

Cesar Chavez: American Hero

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Grade Level 2
Duration 1 class period

National Standards

GEOGRAPHY

Essential Element 4: 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.

AZ Standards

ELA

Reading

Informational Text

Key Ideas and Details

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

2.RI.3 With prompting and support, 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.

SCIENCE

Core Ideas for Using Science

U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.

U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

2.G3.1 Explain why and how people, goods, and ideas move from place to place. Key concepts include but are not limited to transportation, trade, immigration, migration, and communication

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied.

SIOP Elements

Preparation

Adapting content

Linking to background

Linking to past learning
Strategies used

Scaffolding

Modeling

Guided practice

Independent practice

Comprehensible input

Grouping Option

Whole class

Small groups

Partners

Independent

Integrating Processes

Reading

Writing

Speaking

Listening

Application

Hands on

Meaningful

Linked to objectives

Promotes engagement

Assessment

Individual

Group

Written

Oral



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Arizona English Language Proficiency Standards

Grade 2

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: ask and answer questions by using evidence from a text.

B-3: identify key details that support the main idea or message.

Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.

B-1: determine the meaning of frequently occurring academic and content-specific words and phrases.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

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.



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Engage:

- 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, ask student to think about and share how that item can vary in size, texture, color etc. **(Integrating Processes: Listening, Speaking)**
- 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.
- Have students look back at their item from the bag and identify how this object solves a problem or makes life easier. **(Application: Meaningful)**
- Collect bags with items.

Explore:

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

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

Elaborate

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

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

Assessment

Social Sciences, Science, and ELA

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).

Geography

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

ELA

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 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>