

Cesar Chavez: American Hero

Author Kim Figueroa
Grade Level 2
Duration 1 class period

National Standards

GEOGRAPHY

Essential Element: Human Systems

9. The characteristics, distribution and migration of human populations on Earth's surface

12. The processes, patterns, and functions of human settlement

NEXT GENERATION OF SCIENCE STANDARDS

Engineering Design

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Common Core Standards (AZ College and Career Ready Standards)

ELA

Reading

Literature

Key Ideas and Details

2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Informational Text

Key Ideas and Details

2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Writing

Production and Distribution of Writing

AZ.2.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

a. Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, captions, charts, diagrams) in which the development, organization, and style are appropriate.

Other Arizona Standards

SOCIAL STUDIES STANDARD

Strand 1 American History

Concept 1: Research Skills for History

PO 5. Retell stories to describe past events, people and places.

Strand 3

Civics/Government

Concept 4: Rights, Responsibilities, and Roles of Citizenship

PO 3. Describe the importance of students contributing to a community (e.g., helping others, working together, service projects).

Strand 4 Geography

Concept 1: The World in Spatial Terms

PO 6. Locate physical and human features using maps, illustrations, images, or globes:

a. physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert)

b. human (i.e., Equator, Northern and Southern Hemispheres, North and South Poles, city, state, country)

Concept 4: Human Systems

PO 2. Describe the reasons-(e.g., jobs, climate, family) for human settlement patterns.

PO 3. Discuss the



major economic activities and land use (e.g., agricultural, industrial, residential, commercial, recreational, resources) of regions studied.

**SCIENCE STANDARD
Strand 3: Personal and Social Perspectives
Concept 2 Scientific Testing**

PO 3 Identify a simple problem that could be solved by using a suitable tool.

SIOP Elements		
<p>Preparation Adapting content Linking to background Linking to past learning Strategies used</p>	<p>Scaffolding Modeling Guided practice Independent practice Comprehensible input</p>	<p>Grouping Option Whole class Small groups Partners Independent</p>
<p>Integrating Processes Reading Writing Speaking Listening</p>	<p>Application Hands on Meaningful Linked to objectives Promotes engagement</p>	<p>Assessment Individual Group Written Oral</p>

TESOL Standard(s)

ESL: English for Content

To use English to achieve academically in all content areas: Students will use English to interact in the classroom

EFC-A. Following oral and written directions, implicit and explicit

EFC-B. Participating in full class, group, and pair discussions

To obtain, process, construct, and provide subject matter information in spoken and written form

EFC-C. Listening to, speaking, reading, and writing about subject matter information

EFC-D. Gathering information orally and in writing

Arizona English Language Proficiency Standards

Stage II

Basic



Cesar Chavez: American Hero

Delivery of Oral Communications

Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.

B-2: responding to read-alouds (fiction and nonfiction) by identifying main ideas and supporting details in complete sentences.

Standard 2: The student will express orally his or her own thinking and ideas.

B-5: asking and responding to academic questions using complete sentences, with instructional support. (i.e., who, what, where, when, why, how) (e.g., *making comparisons and describing events, etc.*).

Overview

One must believe that by examining a problem and finding a solution, one can improve the quality of life for many. One American hero, Cesar Chavez, was an activist who worked to solve problems, and from his example, students will become aware of their ability to make a difference.

Purpose

In this lesson students will learn about Cesar Chavez and how identifying a simple problem and acting on it could change the way people work and live. This ideal of helping others is a central part of this lesson. This lesson contains strategies for diverse learners (ELLs).

Key Vocabulary

march-- to walk in an organized matter

boycott-- a protest in which the public is asked not to buy certain products or services until the worker's demands are met

migrant worker-- a person who goes from one place to another usually because he/she is looking for work

civil rights – the rights that every person should have and not based on if the person is female or male, race, or religion

technology—manmade object that solves a problem or makes life easier

Materials

- [Harvesting Hope: The Story of Cesar Chavez](#) by Kathleen Krull
- Cesar Chavez Graphic Organizer

- Cesar Chavez: An American Hero PowerPoint
- State of California map
- State of California map with the route taken during grape boycott march
- Social Studies or Science Journals
- Cesar Chavez Student Vocabulary for Journals (can be used instead of Vocabulary Cards and pasted into journals)
- Vocabulary Cards
- Vocabulary Test
- 30 items from home or classroom
- Paper bags
- A Mural of Pictures about Cesar Chavez and his work with the farmworkers (optional)

Objectives

The student will be able to:

1. Describe past events, people and places.
2. Gather information about a situation/problem people want to change and solve it through the development of a new or improved object or tool.

Procedures

Prerequisite Knowledge: Students have been introduced to The Civil Rights Movement, Martin Luther King Jr., and the act of dialogue with non-violence.

Engage:

a. Distribute a paper bag to each student. Each bag will contain an item for them to observe then describe to their partner or the group. **(Application: Hands on)** Allow time for discussion with partner. **(Grouping Option: Partners, Small group)** Next,



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Cesar Chavez: American Hero

ask student to think about and share how that item can vary in size, texture, color etc. **(Integrating Processes: Listening, Speaking)**

b. Solicit definitions of what they believe the word **technology** means. Then relate that technology is a manmade object that solves a problem or makes life easier. It is an object, process or system. Place this word on the word wall or hand out the vocabulary card with this word defined and illustrated.

c. Have students look back at their item from the bag and identify how this object solves a problem or makes life easier. **(Application: Meaningful)**

d. Collect bags with items.

Explore:

a. Display on projector an image of farmworkers bent over in field using short handled hoe or Slide 2 of the Power Point. Ask for volunteers to come up and recreate the photo. **(Application: Promotes engagement, Meaningful)**

b. Have students remain in the bent position for a minute or two. Solicit how they felt. **(Application: Linked to objectives)** Write their responses on chart paper.

c. Now, ask the group to describe what they see in the photo. **(Grouping Option: Whole class)** Record a few responses. Then ask what they see missing in photo (ex: shade, water)

d. Select a student to read the definition of technology once again. **(Application: Promotes engagement, Meaningful)**

e. Hang up a mural composed of Cesar Chavez and relevant pictures (or show the Cesar Chavez: An American Hero PowerPoint) giving time for the students to observe the various pictures.

(Preparation: Adapting content and Linking to background) Explain the essential concepts and items in the pictures. **(Scaffolding: Comprehensible input)**

Explain

a. Pass out the remainder of the Vocabulary Cards to the students (or groups of students). Have the students write the words ONLY in their social studies or science journal. They will write the definitions at later time. **(Scaffolding: Independent practice)** **(Integrating Processes: Writing)**

b. Now lead a discussion to make connections between pictures on mural and vocabulary words. **(Scaffolding: Comprehensible input)**

Elaborate

a. Project the map of California with the cities in the boycott marches labeled. Read *Harvesting Hope: The Story of Cesar Chavez*, skimming to touch on the highlights essential to understanding Chavez's contribution to the farmworkers. **(Integrating Processes: Listening)**

As the story proceeds, have students mark on their maps of California where Chavez traveled during the boycott marches. Answers: Delano, Ducor, Fresno, Modesto, Stockton and Sacramento. **(Integrating Processes: Listening, Writing)**

b. Stop occasionally to have students relate visuals from mural and vocabulary cards to the story being told. **(Scaffolding: Comprehensible input)**

c. As vocabulary words are discussed in the reading, have students add the definitions to the words in their journals using the definitions on the vocabulary cards. **(Application: Promotes engagement, Meaningful)**

Optional idea: Have students glue in a copy of Cesar Chavez Student Vocabulary for Journals if time is an issue.

Evaluate:

a. At the conclusion of the story, have students complete the Cesar Chavez Graphic Organizer. **(Assessment: Individual, Written)**

Assessment

For a Social Studies, Science, and Writing mastery:

- Students will answer the questions on the Cesar Chavez Graphic Organizer. Answers will be graded as Satisfactory (complete and accurate answers) or Unsatisfactory (a lack of completeness and correctness).

For Social Studies mastery:

- Students will correctly identify 5 of the 6 cities on the map of California.

For a Reading mastery:

- Students will score 80% or higher on the Vocabulary Test.

Extensions

Read the entire book *Harvesting Hope: The Story of Cesar Chavez*.

Students can present orally what problem they wanted to solve, what their new tool or object would



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be, and share their drawings from the graphic organizer.

Sources

Krull, Kathleen. (2003). *Harvesting Hope The Story of Cesar Chavez*. New York: Scholastic Inc.

Information about workers using short handled hoe:
<http://www.dailykos.com/story/2010/09/26/905301/-How-regulation-came-to-be-El-Cortito-the-short-hoe>



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