



EXPEDITIONARY  
LEARNING

# **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)**

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 structure of Chávez’s speech and explain how each section contributes to his central claim.

**Ongoing Assessment**

- Forming Evidence-Based Claims graphic organizer for Paragraphs 8–15



Agenda	Teaching Notes
<p>1. <b>Opening</b></p> <p>A. Reviewing Learning Targets (3 minutes)</p> <p>2. <b>Work Time</b></p> <p>A. Forming Evidence-Based Claims: Paragraphs 8–15 (15 minutes)</p> <p>B. Speech Structure and Anchor Chart (5 minutes)</p> <p>C. Listening for the Gist: Paragraphs 16–30 (20 minutes)</p> <p>3. <b>Closing and Assessment</b></p> <p>A. Turn and Talk (2 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 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
<p><b>A. Turn and Talk (2 minutes)</b></p> <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
<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: 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></p>	



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## Supporting Materials



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

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

<b>Claim</b>  What is a claim that Chávez makes about the UFW in Paragraphs 8–15?			



<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)