



EXPEDITIONARY
LEARNING

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
<p>1. Opening</p> <p>A. Entry Task: Reading “Wrath of Grapes” speech (10 minutes)</p> <p>2. Work Time</p> <p>A. End of Unit 2 Assessment (20 minutes)</p> <p>B. Independent Reading Activity (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Turn and Talk (5 minutes)</p> <p>4. Homework</p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"> • 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. • 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. • 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. • In advance: Post vocabulary terms and definitions: <ul style="list-style-type: none"> – <i>concur</i>: agree – <i>critical</i>: very important – <i>DDT, DDE, Dieldrin</i>: pesticides and chemicals used by growers – <i>reckless</i>: not considering risk – <i>enacted</i>: passed – <i>blatant</i>: easy to see – <i>indiscriminate</i>: without considering the harm this might cause – <i>residues</i>: remaining chemicals – <i>insecticides</i>: chemicals that kill insects – <i>nerve gas</i>: poisonous gas that affects the brain – <i>carcinogens</i>: cancer-causing – <i>wakes</i>: funerals – <i>plague</i>: disease that causes death and spreads rapidly



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

Opening	Meeting Students’ Needs
<p>A. Entry Task: Reading “Wrath of Grapes” speech (10 minutes)</p> <ul style="list-style-type: none"> • As students enter, distribute the Assessment Text: “Wrath of Grapes” 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. • 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. 	



Work Time	Meeting Students’ Needs
<p>A. End of Unit 2 Assessment (20 minutes)</p> <ul style="list-style-type: none"> • Tell students that today they get to demonstrate their progress on the learning targets: <ul style="list-style-type: none"> * “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.” • Assure students that there are no tricks to this assessment; it follows what they have been doing throughout the unit. • 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. • Distribute the End of Unit 2 Assessment: Analyzing the Structure of Chávez’s Wrath of Grapes Speech 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. • 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. 	
<p>B. Independent Reading Activity (10 minutes)</p> <ul style="list-style-type: none"> • 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"> * Continue or complete the launch of independent reading * Check in on independent reading 	



Closing and Assessment	Meeting Students’ Needs
<p>A. Turn and Talk (5 minutes)</p> <ul style="list-style-type: none">• Ask students to turn and talk with a partner:<ul style="list-style-type: none">* “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?”	<ul style="list-style-type: none">• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.
Homework	Meeting Students’ Needs
<p>A. Continue reading in your independent reading book for this unit.</p>	



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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.

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)

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



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)

- 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)



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.