their petitions affect working conditions?”</li> </ul> </li> <li>• Listen for students to notice that workers can organize to demand better conditions, and that businesses can make conditions better or worse depending on how they respond to those demands.</li> <li>• Tell students they will start reading a speech today that will explore this very important question: Who changes working conditions? They will learn about how the government, business, workers, and consumers all affected working conditions in one particular industry: agriculture. Express your excitement to hear their thoughtful ideas and analysis of this topic.</li> </ul>	<ul style="list-style-type: none"> <li>• ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words that most students would know.</li> <li>• Guiding questions provide motivation for student engagement in the topic and give a purpose to reading a text closely. Consider posting this one.</li> </ul>





**Building Background Knowledge:**  
Who Changes Working Conditions?

Work Time	Meeting Students' Needs
<p><b>A. Building Background Knowledge on César Chávez (15 minutes)</b></p> <ul style="list-style-type: none"><li>Now tell students that one major agent of change was César Chávez. Direct their attention to the learning target about him, and distribute the <b>Building Background Knowledge Worksheet</b>. Use whichever source you have selected to help students understand the life and work of César Chávez. Consider reading sections of <b>Harvesting Hope: The Story of César Chávez</b> by Kathleen Krull, which is the recommended option, as it provides an opportunity for students to enjoy listening to a story and viewing some beautiful artwork.</li><li>Students should hold their thinking on the Building Background Knowledge Worksheet.</li><li>Consider briefly reviewing the vocabulary that Chávez uses in the Commonwealth Club speech that students will read, as the terms we use to discuss ethnicity have changed over the years. Depending on the needs of your students, clarify current and past usage of the terms: <i>migrant worker</i>, <i>Chicano</i>, <i>Anglo</i>, <i>Mexican-American</i>, <i>Latino</i>, and <i>Hispanic</i>.</li></ul>	<ul style="list-style-type: none"><li>This read-aloud builds a familiarity with the structure of a two voice poem in a way that hearing it read by one person or reading it silently cannot do.</li></ul>



## Building Background Knowledge: Who Changes Working Conditions?

Work Time (continued)	Meeting Students' Needs
<p><b>B. Introducing the Text—Modified Tea Party (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute a <b>quote card</b> to each student. Explain that each student has a quote from the Commonwealth Club Address by César Chávez, and that there are four quotes in all. (Note: For this activity to work, you must distribute the cards in sets of four, so you may need to give some cards to pairs of students. For example, if you have 29 students in your class, you would create seven sets of four cards each, and then you would give the last card to a pair of students instead of to an individual student.)</li> <li>• Ask the students to read their quotes silently. Clarify any unknown vocabulary. Give students a chance to think about the words they don't know first—but even if no one asks, make sure you define <i>boycott</i> and <i>union</i>, as these are terms that are central to Chávez's speech.</li> <li>• Next, preview the Tea Party protocol. Tell students that in a tea party, it's best to have a variety of people to make the conversation interesting. They need to mix and mingle in order to form groups of four in which each person has a different quote. When they have done so, they should sit together. You may wish to make this a silent exercise or play music to provide an auditory clue that they are to move around, and you may also wish to give them a specific time limit.</li> <li>• After students have formed groups, refocus whole class for the next set of instructions. Group members need to help one another match their quotes to the agent of change on the Agent of Change anchor chart.</li> <li>• Model this process by saying something like: "For example, my quote from the speech is, 'Instead of enforcing the law as it was written against those who break it, Deukmejian invites growers who break the law to seek relief from the governor's appointees.' So, this quote is about laws, and more specifically about laws being broken and the governor not enforcing the law. I think that if we are talking about laws, we are talking about governments as agents of change. When governments outlaw certain working conditions, they will change. Of course, if they don't enforce those laws, the working conditions will not change. So I will write, 'Government passes and enforces laws' and put my card on this section of the anchor chart."</li> <li>• Direct students to begin to match their quotes to the appropriate square on the anchor chart. When they think they have completed the task and everyone in their group can explain their reasoning, ask them to raise their hands. As groups finish, hand out the <b>Additional Quotes worksheet</b>, which they can discuss as they wait for everyone to finish.</li> <li>• After a few minutes or when everyone is done, cold call on several students to share where their group placed the cards and what they added to their Agents of Change anchor chart. Add those ideas to the displayed Agent of Change anchor chart.</li> </ul>	<ul style="list-style-type: none"> <li>• ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words that most students would know.</li> <li>• Ensuring that students have opportunities to incorporate physical movement in the classroom supports their academic success.</li> <li>• Many students will benefit from having the time available for this activity displayed via a timer or stopwatch.</li> <li>• Research indicates that cold calling improves student engagement and critical thinking. Prepare students for this strategy by discussing the purpose, giving appropriate think time, and indicating that this strategy will be used before they are asked questions.</li> </ul>



**Building Background Knowledge:**  
Who Changes Working Conditions?

Closing and Assessment	Meeting Students' Needs
<p><b>A. Turn and Talk (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to turn and talk:<ul style="list-style-type: none"><li>* ““Given what you learned about Chávez today and after previewing the quotes from his speech, who do you think Chávez sees as an agent of change?”</li></ul></li><li>• Remind students of the expectations and deadlines regarding independent reading for homework.</li></ul>	
Homework	Meeting Students' Needs
<p><b>A. Continue reading in your independent reading book for this unit at home.</b></p>	



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# Grade 7: Module 2A: Unit 2: Lesson 1

## Supporting Materials



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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions: Study the two images of working conditions and answer the questions below.**

1. Clearly, working conditions in textile mills have changed since the 1800s. What specific changes do you see in these photos? What remains similar?

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2. Why have working conditions changed?

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3. Who is responsible for changing working conditions?

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**Agents of Change  
For Working Conditions**

<b>Workers</b>	<b>Governments</b>
<b>Consumers</b>	<b>Businesses</b>



**Name:**

**Date:**

**A. Early Life**

Childhood

Young adult

**B. Organizing United Farm Workers**

Why he formed it

What success the UFW Had

**C. Lasting Legacy**



“At companies where farmworkers are protected by union contracts, we have made progress in overcoming child labor, in overcoming miserable wages and working conditions, in overcoming sexual harassment of women workers, in overcoming discrimination in employment, in overcoming dangerous pesticides ...”

“That is why we are asking Americans, once again, to join the farmworkers by boycotting California grapes. The newest Harris Poll revealed that 17 million Americans boycotted grapes.”

“Hispanics began running for public office in greater numbers ... (and) our people started asserting their rights on a broad range of issues and in many communities across this land.”

“The very fact of our existence forces an entire industry ... to spend millions of dollars year after year on increased wages, on improved working conditions, and on benefits for workers.”



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<b>Workers</b>	<b>Governments</b>
<p>“At companies where farmworkers are protected by union contracts, we have made progress in overcoming child labor, in overcoming miserable wages and working conditions, in overcoming sexual harassment of women workers, in overcoming discrimination in employment, in overcoming dangerous pesticides ...”</p>	<p>“Hispanics began running for public office in greater numbers ... (and) our people started asserting their rights on a broad range of issues and in many communities across this land.”</p>
<b>Workers</b>	<b>Governments</b>
<p>“That is why we are asking Americans, once again, to join the farmworkers by boycotting California grapes. The newest Harris Poll revealed that 17 million Americans boycotted grapes.”</p>	<p>“The very fact of our existence forces an entire industry ... to spend millions of dollars year after year on increased wages, on improved working conditions, and on benefits for workers.”</p>



**Directions:** César Chávez says, “Our opponents must understand that it’s not just the union we have built. Unions, like other institutions, can come and go—but we’re more than institutions.”

Read the following quotes and discuss how Chávez illustrates that a union is “more than an institution.” What does he say it is?

“And one thing I hear most often from Hispanics, regardless of age or position, and from many non-Hispanics as well, is that the [United Farm Workers union] gave them the hope that they could succeed and the inspiration to work for change.”

“Our union will forever exist as an empowering force among Chicanos in the Southwest. That means our power and our influence will grow and not diminish.”

“Regardless of what the future holds for the union, regardless of what the future holds for farmworkers, our accomplishments cannot be undone. La causa, our cause, doesn’t have to be experienced twice.”



EXPEDITIONARY  
LEARNING

## **Grade 7: Module 2A: Unit 2: Lesson 2**

### **Reading Closely:** Introducing Chávez's Commonwealth Club Address and Considering the Plight of the Farmworker



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can determine a theme or the central ideas of an informational text. (RI.7.2)

I can analyze the development of a theme or central idea throughout the text. (RI.7.2)

I can analyze the organization of an informational text

(including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)

**Supporting Learning Targets**

- I can determine one of César Chávez's main claims and identify the supporting evidence for it.
- I can analyze the development of a central claim in César Chávez's speech.
- I can analyze the structure of Chávez's speech and explain how each section contributes to his central claim.

**Ongoing Assessment**

- Students' annotated text of the Commonwealth Club Address



Agenda	Teaching Notes
<p>1. <b>Opening</b></p> <p>A. Listening for the Gist: Paragraphs 1–15 (15 minutes)</p> <p>2. <b>Work Time</b></p> <p>A. Analyzing the Structure of the Speech (10 minutes)</p> <p>B. Reading Closely: Paragraphs 1–7 (15 minutes)</p> <p>3. <b>Closing and Assessment</b></p> <p>A. Forming Evidence-Based Claims: Paragraphs 1–7 (5 minutes)</p> <p>4. <b>Homework</b></p> <p>A. Complete the Forming Evidence-Based Claims graphic organizer for Paragraphs 1–7.</p> <p>B. Continue reading in your independent reading book for this unit at home.</p>	<ul style="list-style-type: none"> <li>Unit 2 Lessons 2-7 are adapted from the Making Evidence-Based Claims unit developed by Odell Education. For the original Odell Education unit, go to <a href="http://www.odelleducation.com/resources">www.odelleducation.com/resources</a>.</li> <li>In this lesson, students will begin to work with the central text, César Chávez's Commonwealth Club Address (1984). This text is challenging. Therefore, students will first read and listen to large chunks of the speech for gist. Then they will reread and analyze each selection in greater depth.</li> <li>To help students connect with this powerful text, in this lesson students read along as they listen to a recording of Chávez actually delivering the first half of his Commonwealth Club Address (paragraphs 1-15). (The source of this recording is the Commonwealth Club of California)</li> <li>Then students dive deeper into the first seven paragraphs of the Commonwealth Club Address to analyze one of Chávez's claims. In Unit 1, students formed evidence-based claims after collecting evidence. Here they reverse that process: they are given the claim but must find evidence to support it. The examples provided in the teacher versions are possibilities meant more to illustrate the process than to shape textual analysis. Instruction will be most effective if the evidence used in modeling flows naturally from the textual ideas and details that you and the students find significant and interesting.</li> <li>Students use a Forming Evidence-based claims graphic organizer (similar to ones they used in Module 1). This graphic organizer is adapted in collaboration with Odell Education based on their Forming Evidence-based Claims worksheet (also see stand-alone document on EngageNY.org and <a href="http://odelleducation.com/resources">odelleducation.com/resources</a>).</li> <li>In this unit, students often hold their thinking by annotating their text. Because students may have little experience with annotating text, consider displaying your own copy of the text on a document camera and annotating it as you go to provide students with a visual model of what their speech should look like.</li> <li>In this lesson, students begin their work on RI.7.5: understanding how each section of the Chávez speech contributes to his central claim. They begin to work with a graphic organizer that notes the main claim in each part of the speech and has a place to note how each section connects to the central claim of the speech. Keep this as a class anchor chart and also provide students with their own copy to take notes on.</li> </ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"> <li>Note that in these lessons, the term “central claim” is used to refer to the overall claim of Chávez’s speech. As with any argument, his central claim is supported by a number of smaller claims that add together to create his central claim. These lessons use the language of “main claim in the section ...” to refer to the smaller claims that together support his central claim. Both central claim and main claim refer to arguments that are supported by evidence or reasons.</li> <li>Note that Chávez’s central claim is in Paragraph 15, in the middle of the speech. Lead students to understand how this is different from the essays they have written and how a persuasive speech differs in structure from an argumentative essay. In an argumentative essay, the central claim is established early. In this speech, it is introduced in the middle.</li> <li>Review: Commonwealth Club Address, Paragraphs 1–15.</li> <li>Post: learning targets.</li> </ul>

Lesson Vocabulary	Materials
Structure, central claim, section; tunnel vision, migrant, savage, mortality, implements, chattel, Anglo, Chicano, chattel, union, asserts	<ul style="list-style-type: none"> <li>Recording of César Chávez giving the speech: <a href="http://esl-bits.net/listening/Media/CesarChavez/default.html">http://esl-bits.net/listening/Media/CesarChavez/default.html</a> (TM/© 2014 the Cesar Chavez Foundation <a href="http://www.chavezfoundation.org">www.chavezfoundation.org</a>)</li> <li>Text of Commonwealth Club Address by César Chávez (one per student)</li> <li>Commonwealth Club Address Structure anchor chart (one per student and one for display)</li> <li>Commonwealth Club Address Structure anchor chart (for teacher reference)</li> <li>Text-Dependent Questions for Paragraphs 1–7 (one per student)</li> <li>Text-Dependent Questions for Paragraphs 1–7 (Answers, for teacher reference)</li> <li>Forming Evidence Based Claims graphic organizer for Paragraphs 1–7 (one per student)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Listening for the Gist: Paragraphs 1–15 (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute a copy of the <b>Commonwealth Club Address</b> by César Chávez to each student. Orient students to the text. Explain that the left margin is where they will take gist notes. These will help them understand what Chávez is saying. Tell them to label that side “What Chávez Says.” The right margin is where they will take notes about how he is saying it. Tell them to label that side “How Chávez Says It.” Refer students to the learning targets. Point out that the left side will help them determine the central ideas and summarize the text, while the right side will help them analyze the development of the ideas.</li> <li>• Next, direct their attention to the learning targets for the day. Point out to students that they will work with this text, which explores a fascinating time in American history, over a number of days. They will be noticing what claims Chávez makes, and analyzing how he makes and constructs those claims. Ask students to raise their hands if they can define <i>claim</i>. When many students have their hands up, call on one student to do so.</li> <li>• Explain to students that they will do several reads of this text, and that the first read will always be reading silently while they hear Chávez deliver the speech. They will do this in two halves; the first half will be today.</li> <li>• On their speech, they will take notes on the left side first. As they listen to the <b>recording of Chávez giving the speech</b>, they should write down the gist of each paragraph. Remind them to write legibly and small. Assure them that you will pause the recording so they will have time to jot down notes without missing the next part of the speech, but they should feel free to underline words or phrases they think are important.</li> <li>• Begin playing the recording. At the end of Paragraph 3, pause and model writing the gist of the paragraph. Consider saying something similar to: “In Paragraph 2, Chávez is saying that farmworkers live under terrible conditions. He gives examples from the past and the present to show how terrible it is. So I’m going to write, ‘Farmworkers live in horrible conditions.’ In Paragraph 3, he gives some statistics to show their terrible working conditions, so I’ll write, “Terrible working conditions.”</li> <li>• Repeat this process for Paragraphs 1–15. After modeling a few, ask different students to “think aloud” the gist notes. Consider pausing after Paragraphs 4, 7, 9, 12, and 15. Make sure students are adding to their notes.</li> <li>• This portion of the speech takes about 10 minutes to read aloud. In the interest of time, limit the students to gist notes. They will have a chance to read each section more closely later.</li> </ul>	<ul style="list-style-type: none"> <li>• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes comprehension and fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Analyzing the Structure of the Speech (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Direct students' attention to the third learning target:           <ul style="list-style-type: none"> <li>* "I can analyze the structure of Chávez's speech and explain how each section contributes to his central claim."</li> </ul> </li> <li>Review relevant vocabulary: Remind students that they talked about analysis in Unit 1, and that it means to take something apart or study it closely. Ask them what they think of when they hear the word <i>structure</i>, and listen for them to say: "Building" or "Something that has been built." Tell them that when we talk about structure, we mean the way the parts work together to form a whole. A house has a structure; there are four walls that hold up a roof, plus doors and windows.</li> <li>It is easy to see the structure of a house, but it is harder to see the structure of a text. Texts, like things that are built with hammers and nails, have structures. They are composed of a number of parts, and those parts fit together in a way to form a whole. For example, the first part of a book is often designed to grab your attention and introduce you to the characters. This is part of the structure of a text.</li> <li>Tell students that understanding the overall purpose of what they are analyzing is an important part of understanding the structure. Offer the example of the house again: Once you know that the purpose of a house is to provide a comfortable place to live, you can figure out that the purpose of the door is to provide a way in, that the windows are to provide light, and that the roof is to keep out rain. Say: "Once you understand the overall purpose of a text, it is much easier to analyze the parts that make it up, and to understand the purpose of each section."</li> <li>Guide students to see that when we talk about the structure of a text, we often divide the text into sections, such as paragraphs or sets of paragraphs. Then we can ask, What is happening in this section? What is the purpose of this section? How does this one section contribute to or add to the text as a whole?</li> <li>Tell students that they will practice doing this with the Chávez speech and that they will get really good at it. Later, they will show their ability to do this independently by tackling a new text.</li> <li>Distribute and display the <b>Commonwealth Club Address Structure anchor chart</b>. Ask students to find the overall purpose of the speech and put their finger on it. When most students have their fingers in the right place, ask a student to read the central claim out loud. Point out that the central claim is the argument Chávez is making that is the reason for his whole speech: Everything he says is to convince the audience of his central claim.</li> </ul>	<ul style="list-style-type: none"> <li>Careful attention to learning targets throughout a lesson engages, supports, and holds students accountable for their learning. Consider revisiting learning targets throughout the lesson so that students can connect their learning with the activity they are working on.</li> <li>Using an analogy helps to make abstract concepts more accessible to students.</li> <li>Consider writing these questions on the board for struggling learners who benefit from visuals to reinforce discussion.</li> </ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Point out that readers generally can't say for sure what the central claim of a text is until they've read the whole thing, because it doesn't always appear in the same place in texts. To help them see the structure of the Chávez speech, you are telling them the central claim, which you determined in the same way they will determine the main claims in various sections of the speech.</li> <li>Point out that the students just heard that sentence in the speech when they were listening to the recording. Direct students to Paragraph 15 of the text and ask a student to read aloud Lines 109 and 110. Point out that the speech has about 30 paragraphs, so this is halfway through the text. Ask if this is where they would expect a central claim to be. Ask if this is where they put their central claim when they wrote their <i>Lyddie</i> essay argument essay. Why would Chávez put his central claim here, in the middle of the speech? Why not at the beginning or the end? Listen for students to say he didn't put it at the beginning because he wanted to build up to it; putting it in the middle gives him the chance to prove it in the rest of the speech. Point out that this is a very common structure for speeches: Unlike in a school essay, the central claim is rarely at the beginning. Instead, speakers build to their central claim, state it, and then prove it.</li> <li>Now ask students to find the part of the anchor chart that shows the main claim of Paragraphs 1–7 and put their fingers on it. When most students have their fingers in the right place, call on one student to read it aloud.</li> <li>Explain that identifying a main claim, or the main topic of a section, is more than gist notes and less than a full summary. Display two poor examples: “Working conditions” and “Statistics show that living conditions for farmworkers are very hard.” Ask students: Why is ‘Working conditions’ not a good way to describe the main claim of this section? Listen for something like: “It gives only a word or two to tell the topic and doesn't explain what Chávez said about this topic.” Ask students: “Why is ‘Statistics show that living conditions for farmworkers are very hard’ not a good way to describe the main claim of this section? Listen for students to point out that this describes only the content of Paragraph 3, not the whole section.</li> <li>Assure students that they will have a chance to analyze how you determined this main claim, and then they will think about how it relates to the central claim.</li> </ul>	<ul style="list-style-type: none"> <li>Many students will benefit from seeing questions posted on an interactive white board or document camera.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Reading Closely: Paragraphs 1–7 (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Arrange students in pairs. Tell them they will now read this section closely to see how you determined the claim and how this section relates to the central claim of the text. Remind students that this is the introduction of the speech, so he is introducing the topic, the farmworkers' situation, and himself to the audience.</li><li>• Explain that they will read the speech with a partner. To help them understand this difficult text, they will read with some guiding questions. After they've discussed the questions, they will write their ideas in the left-hand side of the text, where they wrote their gist notes. You may want to remind them that they will be marking up this text a lot; they should write neatly and not too big so that their notes are legible to them. When students in high school and college read and think about texts, they often mark them up in this way.</li><li>• Distribute the <b>Text-Dependent Questions for Paragraphs 1–7</b>. Ask the students to read along as you read the directions. Clarify any questions. Circulate to help as needed.</li><li>• After 10 minutes, debrief students on the questions. Use the <b>Text-Dependent Questions for Paragraphs 1–7 (Answers, for teacher reference)</b> for a guide.</li><li>• Finally, direct students back to the Commonwealth Club Address Structure anchor chart. Ask them to turn and talk:<ul style="list-style-type: none"><li>* “How does this section connect to Chávez's overall claim?”</li></ul></li><li>• Ask probing questions:<ul style="list-style-type: none"><li>* “Is he talking about current conditions or about the past?”</li><li>* “Why would he talk about the way things used to be?”</li></ul></li><li>• Use the <b>Commonwealth Club Address Structure anchor chart—teacher edition</b> to guide students to an understanding of how this section of the speech connects to Chávez's main claim. Add the explanation of how this section connects to the central claim to the class anchor chart; prompt students to add it to their own copies.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Forming Evidence-Based Claims: Paragraphs 1–7 (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute the <b>Forming Evidence-Based Claims graphic organizer for Paragraphs 1–7</b>. Point out that students worked with a similar graphic organizer while they read <i>Lyddie</i>; they collected evidence and then formed an evidence-based claim. But here you have given them the claim and they will be finding evidence.</li> <li>Tell students that a speaker chooses evidence to support his claim. The task for students is to find four pieces of evidence in the first seven paragraphs that support that section's main claim. Students can write direct quotes or paraphrase the information, but they should give the line numbers. Tell them you want them to notice the different kinds of evidence Chávez uses, so only one box can be a statistic.</li> <li>Model the first one together. Consider finding evidence for “Point 2,” as it is a more challenging concept. You may do it yourself (example: “I began to realize what other minority people had discovered; that the only answer, the only hope, was in organizing. Lines 39 and 40”) or consider asking a student to “think aloud” for a piece of evidence she noticed.</li> </ul>	<ul style="list-style-type: none"> <li>Providing models of expected work supports all learners, especially those who are challenged.</li> </ul>
Homework	Meeting Students' Needs
<p><b>A. Complete the Forming Evidence-Based Claims graphic organizer for Paragraphs 1–7.</b>  <b>B. Continue reading in your independent reading book for this unit at home.</b></p>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Unit 2: Lesson 2

## Supporting Materials



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# Commonwealth Club Address

San Francisco, November 9, 1984

## Cesar Chavez

Thank you very much, Mr. Lee, Mrs. Black, ladies and gentlemen.

P1

Twenty-one years ago, this last September, on a lonely stretch of railroad track paralleling U.S. Highway 101 near Salinas, 32 Bracero farm workers lost their lives in a tragic accident. The Braceros had been imported from Mexico to work on California farms.

P2

- 5 They died when their bus, which was converted from a flatbed truck, drove in front of a freight train. Conversion of the bus had not been approved by any government agency. The driver had **tunnel vision**. Most of the bodies laid unidentified for days. No one, including the grower who employed the workers, even knew their names. Today, thousands of farm workers live under **savage** conditions, beneath trees and amid
- 10 garbage and human excrement near tomato fields in San Diego County; tomato fields, which use the most modern farm technology. Vicious rats gnaw at them as they sleep. They walk miles to buy food at inflated prices and they carry in water from irrigation ditches.

Child labor is still common in many farm areas. As much as 30 percent of Northern

P3

- 15 California's garlic harvesters are underage children. Kids as young as six years old have voted in states, conducted union elections, since they qualified as workers. Some 800,000 underage children work with their families harvesting crops across America. Babies born to **migrant** workers suffer 25 percent higher infant **mortality** rates than the

**tunnel vision:** defective sight in which objects not in the center field of vision cannot be properly seen  
**savage:** harsh

**migrant:** moving from place to place in search of work  
**mortality:** death

rest of the population. Malnutrition among migrant workers' children is 10 times higher  
20 than the national rate. Farm workers' average life expectancy is still 49 years, compared to  
73 years for the average American.

All my life, I have been driven by one dream, one goal, one vision: to overthrow a P4  
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  
25 burden to be used and discarded. That dream was born in my youth, it was nurtured in  
my early days of organizing. It has flourished. It has been attacked.

I'm not very different from anyone else who has ever tried to accomplish something P5  
with his life. My motivation comes from my personal life, from watching what my  
mother and father went through when I was growing up, from what we experienced as  
30 migrant workers in California. That dream, that vision grew from my own experience with  
racism, with hope, with a desire to be treated fairly, and to see my people treated as  
human beings and not as **chattel**. It grew from anger and rage, emotions I felt 40 years  
ago when people of my color were denied the right to see a movie or eat at a restaurant in  
many parts of California. It grew from the frustration and humiliation I felt as a boy who  
35 couldn't understand how the growers could abuse and exploit farm workers when there  
were so many of us and so few of them.

Later in the 50s, I experienced a different kind of exploitation. In San Jose, in Los P6  
Angeles and in other urban communities, we, the Mexican-American people, were  
dominated by a majority that was **Anglo**. I began to realize what other minority people  
40 had discovered; that the only answer, the only hope was in organizing. More of us had to  
become citizens, we had to register to vote, and people like me had to develop the skills it  
would take to organize, to educate, to help empower the **Chicano** people.

**implements:** tools  
**chattel:** property or personal possession

**Anglo:** a white American not of Hispanic  
descent  
**Chicano:** an American of Mexican descent

I spent many years before we founded the **union** learning how to work with people. P7  
We experienced some successes in voter registration, in politics, in battling racial  
45 discrimination -- successes in an era where Black Americans were just beginning to **assert**  
their civil rights and when political awareness among Hispanics was almost non-existent.  
But deep in my heart, I knew I could never be happy unless I tried organizing the farm  
workers. I didn't know if I would succeed, but I had to try.

All Hispanics, urban and rural, young and old, are connected to the farm workers' P8  
50 experience. We had all lived through the fields, or our parents had. We shared that  
common humiliation. How could we progress as a people even if we lived in the cities,  
while the farm workers, men and women of our color, were condemned to a life without  
pride? How could we progress as a people while the farm workers, who symbolized our  
history in this land, were denied self-respect? How could our people believe that their  
55 children could become lawyers and doctors and judges and business people while this  
shame, this injustice, was permitted to continue?

Those who attack our union often say it's not really a union. It's something else, a P9  
social movement, a civil rights movement -- it's something dangerous. They're half  
right. The United Farm Workers is first and foremost a union, a union like any other, a  
60 union that either produces for its members on the bread-and-butter issues or doesn't  
survive. But the UFW has always been something more than a union, although it's never  
been dangerous, if you believe in the Bill of Rights. The UFW was the beginning. We  
attacked that historical source of shame and infamy that our people in this country lived  
with. We attacked that injustice, not by complaining, not by seeking handouts, not by  
65 becoming soldiers in the war on poverty; we organized!

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**union:** an organization of workers formed to  
advance the interests of its members

**assert:** claim



Farm workers acknowledge we had allowed ourselves to become victims in a democratic society, a society where majority rules and collective bargaining are supposed to be more than academic theories and political rhetoric. And by addressing this historical problem, we created confidence and pride and hope in an entire people's ability to create the future. The UFW survival, its existence, were not in doubt in my mind when the time began to come. P10

After the union became visible, when Chicanos started entering college in greater numbers, when Hispanics began running for public office in greater numbers, when our people started asserting their rights on a broad range of issues and in many communities across this land. The union survival, its very existence, sent out a signal to all Hispanics that we were fighting for our dignity, that we were challenging and overcoming injustice, that we were empowering the least educated among us, the poorest among us. The message was clear. If it could happen in the fields, it could happen anywhere: in the cities, in the courts, in the city councils, in the state legislatures. I didn't really appreciate it at the time, but the coming of our union signaled the start of great changes among Hispanics that are only now beginning to be seen. P11

I've traveled through every part of this nation. I have met and spoken with thousands of Hispanics from every walk of life, from every social and economic class. And one thing I hear most often from Hispanics, regardless of age or position, and from many non-Hispanics as well, is that the farm workers gave them the hope that they could succeed and the inspiration to work for change. P12

From time to time, you will hear our opponents declare that the union is weak, that the union has no support, that the union has not grown fast enough. Our obituary has been written many times. How ironic it is that the same forces that argue so passionately that the union is not influential are the same forces that continue to fight us so hard. P13



The union's power in agriculture has nothing to do with the number of farm workers P14  
on the union contract. It has nothing to do with the farm workers' ability to  
contribute to democratic politicians. It doesn't even have much to do with our ability to  
95 conduct successful boycotts. The very fact of our existence forces an entire industry,  
unionized and non-unionized, to spend millions of dollars year after year on increased  
wages, on improved working conditions, and on benefits for workers. If we were so weak  
and unsuccessful, why do the growers continue to fight us with such passion? Because as  
long as we continue to exist, farm workers will benefit from our existence, even if they  
100 don't work under union contract. It doesn't really matter whether we have 100,000 or  
500,000 members. In truth, hundreds of thousands of farm workers in California and in  
other states are better off today because of our work. And Hispanics across California and  
the nation who don't work in agriculture are better off today because of what the farm  
workers taught people about organization, about pride and strength, about seizing  
105 control over their own lives.

Tens of thousands of children and grandchildren of farm workers and the children P15  
and grandchildren of poor Hispanics are moving out of the fields and out of the  
barrios and into the professions and into business and into politics, and that movement  
cannot be reversed. Our union will forever exist as an empowering force among Chicanos  
110 in the Southwest. That means our power and our influence will grow and not diminish.

Two major trends give us hope and encouragement. First, our union has returned to P16  
a tried and tested weapon in the farm workers non-violent arsenal: the **boycott**. After  
the **Agricultural Labor Relations Act** became law in California in 1975, we **dismantled**  
our boycott to work with the law. During the early and mid '70s millions of Americans  
115 supported our boycotts. After 1975, we redirected our efforts from the boycott to

**boycott:** refusal by a group to  
buy goods or services to show  
support for a cause  
**dismantle:** take apart

**Agricultural Labor Relations Act:** law enacted by the  
state of California in 1975 to protect, among other  
things, the right of farm workers to self-organize and  
negotiate the conditions of their employment

organizing and winning elections under the law. That law helped farm workers make progress in overcoming poverty and injustice.

At companies where farm workers are protected by union contracts, we have made progress in overcoming child labor, in overcoming miserable wages and working conditions, in overcoming sexual harassment of women workers, in overcoming discrimination in employment, in overcoming dangerous pesticides, which poison our people and poison the food we all eat. Where we have organized these injustices soon passed in history, but under Republican Governor George Deukmejian, the law that guarantees our right to organize no longer protects farm workers; it doesn't work anymore.

In 1982, corporate growers gave Deukmejian one million dollars to run for governor of California. Since he took office, Deukmejian has paid back his debt to the growers with the blood and sweat of California farm workers. Instead of enforcing the law as it was written against those who break it, Deukmejian invites growers who break the law to seek relief from governor's appointees. What does all this mean for farm workers? It means that the right to vote in free elections is a sham. It means the right to talk freely about the union among your fellow workers on the job is a cruel hoax. It means that the right to be free from threats and intimidation by growers is an empty promise. It means that the right to sit down and negotiate with your employer as equals across the bargaining table and not as peons in the fields is a fraud. It means that thousands of farm workers, who are owed millions of dollars in back pay because their employers broke the law, are still waiting for their checks. It means that 36,000 farm workers, who voted to be represented by the United Farm Workers in free elections, are still waiting for contracts from growers who refuse to bargain in good faith. It means that for farm workers child labor will continue. It means that infant mortality will continue. It means that malnutrition among children will continue. It means the short life expectancy and the inhuman living and working conditions will continue.

Are these make-believe threats? Are they exaggerations? Ask the farm workers who P19  
are waiting for the money they lost because the growers broke the law. Ask the farm  
145 workers who are still waiting for growers to bargain in good faith and sign contracts. Ask  
the farm workers who have been fired from their jobs because they spoke out for the  
union. Ask the farm workers who have been threatened with physical violence because  
they support the UFW, and ask the family of Rene Lopez, the young farm worker from  
Fresno who was shot to death last year because he supported the union as he came out of  
150 a voting booth. Ask the farm workers who watch their children go hungry in this land of  
wealth and promise. Ask the farm workers who see their lives eaten away by poverty and  
suffering.

These tragic events force farm workers to declare a new international boycott of P20  
California grapes, except the three percent of grapes produced under union contract.  
155 That is why we are asking Americans, once again, to join the farm workers by boycotting  
California grapes. The newest Harris Poll revealed that 17 million Americans boycotted  
grapes. We are convinced that those people and that goodwill have not disappeared. That  
segment of the population which makes the boycotts work are the Hispanics, the Blacks,  
the other minorities, our friends in labor and the Church. But it is also an entire generation  
160 of young Americans who matured politically and socially in the '60s and the '70s, millions  
of people for whom boycotting grapes and other products became a socially accepted  
pattern of behavior. If you were young, Anglo and/or near campers during the late '60s  
and early '70s, chances are you supported farm workers.

15 years later, the men and women of that generation are alive and well. They are in P21  
165 their mid 30s and 40s. They are pursuing professional careers, their **disposable**  
incomes are relatively high, but they are still inclined to respond to an appeal from farm  
workers. The union's mission still has meaning for them. Only today, we must translate the  
importance of a union for farm workers into the language of the 1980s. Instead of talking

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**disposable:** available

about the right to organize, we must talk about protection against sexual harassment in  
170 the fields. We must speak about the right to quality food and food that is safe to eat. I can  
tell you the new language is working, the 17 million are still there. They are responding  
not to picket lines and leafleting alone, but to the high-tech boycott of today, a boycott  
that uses computers and direct mail and advertising techniques, which has revolutionized  
business and politics in recent years. We have achieved more success with a boycott in  
175 the first 11 months of 1984 than we achieved in the last 14 years, since 1970.

The other trend that gives us hope is the monumental growth of Hispanic influence P22  
in this country. And what that means is increased population, increased social and  
economic clout and increased political influence. South of the Sacramento River,  
Hispanics now make up now more than 25 percent of the population. That figure will top  
180 30 percent by the year 2000. There are now 1.1 million Spanish-**surnamed** registered  
voters in California. In 1975, there were 200 Hispanic elected officials at all levels of  
government. In 1984, there are over 400 elected judges, city council members, mayors,  
and legislators. In light of these trends, it's absurd to believe or to suggest that we are  
going to go back in time as a union or as a people.

185 The growers often try to blame the union for their problems, to lay their sins off on P23  
us, sins for which they only have themselves to blame. The growers only have  
themselves to blame as they begin to reap the harvest of decades of environmental  
damage they have brought upon the land: the pesticides, the herbicides, the soil  
fumigants, the fertilizers, the salt deposits from thoughtless irrigation, the ravages of years  
190 of unrestrained poisoning of our soil and water. Thousands of acres of land in California  
have already been irrevocably damaged by this **wanton** abuse of nature. Thousands more  
will be lost unless growers understand that dumping more and more poison from the soil  
won't solve their problems on the short or on the long term.

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**surname:** the family or last name

**wanton:** careless, undisciplined

page 8



Health authorities in many San Joaquin Valley towns already warn young children P24  
195 and pregnant mothers not to drink the water, because of nitrates from fertilizers  
which has poisoned the ground water. The growers have only themselves to blame for an  
increasing demand by consumers for higher-quality food, food that isn't tainted by toxics,  
food that doesn't result from plant mutations or chemicals that produce red luscious-  
looking tomatoes that taste like alfalfa. The growers are making the same mistake  
200 American automakers made in the '60s and '70s when they refused to produce small  
economical cars and opened up the door to increased foreign competition.

Growers only have themselves to blame for increasing attacks on the publicly P25  
financed handouts and government welfare: water **subsidies**, mechanization  
research, huge subsidies for not growing crops. These special privileges came into being  
205 before the Supreme Court's "one person, one vote" decision, at a time when rural  
lawmakers dominated the legislature and the Congress. Soon, those handouts could be in  
jeopardy as government searches for more revenue and as urban taxpayers take a closer  
look at front programs and who they really benefit. The growers only have themselves to  
blame for the humiliation they have brought upon succeeding waves of immigrant  
210 groups that have sweated and sacrificed for a hundred years to make this industry rich.

For generations, they have **subjugated** entire races of dark-skinned farm workers. P26  
These are the sins of growers, not the farm workers. We didn't poison the land. We  
didn't open the door to imported produce. We didn't covet billions of dollars in  
government handouts. We didn't abuse and exploit the people who work the land. Today  
215 the growers are like a punch-drunk old boxer who doesn't know he's past his prime. The  
times are changing; the political and social environment has changed. The chickens are  
coming home to roost, and the time to account for past sins is approaching.

**subsidies:** money granted by the  
government

**subjugate:** to control; to make submissive

- I am told these days farm workers should be discouraged and pessimistic. The Republicans control the governor's office and the White House. There is a
- 220** conservative trend in the nation. Yet, we are filled with hope and encouragement. We have looked into the future and the future is ours. History and inevitability are on our side. The farm workers and their children and the Hispanics and their children are the future in California, and corporate growers are the past. Those politicians who ally themselves with the corporate growers and against farm workers and the Hispanics are in for a big
- 225** surprise. They want to make their careers in politics; they want to hold power 20 and 30 years from now. But 20 and 30 years from now, in Modesto, in Salinas, in Fresno, in Bakersfield, in the Imperial Valley and in many of the great cities of California, those communities will be dominated by farm workers and not by growers, by the children and grandchildren of farm workers and not by the children and grandchildren of growers.
- 230** These trends are part of the forces of history which cannot be stopped. No person and no organization can resist them for very long; they are inevitable. Once social change begins it cannot be reversed. You cannot un-educate the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the people who are not afraid anymore. Our opponents must understand that it's not just the union
- 235** we have built -- unions like other institutions can come and go -- but we're more than institutions. For nearly 20 years, our union has been on the cutting edge of a people's cause, and you cannot do away with an entire people and you cannot stamp out a people's cause. Regardless of what the future holds for the union, regardless of what the future holds for farm workers, our accomplishments cannot be undone. *La causa*, our
- 240** cause, doesn't have to be experienced twice. The consciousness and pride that were raised by our union are alive and thriving inside millions of young Hispanics who will never work on a farm.



Like the other immigrant groups, the day will come when we win the economic and P29  
political rewards, which are in keeping with our numbers in society. The day will  
245 come when the politicians will do the right thing for our people out of political necessity  
and not out of charity or idealism. That day may not come this year. That day may not  
come during this decade, but it will come someday. And when that day comes, we shall  
see the fulfillment of that passage from the Book of Matthew in the New Testament: "The  
last shall be first, and the first shall be last." And on that day, our nation shall fulfill its  
250 creed, and that fulfillment shall enrich us all. Thank you very much.



Text-Dependent Questions for Paragraphs 1–7  
(Answers, for Teacher Reference)

Central claim: Our union will forever exist as an empowering force among Chicanos in the Southwest. That means our power and our influence will grow and not diminish. (P15)							
Paragraphs	1-7	8-15	16-21	22 and 27	23-26	28 and 29	
Main claim	Farmworkers have faced difficult living and working conditions. Chávez's own experience showed him that, and he decided to organize the union to empower farmworkers in general and Chicanos in particular.			The other trend is that Latinos have more influence politically because they are empowered and their numbers are growing.			
Connection to central claim What is the purpose of this section? How does this one section contribute or add to the text as a whole?				Our power and influence will grow because we vote.			



Text-Dependent Questions for Paragraphs 1–7  
(Answers, for Teacher Reference)

Central claim: Our union will forever exist as an empowering force among Chicanos in the Southwest. That means our power and our influence will grow and not diminish. (P15)							
Paragraphs	1-7	8-15	16-21	22 and 27	23-26	28 and 29	
Main claim	Farmworkers have faced difficult living and working conditions. Chávez's own experience showed him that, and he decided to organize the union to empower farmworkers in general and Chicanos in particular.	The UFW helped empowered all Latinos.	One trend that is hopeful: The UFW has called for a boycott again, because the governor of California is not following labor laws. The boycott will be successful.	The other trend is that Latinos have more influence politically because they are empowered and their numbers are growing.	Consumers should not feel sorry for the corporate growers—they brought this on themselves.	Conclusion: We are empowered, and so we will continue to be successful.	
Connection to central claim What is the purpose of this section? How does this one section contribute or add to the text as a whole?	This shows what it was like for farmworkers and Latinos before the UFW.	This explains how the UFW has helped farmworkers directly and has also helped all Latinos—it is an empowering force.	Our power will grow because we can use the tool of boycott to pressure the government and growers to follow the laws.	Our power and influence will grow because we vote.	Our power will grow because the claims that the growers are not responsible for problems are false—they are responsible for lots of problems.	Our power and influence will grow because we feel empowered and no longer are willing to be taken advantage of.	



Text-Dependent Questions for Paragraphs 1–7

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Write the answer to each question in the left-hand margin of the text. Be brief; you do not need to use complete sentences.
1. After reading P2: What story and images does Chávez tell to begin his speech?	
2. After reading P3: What does Chávez say about the working conditions of the farmworkers?	
3. After reading P5: How does Chávez know about the living conditions of the farmworkers?	
4. After reading P6 and P7: What does Chávez want to do about the conditions of farmworkers?	



**Text-Dependent Questions for Paragraphs 1–7**  
(Answers, for Teacher Reference)

Questions	Write the answer to each question in the left-hand margin of the text. Be brief; you do not need to use complete sentences.
1. After reading P2: What story and images does Chávez tell to begin his speech?	He begins with a horrific story of 32 farmworkers losing their lives in a traffic accident. Then he paints a terrible picture of farmworkers' living conditions, with images such as "vicious rats," "amid garbage," and "human excrement."
2. After reading P3: What does Chávez say about the working conditions of the farmworkers?	He quotes many statistics to show they are unfair, especially for children. Many children are working, and infant mortality and malnutrition are many times higher than the national rate.
3. After reading P5: How does Chávez know about the living conditions of the farmworkers?	He knows because he lived in those conditions.
4. After reading P6 and P7: What does Chávez want to do about the conditions of farmworkers?	He wants to change them by organizing, educating, and empowering.



Forming Evidence-Based Claims  
Graphic Organizer for Paragraphs 1-7

<b>Claim</b>	Chávez asserts that farmworkers face difficult and unfair living and working conditions, and that he decided to organize the union to empower the workers in particular and the Chicano people in general.			
<b>Point 1</b>	<b>Point 2</b>			
Chávez asserts that farmworkers face difficult and unfair living conditions and working conditions.	Chávez decided to organize the union to empower the workers in particular and the Chicano people in general	<b>Evidence</b>	<b>Evidence</b>	<b>Evidence</b>



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 2A: Unit 2: Lesson 3**

## **Reading Closely and Introducing Rhetoric**

### **Toolbox: Unions as Agents of Change—Part 1**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can determine a theme or the central ideas of an informational text. (RI.7.2)

I can analyze the development of a theme or central idea throughout the text. (RI.7.2)

**Supporting Learning Targets**

- I can determine one of César Chávez's main claims and identify the supporting evidence for it.
- I can identify basic rhetorical strategies and analyze how Chávez uses them to develop his claims.

**Ongoing Assessment**

- Students' annotated texts of the Commonwealth Club Address



Agenda	Teaching Notes
<p>1. <b>Opening</b></p> <p>A. Entry Task (5 minutes)</p> <p>2. <b>Work Time</b></p> <p>A. Reviewing Evidence-Based Claims for Paragraphs 1–7 (5 minutes)</p> <p>B. Introducing Rhetoric Toolbox (20 minutes)</p> <p>C. Reading Closely: Paragraphs 8–15 (10 minutes)</p> <p>3. <b>Closing and Assessment</b></p> <p>A. Adding to Agents of Change Anchor Chart (5 minutes)</p> <p>4. <b>Homework</b></p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"> <li>• In this lesson, students explore how unions can be agents of change. After learning about the problems faced by the farmworkers in Lesson 2, students learn how Chávez organized the UFW.</li> <li>• In the entry task, students will look at several images of farmworkers' strikes led by Chavez and the UFW. Find these in advance. An internet search will yield many possibilities; select several that clearly show the workers striking, not just what their working and living conditions were like.</li> <li>• Students will also learn to analyze not just what Chávez says but also how he says it. They will learn some basic tools of rhetoric that speakers use to develop their claims. In the interest of time, these lessons focus on having students identify a set of tools and consider how the use of these tools helps Chávez develop his claim.</li> <li>• If you have additional time, consider taking this opportunity to help students understand how speakers appeal to their audience's <i>ethos</i>, <i>pathos</i>, and <i>logos</i>. Many text and on-line resources provide a clear introduction to this framework. If you have time to develop students' understanding of this framework, it will enrich their reading of the text. However, it is not necessary to their mastery of the standards targeted in this unit.</li> <li>• In this lesson, students again use the Discussion Appointments protocol from Unit 1. (See Module 2, Unit 1, Lesson 3) You can continue to use the Weaving Room Discussion Appointments handout that students set up in Unit 1. As in the second half of Unit 1, these lessons do not specify which appointment students should meet with in a given lesson; you decide, with attention to varying the appointments so students have the opportunity to work with a variety of their classmates.</li> <li>• Review: Commonwealth Club Address, Paragraphs 1–15.</li> <li>• Post: learning targets.</li> </ul>



Lesson Vocabulary	Materials
rhetoric, emotionally charged words, credible, rhetorical questions, tangible, intangible, counterclaim; savage, vivid	<ul style="list-style-type: none"><li>• Photos of the UFW strike, found in advance by teacher (a search will yield many possibilities; focus on images that show striking and picketing workers)</li><li>• Text of Commonwealth Club Address by César Chávez (students' own copies; from Lesson 2)</li><li>• Entry Task (one per student)</li><li>• Rhetoric Toolbox anchor chart (new; teacher-created; one per student and one to display)</li><li>• Weaving Room Discussion Appointments handout (from Unit 1; distributed in Lesson 3 and used throughout)</li><li>• Text-Dependent Questions for Paragraphs 8–15 (one per student)</li><li>• Text-Dependent Questions for Paragraphs 8–15 (Answers, for teacher reference)</li><li>• Agents of Change anchor chart (from Lesson 1)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Display some <b>photos of the UFW strike</b>. Tell students that <i>huelga</i> means “strike” in Spanish. Distribute or display the <b>entry task</b>.</li><li>• Briefly discuss the entry task. Answer any questions that surface for the students about the UFW, their reading from yesterday, or unions in general. Tell students that they will read a section about the United Farm Workers union. Encourage students to visualize these pictures as they read the next section of Chávez’s speech today.</li></ul>	





Work Time	Meeting Students' Needs
<p><b>A. Reviewing Evidence-Based Claims for Paragraphs 1–7 (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Be sure students have their <b>Text of Commonwealth Club Address by César Chávez</b> (from Lesson 2).</li> <li>• Direct students to check their homework, the Forming Evidence-Based Claims graphic organizer for Paragraphs 1–7, as you discuss it as a class. Call on a student to share a piece of evidence he or she added. Then ask for a show of hands to see which other students also added that piece of evidence. Finally, call on a different student to explain why that piece of evidence supports that claim. Repeat this process for each piece of evidence.</li> <li>• Praise the students for working hard to understand Chávez's speech thoroughly.</li> </ul>	<ul style="list-style-type: none"> <li>• Although cold calling is a participation technique that necessitates random calling, it is important to set a supportive tone so that use of the cold call is a positive experience for all.</li> <li>• Consider collecting this assignment and using it to determine which students may need additional support in mastering this skill.</li> </ul>
<p><b>B. Introducing Rhetoric Toolbox (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Focus students' attention on the learning targets. Explain that yesterday and last night, they focused on what Chávez said—which is today's first learning target: <ul style="list-style-type: none"> <li>* I can determine one of César Chávez's main claims and identify the supporting evidence for it."</li> </ul> </li> <li>• Now they will focus on <i>how</i> he said what he said—which is today's second target: <ul style="list-style-type: none"> <li>* "I can identify basic rhetorical strategies and analyze how Chávez uses them to develop his claims."</li> </ul> </li> <li>• Display the <b>Rhetoric Toolbox anchor chart</b> and distribute a copy to each student. Explain that speakers or writers such as Chávez who want to persuade their audiences use different tools from those used by a newspaper writer who is trying to describe what happened downtown yesterday. Explain that it's like a toolbox. If you are a carpenter, you have a saw, a hammer, and nails in your toolbox. If you are a plumber, you have a wrench and a plunger. Different tools perform different functions. Yesterday students thought of a text as a house, or something an author "builds" by putting together different sections and relating them together. Today they will think about the tools that are used to build the structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Using an analogy helps to makes to make abstract concepts more accessible to students.</li> <li>• ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words that most students would know.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• When we use the word <i>rhetoric</i>, we mean the art of trying to persuade someone. Speakers use a variety of tools to develop their claims. The tools are listed on the anchor chart, and the class will discuss each of them. However, the tools of rhetoric are important because of what they do—just as a hammer isn't important by itself; it's important because it can drive or pull out a nail. As they talk about the tools of rhetoric, students will be thinking about why Chávez selected a particular tool and how it helps him convince the audience of his central claim.</li><li>• Direct students' attention to the “uses powerful words and phrases” part of the Rhetoric Toolbox, and ask them to look at Paragraph 2. In this paragraph, Chávez wants to convince his audience of something. He wants them to agree with his claim that farmworkers were not treated like human beings. So he describes a terrible scene of an accident and “savage conditions.” Focus on the word <i>savage</i> and ask a student to define it (violent and cruel) or use it in a sentence or phrase (“the savage lion,” for example). Explain this is an <i>emotionally charged word</i>; that is, it's a word that evokes a strong emotion. If he had said “really bad conditions,” it would not have been as powerful. Using a vivid word like “savage” is powerful and therefore more convincing.</li><li>• Ask students if they can identify another word or phrase in Paragraph 2 that they think is emotionally charged. Wait for several hands to go up and then generate a list on the board (<i>tragic, bodies, nobody even knew their names, garbage, human excrement, vicious rats gnaw</i>). Ask students to read over this list and think to themselves:<ul style="list-style-type: none"><li>* “Why is Chávez using these words?”</li><li>* “How does it make his audience feel?”</li></ul></li><li>• Help students notice that language like this appeals to their emotions (or pathos) and is trying to build their empathy for the plight of the farmworkers. The vivid descriptions also immediately engage them. So Chávez has begun his speech with language that grabs his audience's attention and makes a powerful emotional appeal. This is a way of developing his claim: He did not just tell the audience that because the living and working conditions for farmworkers were challenging, he organized a union. Instead, he tried to make them feel the way he felt through a use of powerful language, anecdotes, and personal experience.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Remind students that they labeled the right margin “How Chávez Says It” in Lesson 2. Tell them to write: “With emotionally charged language to engage the audience and build empathy.” Consider modeling with your own copy of the speech on a document camera so that students can see what an annotated text looks like.</li><li>• Now instruct the students to turn and talk with a partner about Paragraph 3:<ul style="list-style-type: none"><li>* “What rhetorical tool is he using? How do you know? What do these tools do?”</li></ul></li><li>• Instruct them to take notes during their discussion.</li><li>• After a few minutes, ask several pairs to share out. Listen for students to notice the use of facts and statistics. Ask: “Why would Chávez follow a paragraph of powerful emotional language with one of statistics?” Listen for students to explain that these make a logical appeal to the audience and back up the more emotional appeal that Chávez made in the second paragraph. Model the annotation you make on the right hand side of the speech: “uses statistics to make a logical appeal and back up his claim.”</li><li>• Direct the students to Paragraph 5. Ask a student to explain how this paragraph establishes Chávez as a credible, or trustworthy, speaker. Listen for students to understand that he lived it; therefore he knows it. Instruct them to write this in the margin; model on your own copy.</li><li>• Ask students to read silently as you read Paragraph 8 aloud. Ask students what repeating pattern they notice in this paragraph, particularly around punctuation. When they name that the paragraph includes a long set of questions, ask whether Chávez wants someone in the crowd to answer these questions. (He doesn’t.)</li><li>• Define rhetorical questions (questions that an author poses to make a statement instead of to get an answer) Point out that this is another technique from the toolbox. Rhetorical questions help an author appeal to our reasoning, but because they repeat and extend an idea, they also build emotion.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Think-Pair-Share: <ul style="list-style-type: none"> <li>* “Reread paragraph 8 aloud, with emotion.</li> <li>* Why does Chávez argue that it is logical for the Hispanic movement to start with the farmworkers?</li> <li>* How does asking a series of questions help him develop his claim?</li> <li>* What other strategies from the Rhetoric Toolbox do you see in this paragraph? (Think of words that appeal to our moral sense, such as: ‘shame,’ ‘injustice,’ ‘without pride’; and how he references his own experience.)”</li> </ul> </li> <li>• In the debrief, prompt students to add notes to the right-hand side of their speech about the tools Chávez uses to develop his claim. Explain that not all rhetoric strategies are equal in value. Appealing to moral sense is certainly more weighty than just using an emotionally charged word. As students grow to be more critical readers, they will be able to evaluate arguments in a more thoughtful way.</li> <li>• Tell students that in their close reading today they will see more rhetorical questions. They should underline them. Also, they will see Chávez acknowledge the counterclaim. Remind students they also did this with their <i>Lyddie</i> essay.</li> <li>• Ask students to read silently as you read aloud Paragraph 9. Pause at the end and ask a student to identify where Chávez acknowledges a counterclaim (lines 57–59). Ask them to write “counterclaim” in margin. Ask: <ul style="list-style-type: none"> <li>* “Why does Chávez do this? How does it affect the audience’s perception of him?”</li> </ul> </li> <li>• Listen for students to notice that acknowledging a counterclaim makes a speaker seem very reasonable and also gives him a platform on which to directly counter the argument. Ask them to note this on their text.</li> </ul>	
<p><b>C. Reading Closely: Paragraphs 8–15 (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to sit with an appointment on their <b>Weaving Room Discussion Appointments handout</b>. Distribute the <b>Text-Dependent Questions for Paragraphs 8–15</b>. Direct students to partner-read Paragraphs 8–15 and answer the text-dependent questions in the margins, just as they did in Lesson 2. Consider working with a small group of struggling readers during this time.</li> <li>• Collect students’ annotated copies of the text to informally assess students’ comprehension. The <b>Text-Dependent Questions for Paragraphs 8-15 (for Teacher Reference)</b> provides guidance around what answers you might see.</li> </ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Adding to Agents of Change Anchor Chart (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “What does Chávez’s speech suggest about how workers can affect working conditions?”</li><li>* “What would he say to Lyddie about her decision to sign the petition?”</li></ul></li><li>• In debrief, add to the class Agents of Change anchor chart (begun in Lesson 1) and prompt students to add to their own copy of the chart.</li></ul>	<ul style="list-style-type: none"><li>• Providing models of expected work supports all learners, especially those who are challenged.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading in your independent reading book for this unit.</li><li>•</li></ul> <p><i>Note: Use the texts you collected at the end of class to guide your lesson tomorrow. Consider changing the entry task in Lesson 4 to clear up misunderstandings of the text.</i></p>	



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# Grade 7: Module 2A: Unit 2: Lesson 3

## Supporting Materials



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.....  
**Name:**

.....  
**Date:**

**Please look at the images and then answer the questions below.**

**1. What do you notice/wonder about these pictures?**

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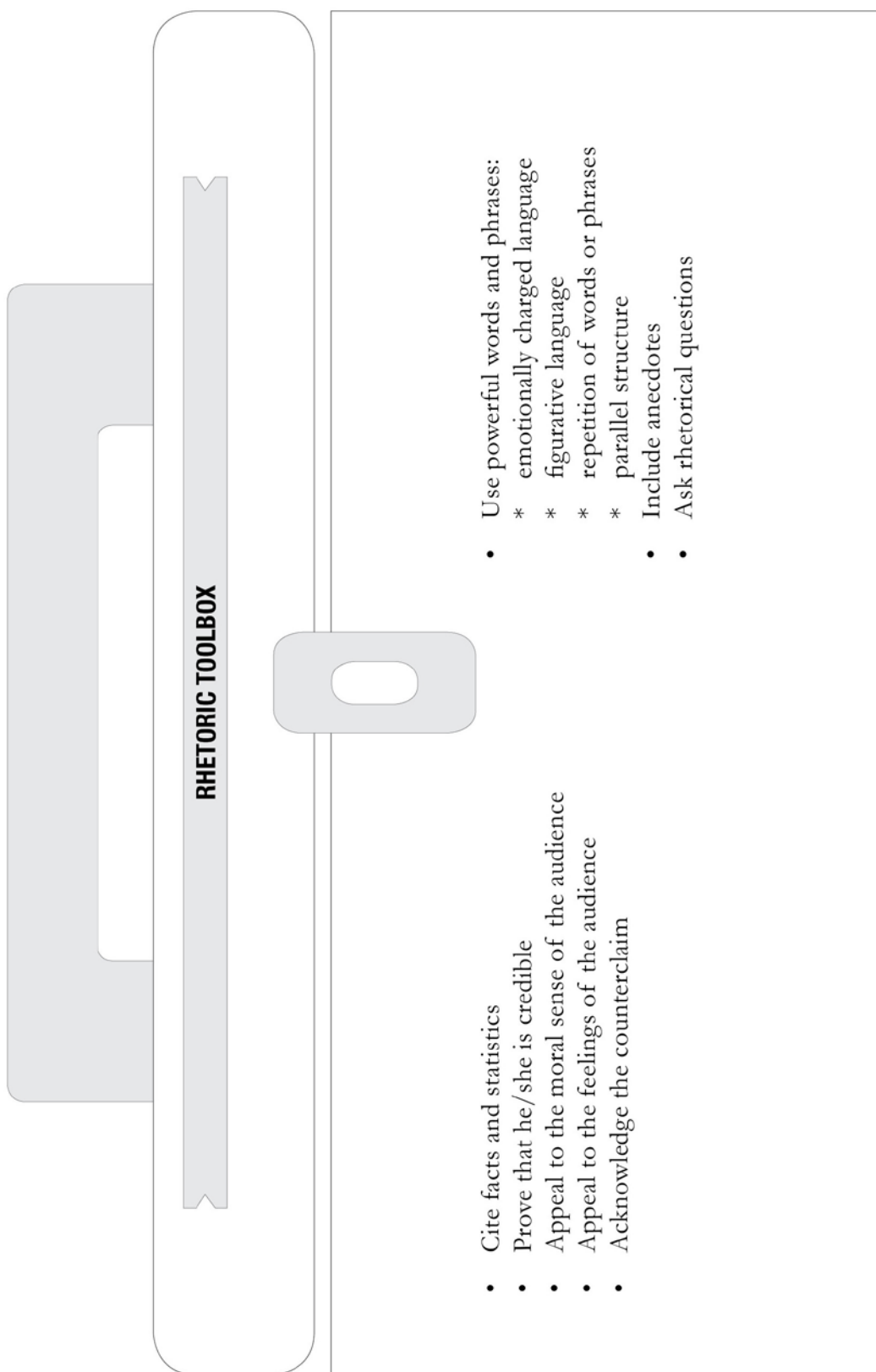
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**2. How do these pictures connect with the Chávez speech you began reading yesterday?**

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.....  
**Name:**

.....  
**Date:**

Questions	Write the answer to each question in the left-hand margin of the text. Be brief; you do not need to use complete sentences.
After reading P11 and 12: How did the UFW affect other Hispanics from all walks of life?	
After reading P13: What is the counterclaim here? What do you expect him to say to dispute this counterclaim in P14?	
After reading P14: This paragraph explains the accomplishments of the UFW. List three accomplishments, considering both tangible (things you can see and hear) and intangible (how people feel) accomplishments.  Mark the rhetorical question. In the right margins, write down how this question helps him develop his claim.	



Questions	Write the answer to each question in the left-hand margin of the text. Be brief; you do not need to use complete sentences.
After reading P15: What will be the future of the UFW?	



Questions	Write the answer to each question in the left-hand margin of the text. Be brief; you do not need to use complete sentences.
After reading P11 and 12: How did the UFW affect other Hispanics from all walks of life?	The UFW inspired them to work for change and gave them hope that they could succeed. The UFW sent out a signal that it was possible to overcome injustice and fight for dignity.
After reading P13: What is the counterclaim here? What do you expect him to say to dispute this counterclaim in P14?	The counterclaim is that the UFW is weak and ineffective. I expect him to quote some facts to show this is not true.
After reading P14: This paragraph explains the accomplishments of the UFW. List three accomplishments, considering both tangible (things you can see and hear) and intangible (how people feel) accomplishments.  Mark the rhetorical question. In the right margins, write down how this question helps him develop his claim.	increased wages teaching people about pride and strength improved working conditions  It helps to reinforce his argument against the claim that the union is weak.



Questions	Write the answer to each question in the left-hand margin of the text. Be brief; you do not need to use complete sentences.
After reading P15: What will be the future of the UFW?	The future is bright and full of hope. The UFW will continue to grow and influence the lives of Chicanos for the better.



EXPEDITIONARY  
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# **Grade 7: Module 2A: Unit 2: Lesson 4**

## **Speech Structure: Unions as Agents of Change— Part 2**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can determine a theme or the central ideas of an informational text. (RI.7.2)</p> <p>I can analyze the development of a theme or central idea throughout the text. (RI.7.2)</p> <p>I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can determine one of César Chávez’s main claims and identify the supporting evidence for it.</li><li>• I can analyze the structure of Chávez’s speech and explain how each section contributes to his central claim.</li></ul>	<ul style="list-style-type: none"><li>• Forming Evidence-Based Claims graphic organizer for Paragraphs 8–15</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li><b>Opening</b><ol style="list-style-type: none"><li>Reviewing Learning Targets (3 minutes)</li></ol></li><li><b>Work Time</b><ol style="list-style-type: none"><li>Forming Evidence-Based Claims: Paragraphs 8–15 (15 minutes)</li><li>Speech Structure and Anchor Chart (5 minutes)</li><li>Listening for the Gist: Paragraphs 16–30 (20 minutes)</li></ol></li><li><b>Closing and Assessment</b><ol style="list-style-type: none"><li>Turn and Talk (2 minutes)</li></ol></li><li><b>Homework</b><ol style="list-style-type: none"><li>Continue reading in your independent reading book for this unit.</li></ol></li></ol>	<ul style="list-style-type: none"><li>In this lesson, students continue to examine unions as agents of change. They return to Paragraphs 8–15 of the Commonwealth Club Address to identify the claims that Chávez makes about the UFW. Students should leave with a firm understanding that Chávez believed the UFW changed not just the working conditions of farmworkers, but the lives of all Chicanos. This understanding will help them realize why Chávez can make the claim that the power and influence of the UFW will expand in the future.</li><li>This lesson is effectively the bridge between the two parts of the speech. In the first part, César Chávez lays out the past; in the second half, he describes current struggles and the future. Following the pattern established in Lesson 2, students will listen to the second half of the speech today and annotate for the gist.</li><li>Students also work on RI.7.5 as they relate the first half of the speech to the central claim.</li><li>Consider what structure you will use for the independent reading check-in scheduled for Lesson 5; as you review the homework with students, make sure they are clear about what they need to have completed beforehand and what they should bring to class that day.</li><li>Review: Commonwealth Club Address, Paragraphs 1–15.</li><li>Post: learning targets.</li></ul>



Lesson Vocabulary	Materials
empower	<ul style="list-style-type: none"><li>• Text of Commonwealth Club Address by César Chávez (students' annotated copies from Lesson 3)</li><li>• Forming Evidence-Based Claims graphic organizer for Paragraphs 8–15 (one per student)</li><li>• Forming Evidence-Based Claims graphic organizer for Paragraphs 8–15 (for teacher reference)</li><li>• Document camera</li><li>• Commonwealth Club Address Structure anchor chart (from Lesson 2)</li><li>• Commonwealth Club Address Structure anchor chart—teacher edition (from Lesson 2)</li><li>• Recording of Chávez giving the speech (from Lesson 2)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students to the learning targets for today. Remind them that this is their last day before the mid-unit assessment to practice these skills. Express your confidence in their ability to identify the claims in César Chávez's speech. Point out that although they have begun talking about how the claim of a particular section supports the central claim, this is not on the mid-unit assessment; they will practice this skill more and then demonstrate it on the End of Unit 2 Assessment.</li></ul>	<ul style="list-style-type: none"><li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li></ul>





Work Time	Meeting Students' Needs
<p><b>A. Forming Evidence-Based Claims: Paragraphs 8–15 (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Point out that before you can determine what an author's claim is, you have to make sure you really understand what he is saying. That is what students did yesterday in their close read. Compliment them for their thorough annotations and hand back <b>Text of Commonwealth Club Address by César Chávez</b> (students' annotated copies from Lesson 3). Now they are ready to take a step back and ask, What claim is he making in this second section? How is he supporting that claim?</li><li>• Arrange students in pairs and distribute the <b>Forming Evidence-Based Claims graphic organizer for Paragraphs 8–15</b>. Tell students that in Lesson 2, they found evidence for a claim you identified. Today they will figure out a claim that Chávez is making, and this claim is going to be about the union.</li><li>• Remind them of the process for identifying an evidence-based claim:</li><li>• Review the gist notes and answers to the questions you just wrote to see what the major topic(s) in this section are.</li><li>• Ask: What claims is he making about the UFW, overall?</li><li>• Identify claims that are bigger than a paragraph.</li><li>• Write one claim in the box.</li><li>• Find the evidence that Chávez uses to support that claim and add it to the boxes below.</li><li>• Tell students that Chávez makes two claims about the union in these paragraphs; their task is to identify just one of those claims. Remind students that the central claim of the speech is in lines 109 and 110. Discuss the word <i>empowering</i>. They should NOT use this as the claim for this section; however, the possible claims for this section do show the way that the UFW empowered some people. Use the <b>Forming Evidence-Based Claims graphic organizer for Paragraphs 8–15 (for teacher reference)</b> as you support students. Consider asking struggling students to check in with you after they have found a claim and before they have found evidence.</li><li>• When pairs are done working, call on several pairs to explain the claim they identified. Name the steps they used to determine what a claim was, and make sure that either they or you clarify how the evidence they chose relates to that claim. Consider scripting their work on a <b>document camera</b> so all students have access to a model of strong work.</li></ul>	<ul style="list-style-type: none"><li>• Following familiar and established routines can provide students with the comfort and confidence necessary for learning.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Speech Structure and Anchor Chart (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that now that they thoroughly understand this section, it's time to think about how it relates to the central claim of the speech. Direct their attention to the <b>Commonwealth Club Address Structure anchor chart</b>. As a class, discuss possible main claims for Paragraphs 8–15. It is important that students recognize that this section is about how the UFW helped farmworkers specifically and Latinos in general.</li><li>• Ask students to work with a seat partner to determine how this section of the speech supports Chávez's overall claim. Ask them to not write down the answer until the class discusses it together.</li><li>• During the debrief, write a strong answer and prompt students to copy it onto their charts. The <b>Commonwealth Club Address Structure anchor chart—teacher edition</b> has suggested answers on it.</li></ul>	
<p><b>C. Listening for the Gist: Paragraphs 16-29</b></p> <ul style="list-style-type: none"><li>• Explain to students that they will now be listening to the second half of the speech. As they read along with the <b>recording of Chávez giving the speech</b>, they should write down the gist of each paragraph. Remind them to write legibly and small. Assure them that you will pause the recording so they will have time to jot down notes without missing the next part of the speech, but they should feel free to underline words or phrases they think are important.</li><li>• Begin playing the recording. At the end of Paragraph 17, ask a student to “think aloud” through the gist. Consider pausing after Paragraphs 19, 21, 22, 26, and 30. Give students time to write before you ask a student to share out.</li><li>• This portion of the speech takes about 15 minutes to read aloud. In the interest of time, limit the students to gist notes. They will have a chance to read each section more closely starting in Lesson 5.</li></ul>	<ul style="list-style-type: none"><li>• Instead of the teacher modeling, asking students to model for each other promotes collaboration in the classroom and student leadership.</li></ul>



Closing and Assessment	Meeting Students' Needs
<b>A. Turn and Talk (2 minutes)</b> <ul style="list-style-type: none"><li>Ask students to turn and talk with a partner: "Identify one claim you heard in this section of the speech."</li></ul>	
Homework	Meeting Students' Needs
<b>A. Continue reading in your independent reading book for this unit. There will be a reading check-in tomorrow. Make sure you've met your goal and are prepared to talk about your book.</b>  <i>Note: In the next lesson, students will have a check-in on their independent reading. Review the Unit 2 overview and the two separate stand-alone documents on EngageNY.org: The Importance of Increasing the Volume of Reading, and Launching Independent Reading in Grades 6–8: Sample Plan to plan what activity you will use.</i>	



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# Grade 7: Module 2A: Unit 2: Lesson 4

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## Forming Evidence-Based Claims

### Graphic Organizer for Paragraphs 8-15

**Date:**[illegible]



<b>Claim</b>	
What is a claim that Chávez makes about the UFW in Paragraphs 8–15?	
<b>Option A:</b> The UFW has improved the lives of farmworkers.	
<b>Option B:</b> The success of the UFW has empowered all Latinos.	
<b>Evidence</b>	<b>Evidence</b>
<b>Option A</b>	<b>Option B</b>
Union means many farmworkers on union contracts (P14)	We were challenging and overcoming injustice (P11)
Whole industry spends more on wages/working conditions/benefits (P14)	More college, more political office; if it could happen in the fields, it could happen anywhere (P11)
Has improved lives of even nonunion farmworkers (P14)	Farmworkers gave them hope that they could succeed and the inspiration to work for change (P12)



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## **Grade 7: Module 2A: Unit 2: Lesson 5**

### **Mid-Unit Assessment: How Chávez Develops His Claims in the Commonwealth Club Address**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)  
I can determine a theme or the central ideas of an informational text. (RI.7.2)  
I can analyze the development of a theme or central idea throughout the text. (RI.7.2)  
I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)  
I can analyze the organization of an informational text  
(including how the major sections contribute to the whole and to the development of the ideas) (RI.7.5)

**Supporting Learning Targets**

- I can determine one of César Chávez's main claims and identify the supporting evidence for it.
- I can analyze the development of a central claim in César Chávez's speech.
- I can analyze the structure of Chávez's speech and explain how each section contributes to his central claim.

**Ongoing Assessment**

- Mid-Unit 2 Assessment: How Chávez Develops His Claims in the Commonwealth Club Address





Agenda	Teaching Notes
<p>1. <b>Opening</b></p> <p>A. Entry Task: Introduction to Paragraphs 18 and 19 (7 minutes)</p> <p>2. <b>Work Time</b></p> <p>A. Mid-Unit 2 Assessment (20 minutes)</p> <p>B. Independent Reading Activity (15 minutes)</p> <p>3. <b>Closing and Assessment</b></p> <p>A. Reviewing Learning Targets (3 minutes)</p> <p>4. <b>Homework</b></p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"><li>• This lesson includes the Mid-Unit 2 Assessment, which assesses RI.7.2 (except writing an objective summary), RI.7.3, and RI.7.5. When you grade this, only mark answers correct or incorrect; do not write correct answers. Students will correct their own work in Lesson 6.</li><li>• In the excerpt of César Chávez’s speech, there are terms that students will not be familiar with. In order to accurately assess the skills included on the assessment and ensure there is no confusion over the meaning of these terms, the definitions should be posted for the students to refer to during the assessment.</li><li>• After the mid-unit assessment, there is time dedicated for independent reading. Pick up where you left off with the launch of independent reading or do a check-in. See the Launching Independent Reading in Grades 6–8: Sample Plan (stand-alone document on EngageNY.org) for possible activities.</li><li>• In advance: Post vocabulary terms, line numbers, and definitions:<ul style="list-style-type: none"><li>* <i>cruel hoax</i> (line 132): making someone believe something that isn’t true in a mean-spirited way</li><li>* <i>peon</i> (line 135): someone who works as a slave to pay back debts</li><li>* <i>bargain in good faith</i> (line 139): discussions between employers and employees where each has an equal voice</li><li>* <i>exaggerations</i> (line 143): statements that make something seem worse than it is.</li></ul></li><li>• Review: Commonwealth Club Address, Paragraphs 18 and 19.</li><li>• Post: learning targets.</li></ul>



Lesson Vocabulary	Materials
cruel hoax, peon, bargain in good faith, exaggerations	<ul style="list-style-type: none"> <li>Text of Commonwealth Club Address by César Chávez (students' annotated copies from Lessons 2-4)</li> <li>Vocabulary words and definitions (See Teaching Notes, for display)</li> <li>Mid-Unit 2 Assessment: How Chávez Develops His Claims in the Commonwealth Club Address (one per student)</li> <li>Mid-Unit 2 Assessment: How Chávez Develops His Claims in the Commonwealth Club Address (Answers, for teacher reference)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Introduction to Paragraphs 18 and 19 (7 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to get out their <b>Text of Commonwealth Club Address by César Chávez</b> (students' annotated copies from Lessons 2-4) and invite them to find Paragraph 18. When they have found it, tell them their assessment today focuses on these two paragraphs. Before they take this assessment, they will have some time to make sure they understand the words in these paragraphs. Ask them to read silently to themselves as you read these two paragraphs aloud. After you read, prompt them to scan Paragraphs 18 and 19 for the posted <b>vocabulary words and definitions</b> and underline those words. Invite students to write the definitions above the words on their copies of the speech.</li> <li>Explain that these two paragraphs mention unions several times and that it's important to have some background knowledge before reading them. The laws around forming unions were different in Chávez's time than they were in Lyddie's. In the 1800s, workers could be fired for forming unions, but in the 1930s laws were passed that protected the rights of workers to form unions. <ul style="list-style-type: none"> <li>* Workers are allowed to form unions, and employers are not allowed to threaten them for doing so. There is a law that says this.</li> <li>* Workers vote to have a union represent them. Once they are represented by a union, the union negotiates a contract with the employer on behalf of the workers.</li> <li>* A contract is a legally binding document that workers and employers are legally required to follow. It includes details like pay, hours, working conditions—everything on the Working Conditions anchor chart from Unit 1, Lesson 1.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Struggling readers may need help defining additional words. Encourage students to identify unfamiliar words and determine their meaning from context; provide them with the opportunity to check their predicted meanings.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit 2 Assessment (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning targets and tell students that today they get to demonstrate their progress on these targets:<ul style="list-style-type: none"><li>* I can analyze the development of a main claim in an excerpt of Chávez's speech.</li><li>* I can analyze interactions between individuals, events, and ideas in Chávez's speech.</li><li>* I can analyze how paragraphs of Chávez's speech contribute to the development of the ideas in this section.</li></ul></li><li>• Assure students that there are no tricks to this assessment; it follows what they have been doing in Lessons 2, 3, and 4. Tell students that the assessment focuses on Paragraphs 18 and 19 of the speech.</li><li>• Remind students that everyone needs to remain silent until the entire class is finished, and that this commitment is how they show respect for each other—it is non-negotiable. Write on the board: "If you finish early, you can ..." and include suggestions they made in Module 1, Unit 1, Lesson 14.</li><li>• Distribute the <b>Mid-Unit 2 Assessment: How Chávez Develops His Claims in the Commonwealth Club Address</b> to each student. Remind them that they can and should refer to their texts as they complete the assessment. Tell students you will be concerned if you do not see them rereading as they complete the assessment.</li><li>• Collect students' assessments. Congratulate them on having completed the assessment. Point out students who showed positive test-taking strategies such as rereading the text, reading the questions several times, or crossing out answers they know are incorrect.</li></ul>	<ul style="list-style-type: none"><li>• If students receive accommodations for assessments, communicate with the cooperating service providers regarding this assessment.</li><li>• When you grade this assessment, indicate only whether items are correct or incorrect; do not indicate the correct answer.</li></ul>
<p><b>B. Independent Reading Activity (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Refer to Launching Independent Reading in Grades 6-8: Sample Plan (stand-alone document on EngageNY.org) and decide how best to use this time with your students. Options include:<ul style="list-style-type: none"><li>* Continue or complete the launch of independent reading</li><li>* Check in on independent reading</li></ul></li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Read the learning targets aloud again. Point out that students will continue to use and develop these skills as they keep reading the Chávez speech.</li></ul>	
Homework	Meeting Students' Needs
<p><b>A. Continue reading in your independent reading book for this unit.</b></p> <p><i>Note: Be ready to return the Mid-Unit 2 Assessment to students in Lesson 6. When you assess it, only indicate whether answers are correct or incorrect; do not provide correct answers. Students will correct their own Mid-Unit 2 Assessment as a way to prepare for the End of Unit Assessment.</i></p>	



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# Grade 7: Module 2A: Unit 2: Lesson 5

## Supporting Materials



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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: After reading the selection (Paragraphs 18 and 19) from César Chávez’s Commonwealth Club Address, answer the following questions.

1. Which statement best expresses Chávez’s view of Governor Deukmejian? (RI.7.2)
  - a. He causes problems for the farmworkers because he proposes unfair laws.
  - b. He supports the farmworkers’ cause.
  - c. He is more interested in supporting the growers than in enforcing laws that they break.
  - d. He’s a politician who should be voted out of office because he got money illegally.
2. Which lines from the passage best reflect the main idea of this section of Chávez’s speech? (RI.7.1)
  - a. “Ask the farm workers who see their lives eaten away by poverty and suffering” (line 151).
  - b. “It means the short life expectancy and the inhuman living and working conditions will continue” (lines 141 and 142).
  - c. “Are these make-believe threats?” (line 143)
  - d. “Since he took office, Deukmejian has paid back his debt to the growers with the blood and sweat of California farm workers” (lines 127 and 128).
3. How does Paragraph 19 relate to Paragraph 18? (RI.7.5)
  - a. P18 presents a problem, and P19 gives more examples to illustrate the problem.
  - b. P18 presents the evidence of a problem, and P19 contradicts that evidence.
  - c. P18 presents a problem, and P19 explains a possible solution.
  - d. P18 gives the background on the problem, and P19 gives the solution.
4. What is Chávez’s overall purpose in this section of his speech? (RI.7.5)
  - a. To get Governor Deukmejian out of office
  - b. To illustrate the negative effects for workers when laws aren’t enforced
  - c. To find possible solutions to the problems facing farmworkers
  - d. To explain the history behind the UFW movement



5. Chávez claims there are many negative effects when Governor Deukmejian doesn't enforce the law against growers. Which of the negative effects below does he NOT name? (RI.7.3)
- a. Malnutrition among children will continue.
  - b. Farmworkers are not getting paid on time.
  - c. Farmworkers are threatened if they support the union.
  - d. Farmworkers will go to jail for striking.
6. In lines 147–150, Chávez talks about a man named Rene Lopez. How does this contribute to the main idea of this section of the speech? (RI.7.5)
- a. Because he and Rene are friends and he wants people to know Rene will lead the union.
  - b. Because he wants people to know how important it is to vote.
  - c. Because he wants to illustrate in a personal way how farmworkers are being threatened.
  - d. Because he wants to explain what he means when he claims that farmworkers are poor.



Directions: After reading the selection (Paragraphs 18 and 19) from César Chávez's Commonwealth Club Address, answer the following questions.

Which statement best expresses Chávez's view of Governor Deukmejian? (RI.7.2)

- a. He causes problems for the farmworkers because he proposes unfair laws.
- b. He supports the farmworkers' cause.
- c. **He is more interested in supporting the growers than in enforcing laws that they break.**
- d. He's a politician who should be voted out of office because he got money illegally.

Which lines from the passage best reflect the main idea of this section of Chávez's speech? (RI.7.1)

- a. "Ask the farm workers who see their lives eaten away by poverty and suffering" (line 151).
- b. "It means the short life expectancy and the inhuman living and working conditions will continue" (lines 141 and 142).
- c. "Are these make-believe threats?" (line 143)
- d. **"Since he took office, Deukmejian has paid back his debt to the growers with the blood and sweat of California farm workers" (lines 127 and 128).**

How does Paragraph 19 relate to Paragraph 18? (RI.7.5)

- a. **P18 presents a problem, and P19 gives more examples to illustrate the problem.**
- b. P18 presents the evidence of a problem, and P19 contradicts that evidence.
- c. P18 presents a problem, and P19 explains a possible solution.
- d. P18 gives the background on the problem, and P19 gives the solution.

What is Chávez's overall purpose in this section of his speech? (RI.7.5)

- a. To get Governor Deukmejian out of office
- b. **To illustrate the negative effects for workers when laws aren't enforced**
- c. To find possible solutions to the problems facing farmworkers
- d. To explain the history behind the UFW movement





Chávez claims there are many negative effects when Governor Deukmejian doesn't enforce the law against growers. Which of the negative effects below does he NOT name? (RI.7.3)

- a. Malnutrition among children will continue.
- b. Farmworkers are not getting paid on time.
- c. Farmworkers are threatened if they support the union.
- d. **Farmworkers will go to jail for striking.**

In lines 147–150, Chávez talks about a man named Rene Lopez. How does this contribute to the main idea of this section of the speech? (RI.7.5)

- a. Because he and Rene are friends and he wants people to know Rene will lead the union.
- b. Because he wants people to know how important it is to vote.
- c. **Because he wants to illustrate in a personal way how farmworkers are being threatened.**
- d. Because he wants to explain what he means when he claims that farmworkers are poor.



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# **Grade 7: Module 2A: Unit 2: Lesson 6**

## **Speech Structure: Part 2 of the Commonwealth Club Address**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can analyze the organization of an informational text  
(including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)  
I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)

**Supporting Learning Targets**

- I can analyze the structure of Chávez's speech and explain how each section contributes to his central claim.
- I can find examples in the story of the UFW of how the government and workers can affect working conditions.

**Ongoing Assessment**

- Commonwealth Speech Structure anchor chart
- Text-Dependent Questions for Paragraphs 16–21



Agenda	Teaching Notes
<p>1. <b>Opening</b></p> <p>A. Entry Task (8 minutes)</p> <p>2. <b>Work Time</b></p> <p>A. Adding to Commonwealth Club Address Structure Anchor Chart for Paragraphs 16–21 (20 minutes)</p> <p>B. Adding to Agents of Change Anchor Chart (10 minutes)</p> <p>3. <b>Closing and Assessment</b></p> <p>C. A. Returning Assessment and Reviewing Homework (7 minutes)</p> <p>4. <b>Homework</b></p> <p>D. A. Correct your Mid-Unit 2 Assessment</p> <p>B. Complete the Text-Dependent Questions for Paragraphs 23–26.</p>	<ul style="list-style-type: none"><li>• In this lesson, students focus on Paragraphs 16–21. They analyze how this section of the speech contributes to César Chávez’s central claim. In order to hold their thinking about this question, they continue to work with the Commonwealth Club Address Structure anchor chart that was introduced in Lesson 2. As before, keep this as a class anchor chart and have students take notes on their own copies.</li><li>• Students also add to the Agents of Change anchor chart, reflecting on what they have learned from the Chávez speech about how the government and consumers can affect working conditions.</li><li>• Homework provides students with an opportunity to practice the skill that will be on the End of Unit 2 Assessment: identifying the main claim of a section and considering how it relates to the speech as a whole. This should be used only as formative assessment data.</li><li>• Students also correct the returned Mid Unit 2 Assessment for homework. Revising work and explaining their thinking helps students improve their textual analysis skills.</li><li>• Review Commonwealth Club Address, Paragraphs 16 - 26. Read the Text-Dependent Questions for Paragraphs 16 - 21 and for Paragraphs 23 - 26 and consider what answers you hope to see students write. (Since these text-dependent questions are relatively concrete, this lesson does not include a teacher guide for answers to the text-dependent questions. Use the answers those provided in earlier lessons as a model as you consider what a strong student answer would entail).</li><li>• In advance: Be prepared to return students’ Mid-Unit 2 Assessment, with wrong answers marked. Do not provide correct answers. Students correct their own Mid-Unit 2 Assessment as a part of their Lesson 6 homework.</li><li>• Post: learning targets.</li></ul>



Lesson Vocabulary	Materials
structure, contribute, central claim; boycott, dismantled, disposable, reap, wanton, subsidies, subjugated	<ul style="list-style-type: none"><li>• Working Conditions Timeline strips (one per pair of students)</li><li>• Document camera</li><li>• Working Conditions Timeline (for teacher reference)</li><li>• Text of Commonwealth Club Address by César Chávez (students' annotated copies from Lessons 2-5)</li><li>• Weaving Room Discussion Appointments handout (from Unit 1, Lesson 3)</li><li>• Text-Dependent Questions for Paragraphs 16–21 (one per student)</li><li>• Commonwealth Club Address Structure anchor chart (one to post and a copy for each student; from Lesson 2)</li><li>• Commonwealth Club Address Structure anchor chart—teacher edition (from Lesson 2)</li><li>• Agents of Change anchor chart (begun in Lesson 1)</li><li>• Mid-Unit 2 Assessments with wrong answers marked by teacher</li><li>• Homework: Text-Dependent Questions for Paragraphs 23–26 (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that today they will be thinking about how the government can affect working conditions by passing laws. Distribute <b>Working Conditions Timeline strips</b> to each pair of students. Ask students to read the strips and use their background knowledge to try to put them in chronological order. Let them know that it's OK if they don't know; they should just try their best.</li><li>• Using a <b>document camera</b>, display another set of Working Conditions Timeline strips. Cold call on pairs to share what order they put the strips in. Ask students to explain why they put the events in the order they did. Don't spend too long on this; pairs likely ordered the strips very differently; the focus is on their ability to explain their reasoning, not on getting the class to agree on a "right" order.</li><li>• Display the <b>Working Conditions Timeline (for teacher reference)</b> and ask students to compare their order with the timeline. Ask them to raise their hand if anything surprises them. Call on several students to share what surprises them and why.</li><li>• Show students where on the timeline Lyddie was and where Chávez is. Ask:<ul style="list-style-type: none"><li>* "What important laws did the government pass that affected working conditions after Lyddie and before Chávez?"</li><li>* "What laws have been passed since Chávez started the UFW?"</li></ul></li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Adding to the Commonwealth Club Address Structure Anchor Chart for Paragraphs 16–21 (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the learning targets for today. For each target, read the target and tell students, "On the count of three, point to the anchor chart where you think we will record our ideas about this target." Watch for students to indicate that ideas about text structure will go on Commonwealth Club Address Structure anchor chart and ideas about how workers and the government change working conditions will go on the Agents of Change anchor chart.</li> <li>• Ask students to take their <b>Text of Commonwealth Club Address by César Chávez</b> (students' annotated copies from Lessons 2-5) and move to sit with a partner on their <b>Weaving Room Discussion Appointments handout</b> (from Unit 1; you decide which appointment to use).</li> <li>• Display and distribute the <b>Text-Dependent Questions for Paragraphs 16–21</b>. Direct students to work with their partners to answer these questions, again in the left-hand margin of the text.</li> <li>• When most pairs are done, refocus whole group and debrief.</li> <li>• Tell students that now they will add to the <b>Commonwealth Club Address Structure anchor chart</b>. Direct them to get out their individual copies of this chart. Help them notice that the first two sections of the speech explain life before the UFW and then how the UFW helped workers. At this point in the speech, Chávez shifts from looking backward to looking ahead.</li> <li>• Ask students to read the first sentence of Paragraph 16: "Two major trends give us hope and encouragement." Ask: * "What does this tell you about how the rest of the speech might be organized?"</li> <li>• Listen for students to notice that Chávez will explain two reasons the union will continue to be strong. Acknowledge that students probably noticed as they did gist notes that these two trends are not dealt with one at a time in the rest of the speech.</li> <li>• Tell them, however, that Paragraphs 16–21 deal with one trend. Ask them to reread the section carefully and work with their partner to figure out what the main claim of this section is and how it relates to the central claim of the speech. Remind students that one way to figure this out is to notice the major topic of each paragraph; their statement should be a synthesis of the paragraphs, not just an idea drawn from one.</li> <li>• Debrief using the <b>Commonwealth Club Address Structure anchor chart—teacher edition</b> for guidance; prompt students to revise their individual copies of the anchor chart as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• The most important part of Work Time Part A is the last part—adding to the Commonwealth Club Address Structure anchor chart. Make sure to finish the debrief of the text-dependent questions early enough to give students time to grapple with this (at least 10 minutes, including the debrief).</li> <li>• Adding visuals or graphics to anchor charts can help students remember or understand key ideas or directions.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>B. Adding to Agents of Change anchor chart (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that now they will add to the <b>Agents of Change anchor chart</b>, particularly for government and consumers.</li><li>• Think-Pair-Share:<ul style="list-style-type: none"><li>* “In Paragraph 18, Chávez talks about how action by the government made working conditions worse. What government action made working conditions worse? What would Chávez say the government should do to improve working conditions?”</li></ul></li><li>• Make sure students have inferred that Chávez is criticizing the government not for failing to pass laws but failing to enforce a law that was passed.</li><li>• Model: “So I am going to add to my anchor chart under Government: ‘Can improve working conditions by enforcing labor laws that protect workers.’”</li><li>• Ask students to work with their partners to write down one more thing the government can do to improve working conditions (they should think about the entry task; consider posting the timeline) and one thing Chávez says consumers can do.</li><li>• After students have worked for 5 minutes, lead a short debrief and add ideas to the class anchor chart. Make sure students add:<ul style="list-style-type: none"><li>* Government can pass laws that set working hours and minimum wages, make working conditions safe, and protect the right to unionize.</li><li>* Consumers can boycott companies that do not treat workers fairly.</li></ul></li></ul>	





Closing and Assessment	Meeting Students' Needs
<p><b>A. Returning Assessment and Reviewing Homework (7 minutes)</b></p> <ul style="list-style-type: none"><li>• Return students' <b>Mid-Unit 2 Assessments</b>, with wrong answers indicated but not corrected.</li><li>• Tell students that part of their homework for tonight is to correct their assessments, which should be easier now that they have closely read and discussed that passage of the speech. For answers they got wrong, they should circle the correct answer and also add a note explaining why it is the correct answer.</li><li>• Distribute the <b>Homework: Text-Dependent Questions for Paragraphs 23–26</b>. Explain to students that for homework, they will practice the skill of identifying the main claim of a section and considering how that section helps develop the central claim of the speech.</li></ul>	
Homework	Meeting Students' Needs
<p><b>A. Correct your Mid Unit 2 Assessment.</b></p> <p><b>B. Complete the Text-Dependent Questions for Paragraphs 23 - 26.</b></p>	



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# Grade 7: Module 2A: Unit 2: Lesson 6

## Supporting Materials



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The workday is limited to 10 hours.



Slavery is abolished.



The National Labor Union, the first national labor organization, is founded



The Wagner Act is passed, guaranteeing workers the right to form unions, negotiate contracts as a group, and go on strike.



The Fair Labor Standards Act establishes a 40-hour workweek and a federal minimum wage.



United Farm Workers is formed.



The Occupational Health and Safety Act, designed to make sure workers have safe working conditions, is passed.



<b>1835</b>	The workday is limited to 10 hours.
<b>1864</b>	Slavery is abolished.
<b>1866</b>	The National Labor Union, the first national labor organization, is founded.
<b>1935</b>	The Wagner Act is passed, guaranteeing workers the right to form unions, negotiate contracts as a group, and go on strike.
<b>1938</b>	The Fair Labor Standards Act establishes a 40-hour workweek and a federal minimum wage.
<b>1966</b>	United Farm Workers is formed.
<b>1970</b>	The Occupational Health and Safety Act, designed to make sure workers have safe working conditions, is passed.



.....  
**Name:**

.....  
**Date:**

Use Paragraphs 16–21 of Chávez’s Commonwealth Club Address to answer these questions.

Questions	Write the answer to each question in the left-hand margin of the text. Be brief; you do not need to use complete sentences.
1. Why did the UFW stop the boycott in 1975?	
2. What word does Chávez repeat in Paragraph 17? How does that help him develop the claim in this paragraph?	
3. In Paragraphs 18 and 19, Chávez criticizes Governor Deukmejian. For what does he criticize him?	
4. In Paragraph 20, what are the “tragic events” Chávez refers to? Why do these events make a boycott necessary?	



Questions	Write the answer to each question in the left-hand margin of the text. Be brief; you do not need to use complete sentences.
5. In Paragraphs 20 and 21, what evidence does Chávez offer to support his claim that the boycott will be successful?	



.....  
**Name:**

.....  
**Date:**

Use Paragraphs 23–26 of Chávez’s Commonwealth Club Address to answer these questions. Notice that you should write your answers on this paper, not on the speech.

Questions	Write the answer to each question in the left-hand margin of the text. Be brief; you do not need to use complete sentences.
1. After reading P23: Chávez says that the growers are now “reaping the harvest” of decades of actions. To “reap the harvest” means to gather a crop you have grown. What “crop” did the growers plant?	
2. After reading P24: What evidence does Chávez offer of the harm caused by the growers’ use of toxic chemicals?	
3. After reading P26: What language does Chávez use in this paragraph to describe the growers? How does this language help him develop his claim about the growers?	



Questions	Write the answer to each question in the left-hand margin of the text. Be brief; you do not need to use complete sentences.
4. After reading P23–26: What is the main claim of this section?	
5. What connections do you see between the claim of Paragraphs 23–26 and the central claim of the speech?	





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# Grade 7: Module 2A: Unit 2: Lesson 7

## Synthesizing Chávez's Central Claim



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can analyze the development of a theme or central idea throughout the text. (RI.7.2)</p> <p>I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can analyze the structure of Chávez's speech and explain how each section contributes to his central claim.</li><li>• I can identify basic rhetorical strategies and analyze how Chávez uses them to develop his claim.</li></ul>	<ul style="list-style-type: none"><li>• Commonwealth Club Address Structure anchor chart</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li><b>Opening</b><ol style="list-style-type: none"><li>Entry Task (10 minutes)</li></ol></li><li><b>Work Time</b><ol style="list-style-type: none"><li>Rhetoric Tool Matching Game (15 minutes)</li><li>Analyzing Speech Structure: Paragraphs 28 and 29 (15 minutes)</li></ol></li><li><b>Closing and Assessment</b><ol style="list-style-type: none"><li>Exit Ticket: Self-Assessment (5 minutes)</li></ol></li><li><b>Homework</b><ol style="list-style-type: none"><li>Continue reading in your independent reading book for this unit.</li></ol></li></ol>	<ul style="list-style-type: none"><li>In this final lesson about César Chávez's Commonwealth Club Address, students notice the tools of rhetoric that Chávez uses to develop his claims in the second part of the speech. They do this with a physical movement activity. Review your expectations for how and when students move around the classroom just before starting the activity. Descriptions of what you should and should not hear and see will help students be successful.</li><li>Students also analyze the structure of the conclusion of the speech. Because they work independently on this activity, it can be a good opportunity for them to self-assess how well they are learning these reading comprehension skills.</li><li>Students more formally assess themselves on RI.7.5. Encourage them to seek additional help if they do not yet feel prepared for the assessment in Lesson 8.</li><li>Consider what structure you will use for the independent reading check-in scheduled for Lesson 8. As you review the homework with students, make sure they are clear about what they need to have completed beforehand and what they should bring to class that day.</li><li>Review: Commonwealth Club Address, Paragraphs 28 and 29.</li><li>Post: learning targets.</li></ul>



Lesson Vocabulary	Materials
subjugated, sham, hoax, exploit, surname	<ul style="list-style-type: none"><li>• Commonwealth Club Address Structure anchor chart (from Lesson 2)</li><li>• Commonwealth Club Address Structure anchor chart – teacher edition (from Lesson 2)</li><li>• Rhetoric Tool Matching Game (one copy for every eight students)</li><li>• Rhetoric Tool Matching Game (for teacher reference)</li><li>• Text of Commonwealth Club Address by César Chávez (students' annotated copies from Lessons 2-7)</li><li>• Markers (three colors per student)</li><li>• Exit ticket: Self-Assessment (one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out <b>their homework from Lesson 6</b> and then turn and talk with their partners about their answers to the last two questions of the Text-Dependent Questions for Paragraphs 23–26.</li><li>• After students have had a few minutes to talk, debrief these two questions with the whole class.</li><li>• When students have a clear understanding of the main claim of this section and how it relates to the central claim, direct them to take out their <b>Commonwealth Club Address Structure anchor charts</b> and add this information. Write this on the class anchor chart so students have a model of strong work.</li><li>• Ask students to notice that Paragraphs 22 and 27 are already done for them. They will not be reading these sections closely, but they will have a chance to read and analyze the conclusion today.</li><li>• Next, briefly discuss the corrections to the Mid-Unit 2 Assessment, focusing on items with which many students struggled. Tell students they will continue to work on these skills; the End of Unit 2 Assessment also focuses on these standards. Encourage any students who struggled on this assignment to seek additional help.</li><li>• Finally, direct students' attention to the learning targets today and remind them that the End of Unit 3 Assessment will focus on these.</li></ul>	<ul style="list-style-type: none"><li>• Following familiar and established routines can provide students with the comfort and confidence necessary for learning.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Rhetoric Tool Matching Game (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on their careful work to determine what Chávez said, and tell them that now they will pause to think about how he is saying this: What tools from the Rhetoric Toolbox has he been using to build his claims?</li><li>• Distribute the tool notecards from the <b>Rhetoric Tool Matching Game</b> to half the class. Then distribute sentence strips from the game to the other half of the class. Ask students to read their cards and clarify any vocabulary. Consider defining <i>subjugated</i>, <i>sham</i>, <i>hoax</i>, <i>exploit</i>, and <i>surname</i>. Tell students they need to walk around and find their match: So if they have a tool, they need to find an example of that tool. If they have a sentence strip, they need to find a tool card that describes the element of the Rhetoric Toolbox it contains. Once students have found their match, they need to sit down together to discuss their example. (The <b>Rhetoric Tool Matching Game – for Teacher Reference</b> has the correct matches.) They should label it on the right-hand side of their speech text and also talk about why Chávez used that particular strategy in that place.</li><li>• Ask several groups to share their thinking. Provide positive feedback for careful thinking about why Chávez is using particular strategies and how they might be convincing to his audience. Prompt students to add notes to the right hand side of their speeches as their classmates share.</li></ul>	<ul style="list-style-type: none"><li>• The Rhetoric Tool Matching Game discussion activity acts as a physical release. Ensuring that students have opportunities to incorporate physical movement in the classroom supports their academic success.</li></ul>



Work Time	Meeting Students' Needs
<p><b>B. Analyzing Speech Structure: Paragraphs 28 and 29 (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct the students to their <b>Text of Commonwealth Club Address by César Chávez</b> (students' annotated copies from Lessons 2-7). Tell them they have now reached the conclusion. Ask:<ul style="list-style-type: none"><li>* "What does a speaker usually do in the conclusion?"</li></ul></li><li>• List all the reasonable responses from students and then circle the three you want them to focus on. Prompt the class to focus on these three aspects of a conclusion:</li><li>• It sums up the speaker's most important ideas. (Ask students to identify what ideas they think are most important to Chávez. The way working conditions changed? The boycott? The conditions of Chicanos?)</li><li>• It returns to the central claim of the speech. (Remind students what it is in Chávez's speech. Reread it from the structure anchor chart. Will he say it the same way?)</li><li>• It looks forward to the future. (Remind students to look for the signal word "will" as they read.)</li><li>• Give each student three <b>different colored markers</b>. Ask them to reread the conclusion to themselves and mark when they see Chávez doing what they have just identified as the three things speakers do in the conclusion.</li><li>• After 5 minutes, debrief students on the activity. They should add to their Commonwealth Club Address Structure anchor charts for these paragraphs. Use the Commonwealth Club Address Structure anchor chart – teacher edition as you support students in this work.</li></ul>	<ul style="list-style-type: none"><li>• Consider helping struggling learners in a small group during this exercise.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: Self-Assessment (5 minutes)</b></p> <ul style="list-style-type: none"><li>Ask students to read the learning targets for today and answer the <b>exit ticket: self-assessment</b>. Encourage students who still have questions about structure to come for extra help outside of class time.</li></ul>	<ul style="list-style-type: none"><li>Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.</li></ul>
Homework	Meeting Students' Needs
<p><b>A. Continue reading in your independent reading book for this unit. There will be a reading check-in tomorrow. Make sure you've met your goal and are prepared to talk about your book.</b></p> <p><i>Note: Use the exit ticket to inform how you will open class tomorrow.</i></p>	



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# Grade 7: Module 2A: Unit 2: Lesson 7

## Supporting Materials



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Directions: Depending on your class, please make several copies of this page. Separate each sentence strip and each tool card. Distribute them to students so each student has either one sentence strip or one tool card.

**Sentence Slips**

**Tool Cards**

It means that the right to vote in free elections is a sham. It means the right to talk freely about the union among your fellow workers on the job is a cruel hoax. It means the right to be free from threats and intimidation by growers is an empty promise. (P18)	Repetition of words and phrases
The newest Harris Poll revealed that 17 million Americans boycotted grapes. (P20)	Cite statistic
Today the growers are like a punch-drunk old boxer who doesn't know he's past his prime. (P26)	Figurative language
These are the sins of the growers, not the farm workers. (P26)	Emotionally charged language
For generations, they have subjugated entire races of dark-skinned farm workers. (P26)	Appeal to moral sense of audience
Are these make-believe threats? Are they exaggerations? (P19)	Rhetorical questions
... and ask the family of Rene Lopez, the young farm worker from Fresno who was shot to death last year because he supported the union as he came out of a voting booth. (P19)	Includes personal anecdote
There are now 1.1 million Spanish-surname registered voters in California. (P22)	Cite statistic
We didn't abuse and exploit the people who work the land. (P26) 	Appeal to moral sense of audience



**Sentence Slips**

It means that the right to vote in free elections is a sham. It means the right to talk freely about the union among your fellow workers on the job is a cruel hoax. It means the right to be free from threats and intimidation by growers is an empty promise. (P18)

The newest Harris Poll revealed that 17 million Americans boycotted grapes. (P20)

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For generations, they have subjugated entire races of dark-skinned farm workers. (P26)

Are these make-believe threats? Are they exaggerations? (P19)

... and ask the family of Rene Lopez, the young farm worker from Fresno who was shot to death last year because he supported the union as he came out of a voting booth. (P19)

There are now 1.1 million Spanish-surname registered voters in California. (P22)

We didn't abuse and exploit the people who work the land. (P26)

**Tool Cards**

Repetition of words and phrases

Cite statistic

Figurative language

Emotionally charged language

Appeal to moral sense of audience

Rhetorical questions

Includes personal anecdote

Cite statistic

Appeal to moral sense of audience



.....  
**Name:** .....

**Date:** .....

**Directions:** Here is one of your learning targets for this unit: “I can analyze the structure of Chávez’s speech and explain how each section contributes to his central claim.” In the next lesson, you will demonstrate how well you have reached this target on the End of Unit Assessment. You will read a new speech by Chávez and analyze its structure.

What has helped you progress toward meeting this standard?

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What questions do you still have?

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What will you do to be successful on this assessment?

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## **Grade 7: Module 2A: Unit 2: Lesson 8**

### **End of Unit Assessment: Analyzing the Structure of Chávez's Wrath of Grapes Speech**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)

I can determine a theme or the central ideas of an informational text. (RI.7.2)

I can analyze the development of a theme or central idea throughout the text. (RI.7.2)

I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)

I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)

**Supporting Learning Targets**

- I can analyze the development of a central idea in a César Chávez speech.
- I can analyze interactions between individuals, events, and ideas in a Chávez speech.
- I can analyze how paragraphs of Chávez's speech contribute to the development of the central claim.

**Ongoing Assessment**

- End of Unit 2 Assessment: Analyzing the Structure of Chávez's Wrath of Grapes Speech



Agenda	Teaching Notes
<ol style="list-style-type: none"><li><b>Opening</b><ol style="list-style-type: none"><li>Entry Task: Reading "Wrath of Grapes" speech (10 minutes)</li></ol></li><li><b>Work Time</b><ol style="list-style-type: none"><li>End of Unit 2 Assessment (20 minutes)</li><li>Independent Reading Activity (10 minutes)</li></ol></li><li><b>Closing and Assessment</b><ol style="list-style-type: none"><li>Turn and Talk (5 minutes)</li></ol></li><li><b>Homework</b><ol style="list-style-type: none"><li>Continue reading in your independent reading book for this unit.</li></ol></li></ol>	<ul style="list-style-type: none"><li>This lesson includes the End of Unit 2 Assessment, which assesses RI.7.1, RI.7.2 (except for writing an objective summary), RI.7.3, and RI.7.5.</li><li>In the new Chávez speech that students read for this assessment, there are terms that students will not be familiar with. In order to accurately assess the skills included on the assessment and ensure there is no confusion over meaning of these terms, the definitions should be posted for students to refer to during the assessment.</li><li>After the End of Unit 2 Assessment, there is time dedicated for Independent Reading. Pick up where you left off with the launch of independent reading or do a check-in. See the Launching Independent Reading in Grades 6-8: Sample Plan (stand-alone document on EngageNY.org) for possible activities.</li><li>In advance: Post vocabulary terms and definitions:<ul style="list-style-type: none"><li><i>concur</i>: agree</li><li><i>critical</i>: very important</li><li><i>DDT, DDE, Dieldrin</i>: pesticides and chemicals used by growers</li><li><i>reckless</i>: not considering risk</li><li><i>enacted</i>: passed</li><li><i>blatant</i>: easy to see</li><li><i>indiscriminate</i>: without considering the harm this might cause</li><li><i>residues</i>: remaining chemicals</li><li><i>insecticides</i>: chemicals that kill insects</li><li><i>nerve gas</i>: poisonous gas that affects the brain</li><li><i>carcinogens</i>: cancer-causing</li><li><i>wakes</i>: funerals</li><li><i>plague</i>: disease that causes death and spreads rapidly</li></ul></li></ul>



Lesson Vocabulary	Materials
concur, critical, DDT, DDE, Dieldrin, reckless, enacted, blatant, indiscriminate, residues, insecticides, nerve gas, carcinogens, wakes, plague	<ul style="list-style-type: none"><li>• Vocabulary words and definitions (posted)</li><li>• Assessment Text: Wrath of Grapes speech (excerpts; one per student)</li><li>• End of Unit 2 Assessment: Analyzing the Structure of Chávez's Wrath of Grapes Speech (one per student)</li><li>• End of Unit 2 Assessment: Analyzing the Structure of Chávez's Wrath of Grapes Speech (Answers, for Teacher Reference)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Reading “Wrath of Grapes” speech (10 minutes)</b></p> <ul style="list-style-type: none"><li>• As students enter, distribute the <b>Assessment Text: “Wrath of Grapes”</b> speech (excerpt). Tell them that today they will show you how much they have learned about analyzing the structure of a speech by completing an assessment of this text. Ask students to silently read the speech to themselves, using the posted vocabulary and circling words they do not know.</li><li>• After students have read the speech, answer any clarifying questions about vocabulary. Make sure that students notice when Chávez is giving this speech: It is May 1986, a few years after his Commonwealth Club Address. Remind students that in the previous speech, Chávez called for a renewal of the grape boycott. As he gives this “Wrath of Grapes” speech, the grape boycott is continuing.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 2 Assessment (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that today they get to demonstrate their progress on the learning targets:<ul style="list-style-type: none"><li>* "I can analyze the development of a central idea in a César Chávez speech."</li><li>* "I can analyze interactions between individuals, events, and ideas in a Chávez speech."</li><li>* "I can analyze how paragraphs of Chávez's speech contribute to the development of the central claim."</li></ul></li><li>• Assure students that there are no tricks to this assessment; it follows what they have been doing throughout the unit.</li><li>• Remind them that everyone needs to remain silent until the entire class is finished, and that this commitment is how they show respect for each other—it is non-negotiable. Write on the board: "If you finish early, you can ..." and include suggestions they made in Module 1, Unit 1, Lesson 14.</li><li>• Distribute the <b>End of Unit 2 Assessment: Analyzing the Structure of Chávez's Wrath of Grapes Speech</b> to each student. Remind them that they can and should refer to their texts as they complete the assessment. Tell students you will be concerned if you do not see them rereading as they complete the assessment.</li><li>• Collect students' assessments. Congratulate them on having completed the assessment. Point out students who showed positive test-taking strategies such as rereading the text, reading the questions several times, or crossing out answers they know are incorrect.</li></ul>	
<p><b>B. Independent Reading Activity (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Refer to Launching Independent Reading in Grades 6-8: Sample Plan (stand-alone document on EngageNY.org) and decide how best to use this time with your students. Options include:<ul style="list-style-type: none"><li>* Continue or complete the launch of independent reading</li><li>* Check in on independent reading</li></ul></li></ul>	





Closing and Assessment	Meeting Students' Needs
<b>A. Turn and Talk (5 minutes)</b> <ul style="list-style-type: none"><li>Ask students to turn and talk with a partner:<ul style="list-style-type: none"><li>* "How does Chávez's "Wrath of Grapes" speech relate to the question of working conditions? Who is he saying should be an agent of change? How?"</li></ul></li></ul>	<ul style="list-style-type: none"><li>Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.</li></ul>
Homework	Meeting Students' Needs
<b>A. Continue reading in your independent reading book for this unit.</b>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Unit 2: Lesson 8

## Supporting Materials



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Wrath of Grapes Speech

César Chávez, May 1986 (excerpted)

SECTION A

P1. I am speaking to you about our Wrath of Grapes boycott.

P2. Because I believe our greatest court, the court of last resort, is the American people. And I believe that once you have taken a few moments to hear this message, you will **concur** in this verdict along with a million other North Americans who are already committed to the largest grape boycott in history.

P3. The worth of humans is involved here.

P4. I see us as one family. We cannot turn our backs on each other and our future. We farm workers are closest to food production. We were the first to recognize the serious health hazards of agriculture pesticides to both consumers and ourselves.

SECTION B

P5. Twenty years ago, over 17 million Americans united in a grape boycott campaign that transformed the simple act of refusing to buy grapes into a powerful and effective force against poverty and injustice. Through the combined strengths of a national boycott, California farm workers won many of the same rights as other workers—the right to organize and negotiate with growers.

P6. But we also won a critical battle for all Americans. Our first contracts banned the use of **DDT**, **DDE**, **Dieldrin** on crops, years before the federal government acted.

SECTION C

P7. Twenty years later, our contracts still seek to limit the spread of poison in our food and fields, but we need your help once again if we are to succeed.

P8. A powerful self-serving alliance between the California governor and the \$14 billion agricultural industry has resulted in a systematic and **reckless** poisoning of not only California farm workers but of grape consumers throughout our nation and Canada.

P9. The hard-won law **enacted** in 1975 has been trampled beneath the feet of self-interest. **Blatant** violations of California labor laws are constantly ignored. And worst of all, the **indiscriminate** and even illegal use of dangerous pesticides has radically increased in the last decade, causing illness, permanent disability, and even death.



Wrath of Grapes Speech

César Chávez, May 1986 (excerpted)

SECTION D

P10. Human lives are worth more than grapes and the innocent-looking grapes on the table may disguise poisonous **residues** hidden deep inside, where washing cannot reach.

P11. Of the 27 legal restricted toxic poisons currently used on grapes, at least five are potentially as dangerous or more hazardous to consumers and grape workers than deadly Aldicarb and Orthene.

P12. Here are five major threats to your health that cling to the California table grapes. Parathion and Phosdrin are highly poisonous **insecticides**, similar to **nerve gas**, and are responsible for the majority of deaths and serious poisoning of farm workers. They cause birth defects and are **carcinogens**.

P13. How do we comfort the mother of maimed and stillborn infants, the parents who watch their teenage children sicken or die?

P14. What report can be cited at the hospital beds I visit, at growing numbers of **wakes** I attend?

P15. What court will hear the case of 32-year-old Juan Chaboya, murdered by deadly chemicals in the freshly sprayed fields outside San Diego? His dead body dumped by the growers 45 miles away at a Tijuana clinic? What excuse for justice will we offer his four children and his widow if we do nothing?

SECTION E

P16. Now is the time for all of us to stand as a family and demand a response in the name of decency. Too much is at stake. This is a battle that none of us can afford to lose because it is a fight for the future of America. It is a fight we can win, and it is a fight that everyone can join.

P17. I am asking you to join us now and be counted to join the growing family of individuals who will boycott grapes until the demands of decency have been met.

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P18. My friends, the wrath of grapes is a **plague** born of selfish men that is indiscriminately and undeniably poisoning us all. Our only protection is to boycott the grapes, and our only weapon is the truth. If we unite, we can only triumph for ourselves, for our children, and for their children.



.....  
**Name:**

.....  
**Date:**

**Directions:** Read the “Wrath of Grapes” speech carefully. Use the text to answer the questions below.

1. César Chávez’s central purpose for this text is to convince his audience to boycott the grapes. Identify the line in the speech where he articulates this purpose. (RI.7.1)

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2. Identify two reasons Chávez gives to join the boycott. (RI.7.2)

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3. Reread the speech. How does each part develop the central claim? (RL7.5)

Section	What is the main claim in this part of the speech?	How does this claim develop the central claim of the speech?
A		
B		
C		
D		
E		

4. Reread Section D. In what ways does Chávez create sympathy for his cause? (RI.7.5)

- He illustrates the problem with specific, personal examples.
- He names the poisons that are used on the grapes.
- He gives the background of the boycott.
- He summarizes all the horrible things that have happened to farmworkers.



5. How is this different from what he is trying to do in Sections B and C? (RI.7.5)

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**Directions:** Read the “Wrath of Grapes” speech carefully. Use the text to answer the questions below.

1. César Chávez's central purpose for this text is to convince his audience to boycott the grapes. Identify the line in the speech where he articulates this purpose. (RI.7.1)

**Option A:**

**I am asking you to join us now and be counted to join the growing family of individuals who will boycott grapes until the demands of decency have been met.**

**Option B: My friends, the wrath of grapes is a plague born of selfish men that is indiscriminately and undeniably poisoning us all. Our only protection is to boycott the grapes, and our only weapon is the truth. If we unite, we can only triumph for ourselves, for our children, and for their children.**

2. Identify two reasons Chávez gives to join the boycott. (RI.7.2)

**Options:**

- **Growers are not respecting labor laws.**
- **Growers are using toxic chemicals that are harmful to farmworkers.**
- **Growers are using toxic chemicals that are harmful to consumers.**
- **Join the side of decency and justice.**
- **If consumers unite with farmworkers, they can bring about positive change.**





3. Reread the speech. How does each part develop the central claim? (RL7.5)

*Grading suggestion:*

*Assign 2 points for each section:*

*2 = main claim accurately summarized + clear connection to central claim*

*1.5 = main claim mostly accurate + partially explained connection to central claim*

*1 = mostly inaccurate main claim OR connection to central claim missing or inaccurate*

Section	What is the main claim in this part of the speech?	How does this claim develop the central claim of the speech?
A	Consumers will support the boycott because we are all one people, and we have a common purpose. Consumers and farmworkers share the same interests.	Chávez is calling on consumers to join a boycott, so he begins by referring to their sense of justice and assuring them that they have a common cause with the farmworkers.
B	The original grape boycott won labor protections for farmworkers and also banned harmful chemicals.	The last boycott was successful, which is evidence that this boycott can also be successful.
C	Because the governor and the growers are disregarding the 1975 law, there are violations of labor rights and the use of pesticides that harm farmworkers and consumers is growing.	This section outlines the problem that Chávez says the boycott will address.
D	This section gives examples of the many negative effects for the farmworkers of the use of pesticides and other chemicals.	This supports the main claim by showing all of the harm caused by the growers' use of chemicals, and gives anecdotal reasons to support the claim that the use of pesticides is a problem and must be stopped.
E	Consumers and workers must unite in a boycott to stop the dangerous practices of the growers.	In his conclusion, Chávez states his central claim: that consumers should join the boycott because they and the farm workers have a shared interest in stopping the use of pesticides and other chemicals.



4. Reread Section D. In what ways does Chávez create sympathy for his cause? (RI.7.5)

- a. **He illustrates the problem with specific, personal examples.**
- b. He names the poisons that are used on the grapes.
- c. He gives the background of the boycott.
- d. He summarizes all the horrible things that have happened to farmworkers.

5. How is this different from what he is trying to do in Sections B and C? (RI.7.5)

**In sections B and C, Chávez is outlining the background: how the problem came to be. In Section D, he is using personal examples to get the audience to care about the problem and understand how it is affecting farmworkers.**