

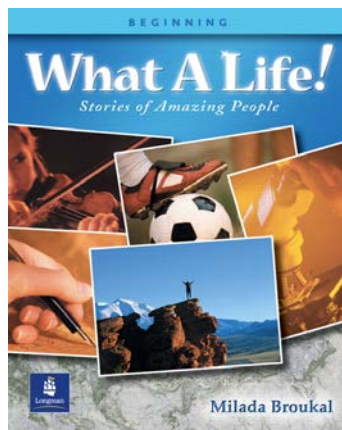
Sample Lesson Plan (Level 2): Cesar Chavez Biography

From Building Background to Citing and Summarizing

- CCR Anchor 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)
- CCR Anchor 2: Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)

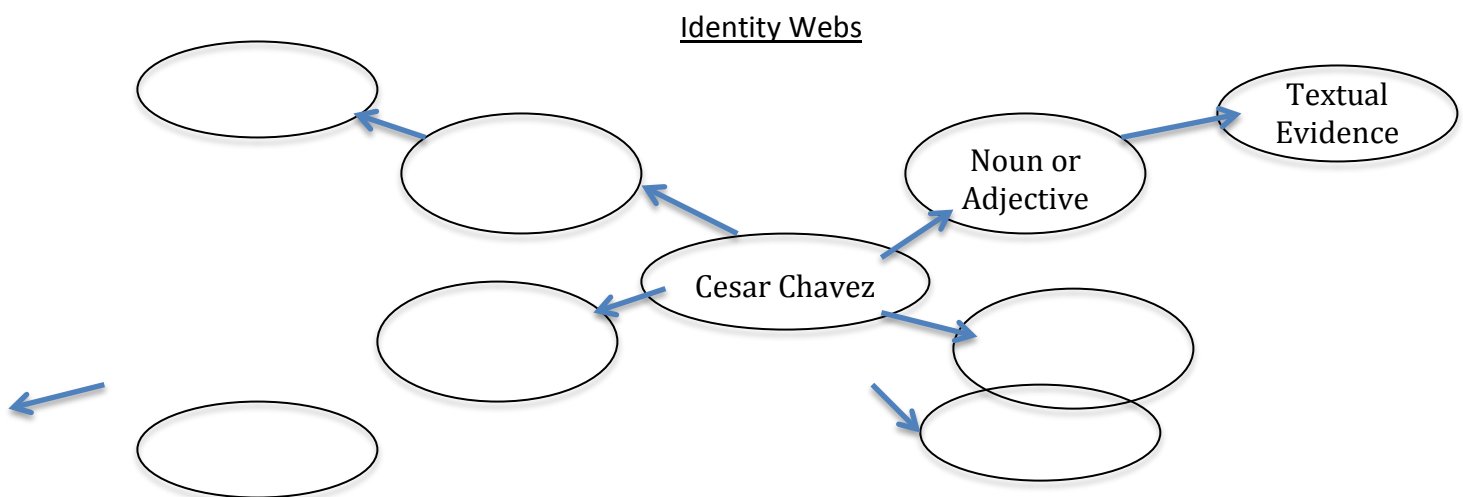
Materials:

- Photographs related to workers' rights and labor organizing
- Chart paper
- Markers
- Index cards
- Short biography (1 page) about Cesar Chavez and accompanying handouts (ex. from *What a Life!* Series by Milada Broukal)



1. **Building Background and Vocabulary:** As a class, look at photographs of people working and organizing. Brainstorm new vocabulary words from the photographs, which students write down. Then pairs each look at one of the posters and write 2 comments using a sentence frame (ex. "I think that ... is _____ing because ..." and "There is a person who is ___ing because..."). Rotate through the posters. Share.
2. **Understanding Motivations:** Class brainstorms as many emotion adjectives as possible and writes them on the board, then students look at posters again and write sentences using these words ("I think that the man is tired because..."). Share.
3. **Connecting to Personal Opinion:** Discuss "If you had a job at \$7.25/hour, would you go on strike?" Students write "I would/wouldn't go on strike because..." Share and discuss how their answer might change, given different variables.
4. **Pre-reading activity:** Students look at the picture on the title page and discuss the information, then hypothesize who Cesar Chavez was ("I think that he was... because...").

5. **Listening Practice:** Students listen to teacher read the article first and try to answer questions: 1) What country was Cesar a citizen of? 2) What job did his parents have? 3) Why was it difficult for him to get an education? 4) How did Cesar protest to help the farm workers? The second time, students listen while reading along.
6. **While-reading activity - citing evidence from the text:** Demonstrate an identity web. Students read the article alone and create a web with nouns and adjectives about Cesar Chavez (using prior lessons on personality adjectives, or dictionary). Then show how to cite textual evidence for each adjective on the identity web. Students compare webs with a partner, using “I think that... because the text says ‘...’” Share as a class. Then complete reading questions on the handouts and discuss together. Students read out loud with partner, practicing -ed pronunciation.



7. **Pre-writing:** Students number the paragraphs, then draw a storyboard of the story on chart paper in pairs. Each picture represents the important information of one paragraph. (Partners will discuss what is the most important information from the paragraph, and how to represent it.)
8. **Speaking:** Students tell the story to a partner, using only the pictures they drew as a memory aid. The partner checks for past tense use and pronunciation and gives accuracy feedback.
9. **Writing:** On index cards, students write one sentence for each picture, using the past tense. Students may not look at the text, only at the pictures they drew. Mix up the index cards and other groups read the cards and match the card to the correct picture. Edit sentences together.
10. **Summarizing:** Discuss which pictures and sentences students felt were the most important, and how to combine multiple sentences using conjunctions. Students write 1 sentence that explains Chavez’s life and work, and share with the class.
11. **Personal response:** Students return to the question, “If you made \$7.25/hr., would you go on strike?” Write or talk about their answer. Discuss how they felt about the story.