



EXPEDITIONARY  
LEARNING

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



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



## 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	<p><b>Text-Dependent Questions about Theme: How Do Individuals Survive in Challenging Environments?</b></p> <p>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.</p>
Alternate Mid-Unit 2 Assessment	<p>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.</p>
End of Unit 2 Assessment	<p><b>Analyzing the Structure of Chávez's "Wrath of Grapes" Speech</b></p> <p>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.</p>

### 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.