



Student Resources

English Language Arts

Grade

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SAUSD Fall 2014-2015

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Road to Equality

Work with a partner to decide whether you agree with the statements below. Use the language on the **Dyad Share** below to guide your instruction.

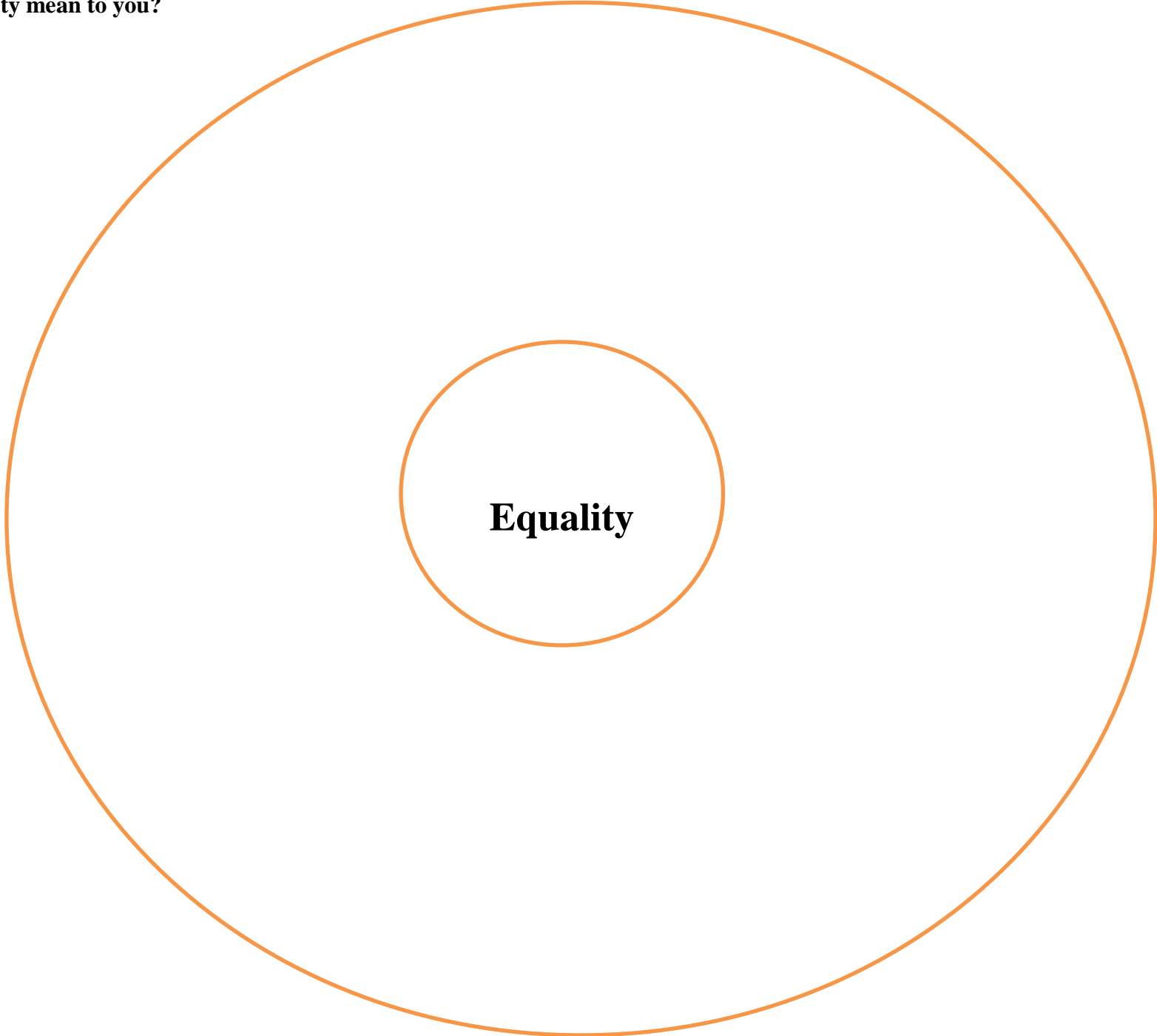
Extended Anticipatory Guide					
Statements	Opinion before Study Begins		Opinion at end of study		Evidence:
	Agree	Disagree	Agree	Disagree	
1. It is only possible for some people to experience equality					
2. Sometimes it is acceptable for people to treat others unjustly.					
3. Equality can exist within segregation, a separation of people.					
4. Equality is when all people are measured by the same standards					
5. Equality is when all people have access to the same resources and opportunities.					

Work with your partner using the following language to discuss and determine whether you agree or disagree with the statements in the Extended Anticipatory Guide:

Student 1: Okay, I will begin by reading statement #1. (Read statement). Based on what I know, I would say that _____.

Student 2: I _____. Now I will read statement #2 (Read statement). Based on what I know, I would say that _____.

Language for Agreeing	Language for Disagreeing
I agree with the statement that...because... I agree with you that...because... I have a similar opinion. I believe...	I disagree with the statement that...because... I respectfully disagree with you. I believe that...because... I have a different opinion. I believe...



Viewing with a Focus: *Mendez v. Westminster: Desegregating California Schools*

1st View: Jot down your initial reactions, thoughts, feelings, and questions regarding the information presented in the video.

2nd View: The Facts
Jot down facts that show what obstacles Mexican-American students faced during that time, the actions people took in response to these obstacles, and how their actions had an impact on society

Obstacles	Actions	Impact

Separate

but Never Equal

“When I was a boy, I would go downtown... and I’d see the signs saying “White” and “Colored” on the water fountains. There’d be a beautiful, shining water fountain in one corner of the store marked “White,” and in another corner was just a little spigot marked “Colored.” I saw the signs saying “White Men,” “Colored Men,” and “White Women,” “Colored Women.” And at the theater we had to go upstairs to go to a movie. You bought your ticket at the same window that the white people did, but they could sit downstairs, and you had to go upstairs.

-U.S. Congressman and civil rights Leader John Lewis



1. In 1896, in a famous case known as Plessy v. Ferguson, the U.S. Supreme Court ruled that states could enact laws separating people by skin color as long as the facilities for African Americans were equivalent to those for whites. This “separate but equal” decision stood for more than half a century, supporting a system of racial segregation in states throughout the South.
2. In reality, separate was never equal. Take buses, for example. The fare was the same for all passengers, regardless of race. But if the “white section” at the front of the bus filled up, the invisible line separating it from the “colored section” simply moved back. Black people had to stand up so that white people could sit.
3. Consider shopping. An African American woman could buy the same dress as a white woman, but she wasn’t allowed to try it on in the store- and if she found that it didn’t fit, she couldn’t return it. Or restaurants. Some white-owned restaurants filled orders for blacks only at their takeout window. Others wouldn’t serve them at all.
4. Perhaps most separate, and most unequal, were the public schools. If you attended a “colored school,” you might walk eight miles to school every morning, while buses full of white children drove past on their way to schools closer by. The schools attended by white children would be modern and well maintained, while yours would be old and run-down. White students would have up-to-date books and materials, while you might be forced to share at twenty-year-old textbook with three other students.



Students attending a segregated school in the 1890's



Demonstrators picket in front of a school board office protesting segregation of students

5. In 1949, several African American parents sued their school district over the inequalities between the local white elementary school and the school their children were forced to attend. Two years earlier the district had built a brand-new school for white students while leaving the black students' school in disrepair. Unlike the all-black school, the all-white school had an auditorium, a kindergarten, a part-time music teacher, a well-equipped playground, and lunch program. The all-white school had a teacher and a separate room for each grade; the all-black school had only two teachers and two classrooms for all eight grades.
6. Finally, in 1954, the U.S. Supreme Court ruled in *Brown v. Board of Education* that segregated schools were by their very nature unequal. No longer would the highest court in the land support the myth of *Plessy v. Ferguson*. Separate could never be equal.

-Mara Rockliff

Scan and Skim the Text

Scanning Text-

- Students independently scan text features (title, author, date, picture, diagram, caption...)
- After scanning text features, students write a preview statement telling what they KNOW the text will be about (the topic)
 - ✚ From my preview of the text features of this informational text, _____, I know the text will (explain, describe, compare, contrast, present, offer, etc).....
 - ✚ I am certain this _____text will provide information about _____. I know this because.....

Skimming the Text -

- Teacher instructs students to quickly skim/do the following
 - ✚ Read the first sentence of some paragraphs.
 - ✚ Highlight/underline signal words/phrases
- Teacher instructs students to now write additional preview statements
 - ✚ Based on my preview of this text, I know the text will (explain, describe, compare, contrast, present, offer, etc.....)
 - ✚ After skimming the text, I noticed that the text will also provide me with information about.....

Three-Step Interview:

Step 1 – Using the Quickwrite prompt, Student A interviews Student B and Student C

interviews student D. Student A and Student C will listen carefully to the responses because they will have to repeat their partner's response to the table group.

• **Step 2** – Student B now interviews Student A, and Student D now interviews Student C.

Student B and Student D will listen carefully to the responses because they will have to repeat their partner's response to the table group.

• **Step 3** – Each person shares, round robin to the table group, his/her partner's response to the Quickwrite question.

Scan and Skim Organizer

Scanning	
Title of Text	What does the title tell you?
Author	What is the author's background?
Date	How could the date this was written affect its meaning?
Picture/Diagram/Painting	What information does this visual give to you?
Caption	What message does the caption give?
Subheadings/Enlarged Quotes	What do the quotes and/or subheadings tell you?
Text in Bold, Color or Italics	Why were these items emphasized?
Text Boxes	What is the focus of the text in the text box?
From scanning the text, do you think the text will inform, explain, describe, compare, contrast, present, offer, argue, or entertain? →	
Skimming	
Topic of first sentence →	
Signal Words/Phrases →	
After skimming the text, what additional information do you know about this text that will provide focus to your reading? →	

Collaborative Annotation Chart

Symbol	Comment/Question/Response	Sample Language Support
?	<ul style="list-style-type: none"> • Questions I have • Confusing parts for me 	<ul style="list-style-type: none"> -The statement, “...” is confusing because... -I am unclear about the following Sentence(s) -I don't understand what s/he means when s/he states...
+	<ul style="list-style-type: none"> • Ideas/statements I agree with 	<ul style="list-style-type: none"> -I agree with the author's idea that...because... -Similar to the author, I also believe that...because -I agree somewhat with the author when s/he argues that...because...
-	<ul style="list-style-type: none"> • Ideas/statements I disagree with 	<ul style="list-style-type: none"> -I disagree with the author's idea that...because... Unlike the author, I do not believe that...because -I agree somewhat with the author when s/he argues that...because...
*	<ul style="list-style-type: none"> • Author's main points • Key ideas expressed • Significant ideas 	<ul style="list-style-type: none"> -One significant idea in this text is... -The author is trying to convey... -One argument the author makes is that...
!	<ul style="list-style-type: none"> • Shocking statements or parts • Emotional response • Surprising details/claims 	<ul style="list-style-type: none"> -I was shocked to read that... (further explanation) -How can anyone claim that... -The part about____made me feel...
o	<ul style="list-style-type: none"> • Ideas/sections I connect with • What this reminds me of 	<ul style="list-style-type: none"> -This section reminded me of... -I can connect with what the author said because... -This experience connects with my own experience in that...

Collaborative Annotation Chart Response Sheet

Symbol/ Section	Comment/Question/Response	Partner's Comment/Question/Response

Documenting Evidence Chart

Text Title	Event	Inequality (Obstacles) shown in the text	Participants' reaction to event	Impact of participants' reaction on society	Textual Evidence	How did this event impact the road to equality?
Mendez v. Westminster						
Separate, But Never Equal						
Gold Cadillac						
Cesar Chavez						
California DREAM ACT						
What gains have we made towards the road to equality? What obstacles are still evident (present)?						

“Novel Ideas Only” Activity Protocol

What is a “Novel Ideas Only” Activity?

This activity is a quick way to elicit background knowledge or new ideas from a group regarding a given topic/theme.

How do you implement the “Novel Ideas Only” Activity in the classroom?

Students are assigned to groups of four (4). The teacher poses the prompt/question and then asks the students (in each group) to do the following:

1. To number a loose leaf page from 1-8
2. To work collaboratively to brainstorm possible responses/answers to the prompt/question – students are given 5 minutes to do so
3. As a new idea is asserted or stated aloud, another student from the group reiterates the contribution and then all students write it down on their individual sheet of paper
4. After 5 minutes, the teacher directs the students to draw a line under the last item offered by the group
5. All groups are then asked to share their group’s list:
 - a. Each group stands and one “reporter” shares the group’s ideas
 - b. The “reporter” starts the process by restating the prompt/question
 - c. The teacher reminds all other groups that they must listen to the first group very carefully because each ensuing group will only share a group’s idea if it was not shared by any other group before them – this step of the protocol is key for the strategy to work and hold true to its name (“Novel Ideas Only”)
 - d. As the groups share their “Novel Ideas Only”, the rest of the groups are writing the new contributions from each group to each of their individual lists. To facilitate this process, the teacher can also generate a separate running list on chart paper, so that students that have difficulty writing and listening (simultaneously) can copy the list after they have listened attentively to the contributions of all the groups
 - e. The end product of this activity allows for a class to generate a compilation of “Novel Ideas Only” as responses to the given prompt/question.

When would I use “Novel Ideas Only” in the classroom?

The object of this strategy is to create a purposeful and engaging opportunity for students to work in teams of four (4) to brainstorm responses to a particular prompt/question that a teacher poses during class time, either as an introductory, review or share activity.

How can I use the activity with Beginner ELL students?

Beginner students can benefit greatly from a question/prompt that requires them to reflect on a personal experience or requests that are related to an immediate context where a sequence of pictures, photographs and other forms of realia help contextualize the particular task.

In a predictable context, students at a low-to-mid beginning level of ESL should only be expected to identify everyday personal topics, as well as common individual words and learned phrases – they may even respond in their native language. Whenever possible, try to generate work/collaborative groups that are heterogeneous (i.e., 1 Beginner student, 2 Intermediate students and 1 Advanced student). This type of grouping allows for those students that are more proficient in English to model the proper use of it, as well as the academic language within context when appropriate.

Finally, when planning for group/collaborative work, use the “Description of Proficiency Levels” found in the Introduction section of the ESL Resource Guide noted in the footer below, to identify achievable goals for group/collaborative work for all your ELL students.

“The Gold Cadillac” Text Dependent Questions

Question	Answer with Evidence	After discussing my answer with a partner, I now believe...
Section 1: Read page 176 to “...believe it.”		
1. Evaluate the relationship between the sisters and their father and support your view with evidence from the story (pg. 176).		
Section 2: Read page 176 from “Then my mother...” to page 177 “...would come around.”		
2. What is Dee’s reaction to the new Cadillac? What words or phrases does she use, which makes you, make this interpretation? What connotations or emotional meaning do these words have?		
3. What conflict has developed between Dee and Wilbert? What do you predict is Dee’s reason for her disapproval (pg. 177)?		
Section 3: Read page 178		
4. Discuss with a partner whether or not you side with Dee or Wilbert in regards to the purchase of the new Cadillac. Support your answers with textual evidence.		

Question	Answer with Evidence	After discussing my answer with a partner, I now believe...
Section 4: Read page 180-181.		
5. Is there equality between Wilbert and Dee? Provide evidence for your answers.		
6. The Cadillac is a symbol. What does the Cadillac represent to the different family members and to the community? How does this relate to our theme of equality?		
7. What is Wilbert’s motivation for wanting to drive to Mississippi with his new Cadillac? Why do Wilbert’s friends and family members try to discourage him from driving the Cadillac to Mississippi? Choose one quote from the text to support each answer.		
Section 5--Read page 182		
8. Identify words and phrases from page 182 that connote or imply racism and segregation. Explain how these words and phrases relate to one of our essential questions? (<i>How has inequality changed over time? How is the theme of</i>		

Question	Answer with Evidence	After discussing my answer with a partner, I now believe...
<i>equality communicated differently through fiction vs. non-fiction? What segregates or separates people from one another? How do different people handle inequality and what does this show about their character?)</i>		
9. How has the picnic basket’s symbolic meaning changed for ‘lois (pg. 182)? Explain whether or not you believe this experience will benefit or hurt the sisters. Use textual evidence to support your point of view.		
Section 6: Read pages 183-184.		
10. How does the author communicate the fear the girls feel while traveling and sleeping in the gold Cadillac? How is the presentation of this material different than how the information would be presented in an essay or a piece of non-fiction?		
11. ‘lois asks her father why blacks are treated so poorly in the south. Her father		

Question	Answer with Evidence	After discussing my answer with a partner, I now believe...
explains that it is a result of ignorance or lack of knowledge. What knowledge do the southern whites lack?		
12. What are Wilbert’s hopes for the future? Paraphrase or write in your own words what Wilbert is hoping for.		
Section 7: Finish reading the story		
13. If you were writing a critical review of this story, how would you communicate the theme of this work in one complete sentence? After you complete the theme statement, explain, in detail and through textual evidence, why you chose this theme.		

Directions: The reading, answering of questions, and discussion are all completed section by section. For example, each student will begin by reading Section 1 (page 176), answer question 1 individually, and then proceed to use the sentence frames to the right to engage in an academic conversation with their dyad partner.

Read and Answer Questions

Section 1: Read page 176 to “...believe it.”

1. Evaluate the relationship between the sisters and their father and support your view with evidence from the story (pg. 176).

After discussing my answer with a partner, I now believe _____

Section 2: Read page 176 from “Then my mother...” to page 177 “...would come around.”

2. What is Dee’s reaction to the new Cadillac? What words or phrases are used that help you make this interpretation? What connotations or emotional meanings to these words have? _____

Dyad Share

Directions: A shares with → B. Then

B responds to → A. Then

Reverse!

1. *Partner A: I believe the relationship between the sisters and the father is _____*

_____ I came to this conclusion because in the text it

says _____

Partner B: I agree/disagree with you because _____

Section 2:

2. *Partner B: Dee’s reaction to the purchase of the Cadillac is _____*

Some of the words/phrases that support this interpretation are _____

Most of these words connote (or suggest)

Partner A: I agree/disagree with your analysis. I believe _____

The words that are used to support my view are

These words have positive/negative connotations because _____

Grade 6 ELA-The Road to Equality

Section 2 Cont.

3. What conflict has developed between Dee and Wilbert? What do you **predict** is Dee’s reason for her disapproval (pg. 177)? _____

Section 3: Read page 178.

4. Discuss with a partner whether or not you side with Dee or Wilbert in regards to the purchase of the new Cadillac. Support your answers with textual evidence. _____

After discussing this with my partner my perspective has Changed/not changed because _____

Section 4: Read page 180-181.

5. Is there equality between Wilbert and Dee? Provide evidence for your answers. _____

Resource 2.3B-Text Dependent Question and Dyad Share

Dyad Share

3. **Partner A:** *The conflict that has developed between Dee and Wilbert is a direct result of*

Partner B: *I believe Dee is disappointed because* _____

_____.

Section 3:

4. **Partner B:** *I believe (Wilbert/ Dee) is correct. I believe this because* _____

_____.

The text supports this view when it says on page _____, “ _____.”

Partner A: *Although I respect and understand you position, I believe* _____

Or

I too side with Dee/Wilbert and I would like to add _____

Section 4:

5. **Partner B:** *I believe there is/ is not equality between Dee and Wilbert. This can be seen on page _____ where it says,*

This shows that _____.

Section 4 Cont.

_____.

6. The Cadillac is a symbol. What does the Cadillac represent to the different family members and to the community? How does this relate to our theme of equality?

_____.

Read the Excerpt from page 180 “But then my father said...” to page 181 “...Then the girls and I will be going too” again.

7. What is Wilbert’s motivation for wanting to drive to Mississippi with his new Cadillac and what is the motivation behind everyone that is trying to dissuade him from going? Choose two quotes from this excerpt that best supports your view. _____

_____.

_____.

Partner A: *I agree/disagree with your view and my evidence for doing so stems from the following quote _____*

This shows _____.

6. **Partner B:** *The Cadillac represents different things to different people. It is a symbol of _____ for _____ because _____.*
In addition, it represents _____ for _____ because _____.

Partner A: *My answer is similar to yours, in that _____*

However, I believe the Cadillac is a symbol of _____ for _____ because _____.

Dyad Share

7. **Partner A:** *The first quote I chose says, _____*
This shows that Wilbert’s motivation was _____
The second quote I chose was, _____.
This shows _____

Partner B: *The quote I chose that clearly communicates Wilbert’s motivation is _____.*
Wilbert is expressing _____

Grade 6 ELA-The Road to Equality

Section 5--Read page 182

8. Identify words and phrases from page 182 that connote or infer racism and segregation. Explain how these words and phrases relate to one of our essential questions? (*How has inequality changed over time? How is the theme of equality communicated differently through fiction vs. non-fiction? What segregates or separates people from one another? How do different people handle inequality and what does this show about their character?*)

9. How has the picnic basket’s symbolic meaning changed for ‘lois (pg. 182)? Explain whether or not you believe this experience will benefit or hurt the sisters. Use textual evidence to support your point of view.

Resource 2.3B-Text Dependent Question and Dyad Share

Dyad Share

Partner A: *The words that I chose that connote or infer a tone of racism are* _____

_____.

The essential question I chose is _____.

_____.

In relation to this question, these words show _____.

_____.

_____.

Partner B: *The word that I chose that are similar/same as yours are* _____

_____.

The essential question that I chose is _____.

_____.

These racist words are examples of _____.

_____.

_____.

Both: *One thing that you said that I didn’t think about was* _____

_____.

_____.

_____.

9. Partner B: *The symbol of the picnic basket changed from _____ to _____.* *The sisters’ experiencing this form of racism will hurt/benefit them because*

_____.

Partner A: *I agree/disagree with your analysis and/but would like to add* _____

_____.

Grade 6 ELA-The Road to Equality

Section 6: Read pages 183-184.

10. How does the author communicate the fear the girls feel while traveling and sleeping in the gold Cadillac? How is the presentation of this material different than how the information would be presented in an essay or a piece of non-fiction? _____

_____.

11. Lois asks her father why blacks are treated so poorly in the south. Her father explains that it is a result of ignorance or lack of knowledge. What knowledge do the southern whites lack?

_____.

Resource 2.3B-Text Dependent Question and Dyad Share

Dyad Share

10. Partner A: The sisters' fear is expressed through_____. This is different than how it would be presented in an essay/informational document by _____

Partner B: Mildred Taylor, the author of "The Gold Cadillac," also uses _____ to express the sisters' fear. This is effective because _____

_____.

11. Partner B: I believe that the knowledge that southern whites lack is _____

The proof I have to defend this belief is _____

Partner A: Wilbert's hope for the future can be realized if _____

Partner B: I agree/disagree, and would like to add _____

Collaborative Annotation Chart

Symbol	Comment/Question/Response	Sample Language Support
?	<ul style="list-style-type: none"> Questions I have Confusing parts for me 	<ul style="list-style-type: none"> -The statement, "...” is confusing because... -I am unclear about the following Sentence(s) -I don't understand what s/he means when s/he states...
+	<ul style="list-style-type: none"> Ideas/statements I agree with 	<ul style="list-style-type: none"> -I agree with the author's idea that...because... -Similar to the author, I also believe that...because -I agree somewhat with the author when s/he argues that...because...
-	<ul style="list-style-type: none"> Ideas/statements I disagree with 	<ul style="list-style-type: none"> -I disagree with the author's idea that...because... Unlike the author, I do not believe that...because -I agree somewhat with the author when s/he argues that...because...
*	<ul style="list-style-type: none"> Author's main points Key ideas expressed Significant ideas 	<ul style="list-style-type: none"> -One significant idea in this text is... -The author is trying to convey... -One argument the author makes is that...
!	<ul style="list-style-type: none"> Shocking statements or parts Emotional response Surprising details/claims 	<ul style="list-style-type: none"> -I was shocked to read that... (further explanation) -How can anyone claim that... -The part about ____ made me feel...
o	<ul style="list-style-type: none"> Ideas/sections I connect with What this reminds me of 	<ul style="list-style-type: none"> -This section reminded me of... -I can connect with what the author said because... -This experience connects with my own experience in that...

Collaborative Annotation Chart Response Sheet

Symbol/ Section	Comment/Question/Response	Partner's Comment/Question/Response

How have the rights of individuals changed over time?

Re-read the section below from “The Gold Cadillac” and view a clip about Barack Obama.

Excerpt from “The Gold Cadillac,” Holt, page 180-181

But then my father said he was going to drive the car south into Mississippi to visit my grandparents, and everybody stopped laughing.

My uncles stopped. So did my aunts.

Everybody.

“Look here, Wilbert,” said one of my uncles, “it’s too dangerous. It’s like putting a loaded gun to your head.”

“I paid good money for that car,” said my father. “That gives me a right to drive it where I please. Even down to Mississippi.”

My uncles argued with him and tried to talk him out of driving the car south. So did my aunts, and so did the neighbors, Mr. LeRoy, Mr. Courtland, and Mr. Pondexter. They said it was a dangerous thing, a mighty dangerous thing, for a black man to drive an expensive car into the rural South.

“Not much those folks hate more’n to see a northern Negro coming down there in a fine car,” said Mr. Pondexter. “They see those Ohio license plates, they’ll figure you coming down uppity, trying to lord your fine car over them!”

I listened, but I didn’t understand. I didn’t understand why they didn’t want my father to drive that car south. It was his.

“Listen to Pondexter, Wilbert!” cried another uncle. “We might’ve fought a war to free people overseas, but we’re not free here! Man, those white folks down south’ll lynch you soon’s look at you. You know that!”

Wilma and I looked at each other. Neither one of us knew what lynch meant, but the word sent a shiver through us. We held each other’s hand.

My father was silent, then he said: “All my life I’ve had to be heedful of what white folks thought. Well, I’m tired of that. I worked hard for everything I got. Got it honest, too. Now I got that Cadillac because I liked it and because it meant something to me that somebody like me from Mississippi could go and buy it. It’s my car, I paid for it, and I’m driving it south.”

My mother, who had said nothing through all this, now stood. “Then the girls and I’ll be going too,” she said.

Quick-write:

Cesar Chavez was a very famous activist in California. He helped many farm workers who were treated very poorly to gain rights and respect. What do you know about Cesar Chavez? What would you like to know? Do you believe it is important to help others when they are treated unfairly? Have you ever experienced inequality? What happened?

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

3 Step Interview:

Step One: Student A interviews Student B, and Student C interviews Student D. Student A and Student C must listen carefully to the responses because they will have to repeat their partner's response to the table.

Step Two: Student B interviews Student A, and Student D interviews Student C. Student B and Student D must listen carefully to the responses because they will have to repeat their partner's response to the table group.

Step Three: Each person shares his/her partner's response round robin format to the table group

Notes: _____


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THE FIGHT IN THE FIELDS

CESAR CHAVEZ AND THE FARMWORKERS' STRUGGLE

▶ THE FILM

▼ CHAVEZ & THE UFW

- Cesar Chavez
- The UFW
- Elegy for Chavez
- In His Own Words

▶ TIMELINE

▶ THE BOOK

▶ FOR SALE

▶ RESOURCES

▶ TALKBACK

Presented by



Cesar Chavez & the UFW

The following essay will appear in the Oxford Encyclopedia of Latinos and Latinas in the United States, scheduled for publication in 2004. It is reprinted here with their kind permission.

CESAR CHAVEZ

By Rick Tejada-Flores

Cesario Estrada Chavez, the most important Latino leader in U.S. history, was born in Yuma, Arizona on March 31, 1927 to Librado Chavez and Juana Chavez. He was the second of 5 children.

The Chavez family had a small farm, and ran a country store. As the Depression intensified and years of drought forced thousands off the land, the Chavez family lost both their farm and store in 1937. Cesar was 10 years old when the family packed up and headed for California.

These were difficult years, sleeping by the side of the road, moving from farm to farm, from harvest to harvest. Cesar would attend 38 different schools until he finally gave up after finishing the 8th grade.

As Cesar learned the hard lessons of life, he absorbed important values from his parents. His father Librado taught him the value of hard work and opened his eyes to the inequities of the farm labor system. His mother Juana, a deeply religious and compassionate woman, emphasized the importance of caring for the less fortunate, and the power of love.

In the early 1940s the Chavez family settled in Delano, a small farm town in the California's San Joaquin valley, where Cesar would spend his teenage years. In 1946, 17 year-old Cesar Chavez enlisted in the Navy, spending what he would later describe as "the two worst years of my life." When he got out of the service, he returned to Delano and married his high school sweetheart, Helen Favela. Their relationship, and the support that Helen would give him throughout his life, provided Chavez with the solid base that allowed him to devote his life to helping others.

Cesar and Helen moved to San Jose, where their first child Fernando was born. Over the years the family would grow to include 7 children – Fernando, Linda, Paul, Eloise, Sylvia and Anthony.

In San Jose Chavez met a local priest, Father Donald McDonnell, who introduced him to the writings of St. Francis and Mahatma Gandhi, and the idea that non-violence could be an active force for positive change. But he still needed to learn how to put these principles into action.

The man who would teach Cesar Chavez how to put theory into practice arrived in San Jose in 1953. Fred Ross was an organizer. He was in San Jose to recruit members for the Community Service Organization. CSO helped its members with immigration and tax problems, and taught them how to organize to deal with problems like police violence and discrimination. To Chavez, Ross' simple rules for organizing were nothing short of



Cesar Chavez.
Photo Credit: Rick Tejada-Flores



Cesar and older Sister Rita at First Communion.

revolutionary. It was the beginning of a life-long friendship between Chavez and Ross.

Chavez rapidly developed as an organizer, rising to become the president of CSO. When the organization turned down his request to organize farmworkers in 1962, he resigned and returned to Delano. From 1962 to 1965 he crisscrossed the state, talking to farmworkers. His new organization, the National Farmworkers Association (NFWA), would use the model of community service that Cesar had learned in CSO. Chavez didn't want to call it a union, because of the long history of failed attempts to create agricultural unions, and the bitter memories of those who had been promised justice and then abandoned.

In 1965, the union issue finally exploded. The Agricultural Workers Organizing Committee (AWOC), a mostly Filipino union, struck when the Delano grape growers cut the pay rates during the harvest. Chavez asked his organization to join the strike, and quickly became its leader.

The strikers faced odds that could not be overcome by traditional labor tactics. Under Chavez' leadership, the struggle became defined in new terms. They would do battle non-violently, since they could never match the growers in physical force. They were a poor movement, so they would emphasize their poverty. For many years every organizer and volunteer from Chavez down would be paid room and board and \$5 a week. Although there were picket lines in the fields, the real focus moved to the cities where grapes were sold. Hundreds of students, religious workers and labor activists talked to consumers in front of markets, asking them to do a simple thing: "Help the farmworkers by not buying grapes." At its height, over 13 million Americans supported the Delano grape boycott.

The pressure was irresistible, and in 1969 the Delano growers signed historic contracts with the United Farmworkers Organizing Committee, which would later become the United Farmworkers Union (UFW).

Chavez had inspired an organization that did not look like a labor union. His vision didn't include just the traditional bread and butter issues of unionism; it was about reclaiming dignity for people who were marginalized by society. What had started as the Delano grape strike came to be known as *La Causa*, the Cause. Whether they were farmworkers fighting for a better life, or middle class students trying to change the world, those who were drawn to the farmworkers movement were inspired by Chavez' example to put aside their normal lives and make exceptional sacrifices.

Chavez placed harsher demands on himself than on anyone else in the movement. In 1968 he fasted (the first of several fasts over his lifetime), to recommit the movement to non-violence. In many ways the fast epitomized Chavez's approach to social change. On one level it represented his spiritual values, his willingness to sacrifice and do penance. At the same time, he and his lieutenants were extremely aware of the political ramifications of his actions, using the fast as a way of both publicizing and organizing for their movement.

Fasting was just one expression of his deep spirituality. Like most farmworkers, Chavez was a devout Catholic. His vision of religion was a progressive one that prefigured the "preferential option for the poor" of liberation theology. In the UFW, the mass was a call to action as well as a rededication of the spirit.

The 1968 fast marked the beginning of Chavez' emergence on the national political scene. Presidential candidate Robert Kennedy came to Delano to break bread with Cesar at the end of his fast. Chavez responded by committing UFWOC to campaign for Kennedy in the California primary. Their voter registration and get out the vote efforts provided Kennedy's margin of victory in California.

Over the years the UFW would become a significant political force, demonstrating that Mexican Americans could and would participate in electoral politics when their concerns were at stake. Chavez' understanding of the relationship between economic issues and political participation was the starting point for a growing wave of Latino activism and electoral activity, that would eventually lead to the election of thousands of Latino officials and a major shift in the American political



Teenage Cesar, a friend and brother Richard sport zoot suit fashions.



Cesar in WWII Navy dress uniform.

landscape.

Chavez had never expected that victory in the battle for farmworkers' rights would be achieved during his lifetime. In fact, the first stunning victories in the grapes were followed by major setbacks. First in the lettuce industry, and then when the grape contracts expired in 1972, growers sought out the powerful Teamsters Union, and signed contracts with them that rolled back the UFW's hard fought gains. The UFW responded with strikes that led to the jailing of thousands. Many strikers were injured by violent attacks on the picket lines, and two were killed in drive by shootings and attacks.. But the "inter-union" battle had left the public confused and made a new boycott against lettuce and grape growers difficult.

Chavez looked for a political solution to the impasse. He supported Jerry Brown's bid to become governor of California, and in return was able to engineer the nation's first law giving farmworkers the right to union elections. The passage of the Agricultural Labor Relations Act in 1975 led to an overwhelming series of UFW election victories, and it seemed that Chavez had finally achieved his goal of organizing farmworkers.

The UFW had given up the boycott in exchange for the right to union elections. But relying on the law became uncertain, as growers learned to use it to delay signing contracts. After early successes under the farm labor law, Chavez pulled back from organizing, although he continued to travel extensively to promote awareness of the farmworkers struggle. The election of a Republican governor in 1982 made enforcing the law even more difficult.

Chavez' goals and vision were changing as well. He began to focus on the dangers of pesticides, which had always been a major source of illness among farmworkers. It was a subject that drew a positive response from an environmentally conscious public. Instead of using volunteers, he relied more and more on direct mail. He built low-cost housing for farmworkers, and considered starting an urban organizing campaign in Mexican-American communities. He became interested in modern management techniques and group dynamics, including the group therapy techniques of Synanon, a drug rehabilitation program.



Although questions were raised about his effectiveness in later years, Cesar Chavez had become a remarkable symbol — for Latinos, community activists, the labor movement, young people, and all who valued his values and commitment. He had accomplished something that no one else had ever been able to do; build a union for farmworkers. In the process he trained a generation of activists who would apply their skills in other communities and struggles.

Cesar Chavez died in Yuma Arizona on April 23, 1993, near his birthplace in Yuma, Arizona. He was 66 years old. His funeral in Delano attracted thousands of Americans from all walks of life.

Years before his death, Chavez was asked by a union member if he wanted to be remembered by statues and public memorials. Chavez replied, "If you want to remember me, organize!"

[The UFW](#) | [Cesar Chavez Elegy](#) | [His Own Words](#) | [Timeline](#)



Cesar plays softball with his teenage son Paul.



Helen and Cesar Chavez in the 1960's with 3 of their children.



A weary Cesar Chavez during a rare moment of solitude.

[Home](#) | [The Film](#) | [Chavez & UFW](#) | [Timeline](#) | [The Book](#) | [For Sale](#) | [Resources](#) | [Talkback](#)

Skim and Scan Organizer

Scanning	
Title of Text	What does the title tell you?
Author	What is the author's background?
Date	How could the date this was written affect its meaning?
Picture/Diagram/Painting	What information does this visual give to you?
Caption	What message does the caption give?
Subheadings/Enlarged Quotes	What do the quotes and/or subheadings tell you?
Text in Bold, Color or Italics	Why were these items emphasized?
Text Boxes	What is the focus of the text in the text box?
From scanning the text, do you think the text will inform, explain, describe, compare, contrast, present, offer, argue, or entertain? →	
Skimming	
Topic of first sentence →	
Signal Words/Phrases →	
After skimming the text, what additional information do you know about this text that will provide focus to your reading? →	



Who were the different people who made an impact on Cesar Chavez and how did the relationships with these people contribute to Chavez's actions in response to the obstacles faced by migrant farm workers?

Resource 3.4

Describe the different actions taken by Chavez and his organizations that led to the improved working conditions of migrant farm workers.



In your point of view, what are some events from Chavez's early life that may have contributed to his choice of becoming a leader and standing up for others' rights? (Support your opinion)



Describe the parallels between the ethical issues addressed by the Mendez family and Cesar Chavez?



“Cesar Chavez” Text Dependent Questions

Question	Answer with Evidence	After discussing my answer with a partner, I now believe...
1. Why did the Chavez family move to California?		
2. On average, how many schools did Cesar attend from the time he was 10 years old to 8 th grade?		
3. What impact did Cesar Chavez’s father have on Cesar’s perception on inequality?		
4. How did Gandhi and St. Francis influence Cesar Chavez’s civil rights movement?		
5. What similarities do you see between the Chavez and Mendez family? How did these similarities impact the way in which they approached the inequalities they faced?		
6. What was his greatest obstacle as president of the CSO and what action did he take to overcome it?		

7. What other minority group benefited from Chavez's movement?		
8. Who supported the grape boycott and what was the outcome?		
9. Who was Chavez referring to when he stated the purpose of his actions were to "reclaim dignity for people were marginalized by society"? How does this connect to "Separate, but Equal" and the "Golden Cadillac"?		
10. What was Chavez' approach to social change and how is that different or the same as the approach taken by people in "Separate, but Equal" and the "Golden Cadillac"?		

11. How did the political alliances Chavez made during his movement impact Latino activism and electoral activity?		
12. What obstacles did the union face in 1972 and then after the election of a Republican governor in 1982?		
13. What was the importance of Presidential candidate Robert Kennedy eating and supporting in addressing the inequality issues the farmers were facings?		

14. What change did Chavez make in his later years to the focus of his movement (cause) and why? (DOK 2 & 3)		
15. What was Chavez's biggest accomplishment? (DOK1)		
16. What does the way he wanted to be remembered, "If you want to remember me, organize!" say about his character ? (DOK 4)		

TPC-Academic Summary

T = Topic sentence/claim -Identify the text, author and publisher (if provided) + strong predicate + Central Idea/Theme

P = Paraphrase key details or events- In your own words, write the details from your text-dependent questions. Decide on no more than 3-5 details, depending on text length.

C = Concluding statement- Conclude summary with a strong finish that sums up the central idea/theme

Viewing with a Focus: *Americans At Heart*

What obstacles have undocumented students faced and continue to face today and what actions have been taken to address these obstacles?

<p>What is the Dream Act?</p>	
<p>Write 3 effects that have resulted from the passing of the Dream Act.</p>	<ol style="list-style-type: none"> 1. 2. 3.
<p>Why do you suppose the opposition feels as it does about the Dream Act?</p>	
<p>How does one earn the benefits of the Dream Act?</p>	
<p>What benefits does the Dream Act offer our country?</p>	

California DREAM Act

From Wikipedia, the free encyclopedia

The California DREAM (Development, Relief, and Education for Alien Minors) Act is a package of [California](#) state laws that allow children who were brought into the US under the age of 16 without proper visas/immigration documentation who have attended school on a regular basis and otherwise meet in-state tuition and GPA requirements to apply for student financial aid benefits.^[1] It and past similarly-named legislation have been authored by California State Senator [Gil Cedillo](#).

In 2011, the California Dream Act was divided into two bills, AB130 and AB131. AB130 was signed by Governor [Jerry Brown](#) on June 25, 2011, and AB131 was signed by Brown on October 8, 2011.

Supporting arguments for AB 131^[edit]

Some argue that AB 131 would not be a financial burden on the state of California. The bill represents an investment in the future of the state in that undocumented students would be given greater access to higher education. As a result of more undocumented students completing their higher education, these students would be more skilled and less likely to remain lower-class. The danger of not providing these students with an opportunity to become more productive members of the state's economy could be the further draining of the state's resources by adding to the group of people dependant on state assistance.^[21] Instead, these students would add to the pool of qualified workers while contributing taxes back to the state.^[24] It is estimated that there will be a gap of 6% between jobs needed and qualified workers in the state of California by the year 2025.^[21] Allowing these students to continue their education could help close that gap if they were able to gain a "legal" status.

Arguments against AB 131^[edit]

Others argue that opening up public scholarships and grants to undocumented students comes at an inopportune time for the state of California. Tuition hikes and financial woes have weighed heavily on California's public Colleges and Universities, and some say an influx of undocumented students could cause further strain on this system. One source cited that AB 131 could cost the state between \$23 and \$65 million a year.^[25] Also, even with access to higher education, undocumented graduates would still not be eligible to work legally in the U.S., as Congress has yet to pass a Federal law allowing undocumented persons to work legally in the U.S.^[26] There is hope, however, that this type of federal legislation be passed. The federal DREAM Act aims to provide a pathway to citizenship for those students who meet a list of federal requirements.^[27] Other critics argue that AB 131 would only attract more undocumented immigrants to the U.S. by offering them financial assistance.^[28] At best, some argue, AB 131 represents more competition for U.S. citizens who depend on public financial aid if they wish to attend college or university.^[29]

Referendum (Repeal)[[edit](#)]

The movement to repeal the AB131 was tried. It was led by [Tim Donnelly](#), the assemblyman, and Tom Del Beccaro, chairman of the state's Republican Party. The bill would have been held and put to the general election.[30] At the same time, the recalling effort for the governor, Jerry Brown, is also in process.[31]

Historical Context[[edit](#)]

The federal [DREAM ACT](#) was first introduced in the Senate on August 1, 2001. It was a plan for joint immigration and education reform aimed at granting young undocumented immigrants access to both higher education, and citizenship. The Act would grant these students legal residence if they attend college or serve in the military.[14] While this legislation has not yet been passed, it is the product of much deliberation and debate over the issue of immigration in the U.S. As more and more undocumented immigrants enter the U.S. each year, the U.S. has become more and more divided over policies aimed at addressing the causes and effects of [immigration](#). While some states such as Georgia and Alabama have adopted strict [immigration laws](#) in order to keep undocumented immigrants out, others have looked for ways to address the needs of immigrants.[32] The proposal for the federal DREAM ACT was quickly followed by the California DREAM Act, a state initiative aimed at providing a pathway for young undocumented immigrants already in the state.

Each year about 25,000 undocumented students graduate from high school in California.[33] The California Dream (Development, Relief and Education for Alien Minors) Act would allow children who were brought to the United States [illegally](#) before the age of 16 to receive state funded [financial aid](#) for higher education.[34] Currently the state of California allows undocumented students to pay in-state tuition if they have lived and attended school in California for the past three years. That bill was signed into legislation in 2001.

Assemblyman Gil Cedillo, D-[Los Angeles](#), the original sponsor of the bill, has tried to introduce newer versions of the bill since 2006. There are only two other states that offer financial aid to undocumented students, [Texas](#) and [New Mexico](#). Cedillo has tried to find ways around concerns that critics have raised about the bill. He split the bill into two parts. The first part, which would not cost the state anything, would allow students to apply for non-state grants from colleges. The second part would let students apply for state-funded [Cal Grants](#).[35]

From the supporters' view, according to Tom Mays, a spokesperson for the California Student Aid Commission said, "The money is already set aside." [36] Mays also stated that there is usually a surplus of money available after all of the college grants have been distributed.[36]

Cedillo also introduced another version of the California DREAM Act, SB 1460. It included the Community College Fee Waivers. Another bill that included 19 million dollars for Cal-Grants, AB 1413 Fuented-Coto Cal-Grants was voted out in the assembly.[37]


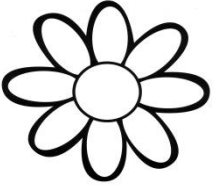
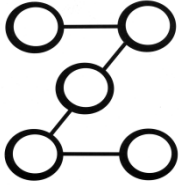
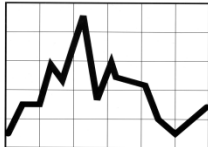

“Cesar Chavez and the UFW”

The Early Years

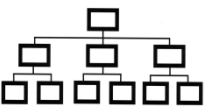





Work with the CSO & NFWA

The Later Years



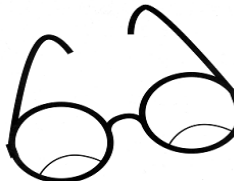

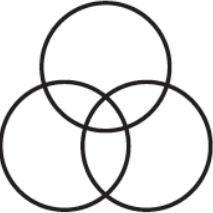
Integrating the prompts of Depth, Complexity and Content Imperatives in a Common Core classroom

	Icons	Prompt	Key questions or tasks	Thinking Skills	Sample Resources
Elements of Depth		Language of the Disciplines	What terms or words are specific to the work of the ____ (disciplinarian)? What tools does the ____ (disciplinarian) use?	<ul style="list-style-type: none"> ✓ categorize ✓ identify 	<ul style="list-style-type: none"> • texts • biographies
		Details	What are its attributes? What features characterize this? What specific elements define this? What distinguishes this from other things?	<ul style="list-style-type: none"> ✓ identify traits ✓ describe ✓ differentiate ✓ compare/contrast ✓ prove with evidence ✓ observe 	<ul style="list-style-type: none"> • pictures • diaries or journals • poetry
		Patterns	What are the reoccurring events? What elements, events, ideas, are repeated over time? What was the order of events? How can we predict what will come next?	<ul style="list-style-type: none"> ✓ determine relevant vs. irrelevant ✓ summarize ✓ make analogies ✓ discriminate between same and different ✓ relate 	<ul style="list-style-type: none"> • timelines • other chronological lists
		Trends	What ongoing factors have influenced this study? What factors have contributed to this study?	<ul style="list-style-type: none"> ✓ prioritize ✓ determine cause and effect ✓ predict ✓ relate ✓ formulate questions ✓ hypothesize 	<ul style="list-style-type: none"> • journals • newspapers • graphs • charts
		Unanswered questions	What is still not understood about this area, topic, study, or discipline? What is yet unknown about this area, topic, study, or discipline? In what ways is the information incomplete or lacking in explanation?	<ul style="list-style-type: none"> ✓ recognize fallacies ✓ note ambiguity ✓ distinguish fact vs. fiction and opinion ✓ formulate questions ✓ problem solve ✓ identify missing information ✓ test assumptions 	<ul style="list-style-type: none"> • multiple and varied resources • comparative analyses of autobiographical and current nonfiction articles, etc.

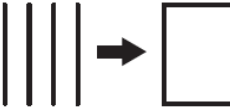

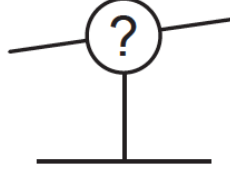
Integrating the prompts of Depth, Complexity and Content Imperatives in a Common Core classroom

Icons	Prompt	Key questions or tasks	Thinking Skills	Sample Resources
	Rules	How is this structured? What are the stated and unstated causes related to the description or explanation of what we are studying?	<ul style="list-style-type: none"> ✓ generalize ✓ hypothesize ✓ judge credibility 	<ul style="list-style-type: none"> • editorials • essay • laws • theories
	Impact	How does ____ influence ____? What are the effects of ____ on ____?	<ul style="list-style-type: none"> ✓ affect ✓ identify ✓ force 	<ul style="list-style-type: none"> • quotes • editorials • persuasive essays
	Process	What steps are used to create this? Why type of procedure is involved?	<ul style="list-style-type: none"> ✓ sequence ✓ connect ✓ link ✓ order ✓ arrange 	<ul style="list-style-type: none"> • continuum • storyboard • flow chart • timeline
	Motive	What is causing this to happen? How is the idea or work stimulated?	<ul style="list-style-type: none"> ✓ reason ✓ excite ✓ inquire ✓ explain 	<ul style="list-style-type: none"> • biographies • autobiographies • interviews
	Proof	What information verifies this? How can this be validated?	<ul style="list-style-type: none"> ✓ determine fact vs. opinion ✓ support with evidence ✓ authenticate ✓ prove ✓ document 	<ul style="list-style-type: none"> • statistics • maps • encyclopedia
	Ethics	What dilemmas or controversies are involved in this area, topic, study, or discipline? What elements can be identified that reflect bias, prejudice, and discrimination?	<ul style="list-style-type: none"> ✓ judge with criteria ✓ determine bias 	<ul style="list-style-type: none"> • editorials • essays • autobiographies • journals

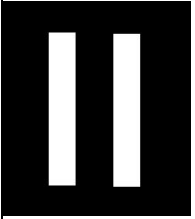
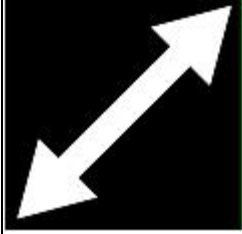

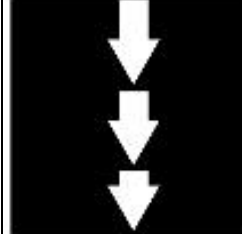

Integrating the prompts of Depth, Complexity and Content Imperatives in a Common Core classroom

	Icons	Prompt	Key questions or tasks	Thinking Skills	Sample Resources
		Big ideas (generalizations, principles, and theories)	<p>What overarching statement best describes what is being studied?</p> <p>What general statement includes what is being studied?</p>	<ul style="list-style-type: none"> ✓ prove with evidence ✓ generalize ✓ identify the main idea 	<ul style="list-style-type: none"> • quotations • discipline-related essays
Elements of Complexity		Over time	<p>How are ideas related between the past, present, and future?</p> <p>How are those ideas related within or during a particular time period?</p> <p>How has time affected the information?</p> <p>How and why do things change or remain the same?</p>	<ul style="list-style-type: none"> ✓ relate ✓ sequence ✓ order 	<ul style="list-style-type: none"> • time lines • text • biographies • autobiographies • historical documents
		Different points of view	<p>What are the opposing viewpoints?</p> <p>How do different people and characters see this event or situation?</p>	<ul style="list-style-type: none"> ✓ argue ✓ determine bias ✓ classify 	<ul style="list-style-type: none"> • biographies • autobiographies • mythologies and legends vs. non-fiction accounts • debates
		Interdisciplinary Relationships	<p>How is "across disciplines" related to "multiple perspectives"?</p> <p>How do experts in a discipline learn from experts in other disciplines?</p> <p>How would you describe a topic's place in more than one discipline or subject area?</p>	<ul style="list-style-type: none"> ✓ describe ✓ prioritize importance ✓ identify relationships ✓ judge with criteria ✓ compare and contrast 	<ul style="list-style-type: none"> • biographies • autobiographies • economics • data collection and analysis • communicating research finding • human behavior
		Context	<p>What determines the outcome of an event?</p> <p>What features, conditions, or circumstances describe the situation?</p> <p>How does the environment shape or affect what is happening?</p>	<ul style="list-style-type: none"> ✓ define ✓ describe ✓ illustrate ✓ influence 	<ul style="list-style-type: none"> • pictures • descriptive essay • narratives • virtual field trips • almanacs • video tapes

Integrating the prompts of Depth, Complexity and Content Imperatives in a Common Core classroom

Icons	Prompt	Key questions or tasks	Thinking Skills	Sample Resources
	Translate	<p>What are the multiple and varied meanings of the language?</p> <p>How is the same idea interpreted in different situations and by different people?</p>	<ul style="list-style-type: none"> ✓ restate ✓ interpret ✓ recite ✓ express ✓ explain ✓ convert ✓ transfer 	<ul style="list-style-type: none"> • thesaurus • dictionary of professional terms • dictionary
	Original	<p>Why is it new?</p> <p>What makes it new?</p> <p>How does time and place make it new?</p>	<ul style="list-style-type: none"> ✓ create ✓ design ✓ innovate ✓ modify ✓ redesign 	<ul style="list-style-type: none"> • copyright • laws • encyclopedia • artifacts • museums
	Judgment	<p>What factors will influence what is happening?</p> <p>How is the decision to be made?</p>	<ul style="list-style-type: none"> ✓ decide ✓ determine ✓ agree ✓ disagree ✓ verify ✓ investigate ✓ identify options to argue 	<ul style="list-style-type: none"> • laws • newspapers • philosophy books

Integrating the prompts of Depth, Complexity and Content Imperatives in a Common Core classroom

Content Imperatives		Parallel	<p>What evidence can we cite to show that some ideas or events are parallel?</p> <p>Identify attributes of parallels among two or more subject areas</p> <p>Compare and contrast parallel patterns in ____.</p>	<ul style="list-style-type: none"> ✓ identify attributes ✓ compare and contrast ✓ judge with criteria ✓ support and prove with evidence 	<ul style="list-style-type: none"> • texts • problem solving • similar events in history • cultures • controls, variables • laws, principles, theories
		Paradox	<p>Judge the authenticity of the paradoxes related to ____.</p> <p>Differentiate fact from fiction to determine paradoxes in ____.</p> <p>Develop criteria for deciding what makes a paradox in ____.</p>	<ul style="list-style-type: none"> ✓ differentiate fact from fiction ✓ determine relevant from irrelevant ✓ judge with criteria ✓ judge authenticity 	<ul style="list-style-type: none"> • poetry, science fiction • number puzzles • political cartoons • group behaviors • missing or gaps in evidence • hypotheses
		Origin	<p>Prove with evidence the source or origin of ____.</p> <p>Trace the beginnings of ____.</p> <p>Identify the origins of ____.</p>	<ul style="list-style-type: none"> ✓ note ambiguity ✓ identify missing information ✓ test assumptions ✓ prove with evidence 	<ul style="list-style-type: none"> • novels • fairy tales • statistics • number system • political structures • inventions
		Contribution	<p>Use the language of the discipline to describe the contributions, over time of two ____.</p> <p>Prioritize the relative value of ____.</p> <p>Judge with criteria the impact of ____ on the overall source.</p>	<ul style="list-style-type: none"> ✓ differentiate relevant from irrelevant ✓ judge with criteria ✓ prioritize ✓ prove with evidence 	<ul style="list-style-type: none"> • authors, historians, etc. • technology • civilizations • cultures • experimentation techniques
		Convergence	<p>Provide with evidence that a convergence of ideas led to the ____.</p> <p>What relationships exist between ____ and ____ that led to the field of ____?</p> <p>State and test assumptions about the ____ and ____ which converge in the ____</p>	<ul style="list-style-type: none"> ✓ sequence ✓ recognize relationships ✓ state and test assumptions ✓ identify cause and effect 	<ul style="list-style-type: none"> • word roots • problem solving • equations • historical events • emerging knowledge • consilience

Student Sample: Grade 6, Argument

This argument (incorrectly labeled a story) is a process piece produced in class.

A Pet Story About My Cat . . . Gus

People get pets so that they will never be lonely, and they will always have a friend to be there for them. Ask your heart, what makes the best pet???? Some people think a best pet is picky, energetic, and sneaky, but I think my pet is the best pet because he is a cuddle bug, he's playful, and he loves me! Gus was about eight weeks old when we got him, now he is 4 1/2 months old, and he is about as big as a size eight sneaker. He is a little gray and white kitten. If you look closely he has a gray tail, but there are darker gray rings around it. He has a little white on his face, and some on his tummy and paws. He has a little stripe on his leg but it is his back left leg only. He's very cute, and he purrs a lot! He also has a cute little gray nose.

One of the reasons why my cat Gus is the best pet is because he is a cuddle bug. When Gus was a baby, he had to be kept in a cage because he wasn't allowed to interact with the other pets until he was older. He couldn't interact with the other pets because when Twister was a baby, the ferrets bit her ear and dragged her under the bed, and bit her in the back of the neck and we didn't want the same thing to happen to Gus. Also because Twister had to be kept in a cage when she was little, too. His cage was in my room so when he meowed, as if to say, "Get me out!" I would have to take him out and sleep with him. All he would do is thank me for doing that by snuggling against my chin! Another example to prove that Gus is a cuddle bug, is that when I'm feeding Gus, I put his and Twister's bowl up on the counter when I do so, and Twister sits there patiently while Gus is snuggling against my legs to show affection toward me. He snuggles my leg even when I'm walking around! Well, at least he tries to, because he follows me, and when I stop walking, he starts to cuddle. Eventually I pick him up and cuddle him back!!! Finally, when I have nothing to do and I'm just sitting on my bed reading, Gus jumps up with me and then he pushes away the covers to get under them, and he sleeps on my chest to keep my company when I'm board. After he slept on my tummy many times, he finally got the nickname _____ Cuddle Buddy. Now I always snuggle with my favorite cuddle buddy . . . Gus!!!

A second reason why Gus is the best pet is because he's playful. Most of the time when Gus is lying on the couch minding his own business, I'll reach out to pet him then he'll start biting my hand and attacking it!!! He does this to be playful, not to hurt anyone but he just wants to have fun. It kind of tickles when he does it, actually. Gus also has a little toy mouse that is attached to a string that I drag around the house so that Gus will follow it. The mouse has a leopard skin pattern on it with balls of fur as hands and feet. The mouse is about the size of the pencil sharpeners in Mrs. _____ classroom. He goes after that mouse so fast that it's hard to see him running by to catch it. When Gus was a baby, I would put him in my bed to sleep with, but before we went to sleep, I would move my feet around underneath the covers, while Gus was on top chasing them around. Eventually, he got tired and lied down near my feet, but before he was completely asleep, I would pick him up and put him near my pillow and we slept together. Gus loves doing that all the time. I love how Gus is so playful!!!

The last reason why Gus is the best pet is because he loves me! He always misses me whenever I'm not there. When I come home from school and I open the door, Gus comes flying around the corner, and starts to climb my pants! When he gets high enough. I grab him in my arms and we start cuddling each other while Gus is happily purring. He does this a lot. Most of the time I'm in my room watching TV, while Gus and Twister are fighting and killing each other, they come dashing around the corner and into my room. I, of course, have to break up the fight. After that, I put them on my bed and hold them down, but they keep squirming. Soon, they get tired and sleep with me, silently, watching TV. Gus is with me as much as possible. Sometimes he's busy playing with Twister, sleeping, or eating. Otherwise, he's playing or sleeping with me. We do so many things together and I'm glad I got him, but technically, he chose me. It was a homeless cat shelter. They were able to catch the kittens, but not there mommy. His brothers and sisters were all playing, but he was sleeping under the table. Soon, he walked out from under the table and slept with me while we cuddled on the couch. That's how I met Gus.

People have feelings for their pets that show that they love them very much. When I had to decide what makes the best pet, I would say that Gus is the best pet because he is a cuddle bug, he's playful, and he loves me. When you think about the examples that I gave you, like when I told you about how Gus snuggles against my chin, you saw that Gus ***IS*** the best pet and if you don't believe me, you have a problem with deciding who the best pet is.

 Annotation

The writer of this piece

- introduces a claim and organizes the reasons and evidence clearly.
 - . . . *I think my pet is the best pet because he is a cuddle bug, he's playful, and he loves me!*
- supports the claim with clear reasons and relevant evidence, demonstrating an understanding of the topic.
 - *One of the reasons why my cat Gus is the best pet is because he is a cuddle bug.* The writer elaborates this point by providing three examples of his cat's affectionate nature: freed from his cage, the cat snuggles against the narrator's chin; the cat rubs against the narrator's legs; and the cat sleeps on the narrator.
 - *A second reason why Gus is the best pet is because he's playful.* The writer elaborates this point with three examples of the cat's playful nature: Gus attacks the narrator's hand; Gus plays with a toy mouse; and Gus attacks the narrator's feet when they are under the covers.
 - *The last reason why Gus is the best pet is because he loves me!* The writer elaborates this point with three examples: Gus runs to greet the narrator when he returns home from school; Gus and the other cat, Twister, scuffle with one another until the narrator separates them, and then they sleep with the narrator as he watches television; and Gus spends as much time as possible in the narrator's company.
- uses words, phrases, and clauses to clarify the relationships among the claim and reasons.
 - *One of my reasons . . . A second reason . . . The last reason . . .*
- establishes and maintains a formal style (except for the last sentence).
 - The style throughout the document is appropriate for convincing readers about the writer's claim although the last sentence in the three-page-long paper (*. . . if you don't believe me, you have a problem with deciding who the best pet is*) seems inappropriate because it lapses into *ad hominem*.
- provides a concluding statement that follows from the argument presented.
 - *When I had to decide what makes the best pet, I would say that Gus is the best pet . . . When you think about the examples that I gave you, like when I told you about how Gus snuggles against my chin, you saw that Gus IS the best pet . . .*
- demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).

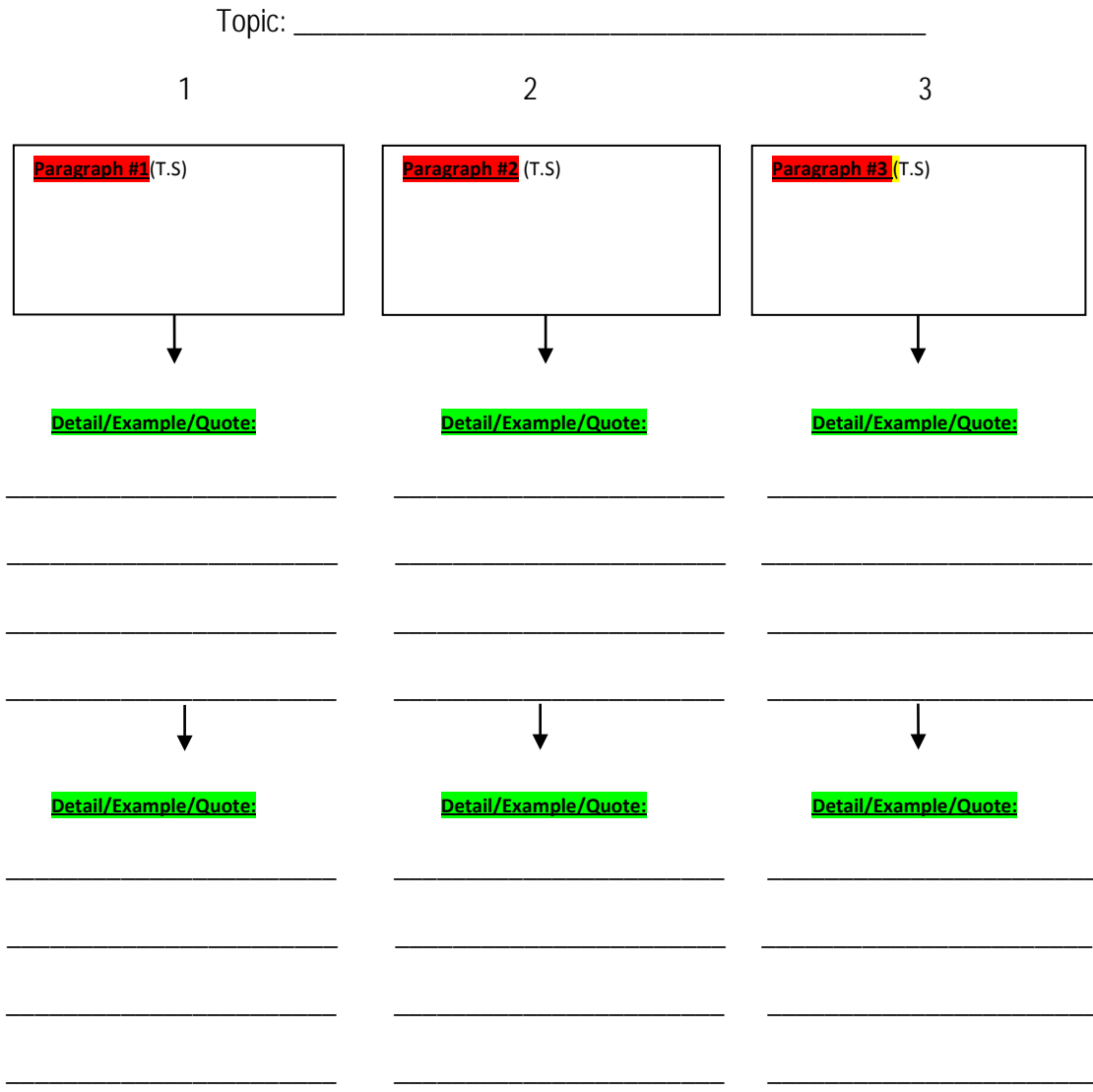
Deconstructing the Prompt:

1. Using textual evidence from the materials read and viewed in this unit (Mendez v. Westminster, “Separate but Never Equal”, “The Gold Cadillac”, *Cesar Chavez*, and *The Dream Act*, compare and contrast the impact inequality has had on two minority groups in the United States.
2. What actions did they (minority groups) take to overcome obstacles and what have been the long-lasting effects (outcomes) of their actions?

Do (action word/verbs)	What
<p><i>Using</i></p> <p><i>Defend</i></p> <p><i>States (Makes a claim)</i></p>	<p><i>Evidence from Materials read and viewed in this unit</i></p> <p><i>A theme statement</i></p> <p><i>How inequality has or has not changed over time</i></p>



- Next, combine a flow map and tree map into a FLEE MAP that will help you sequence your ideas into paragraphs

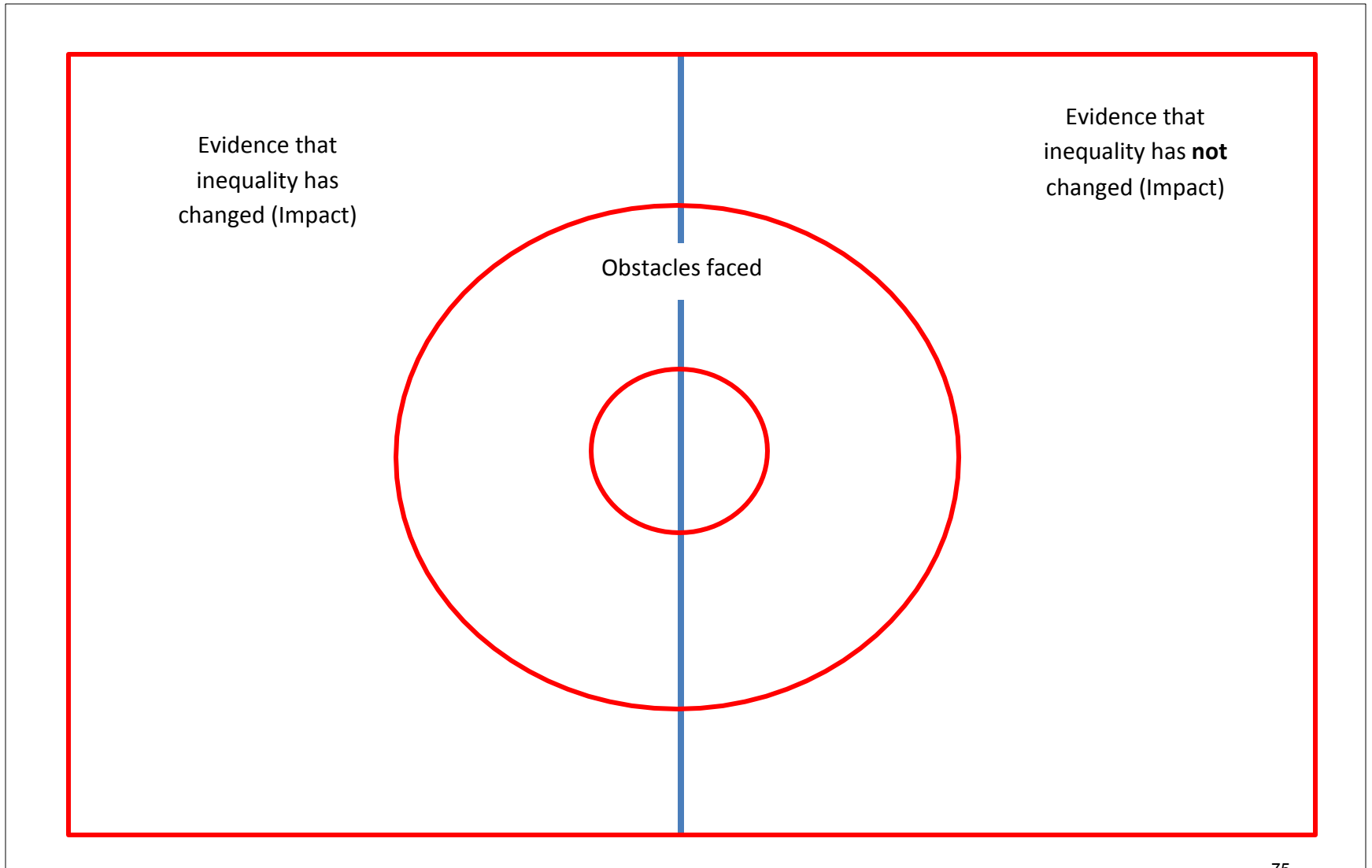


Concluding Sentence: _____

Create a Thesis Statement:

THESIS STATEMENT: (includes the "WHAT" you'll discuss and "WHY/HOW" it's important)

Circle Map



Expository Essay

Activity 1 Building perspective for essay writing

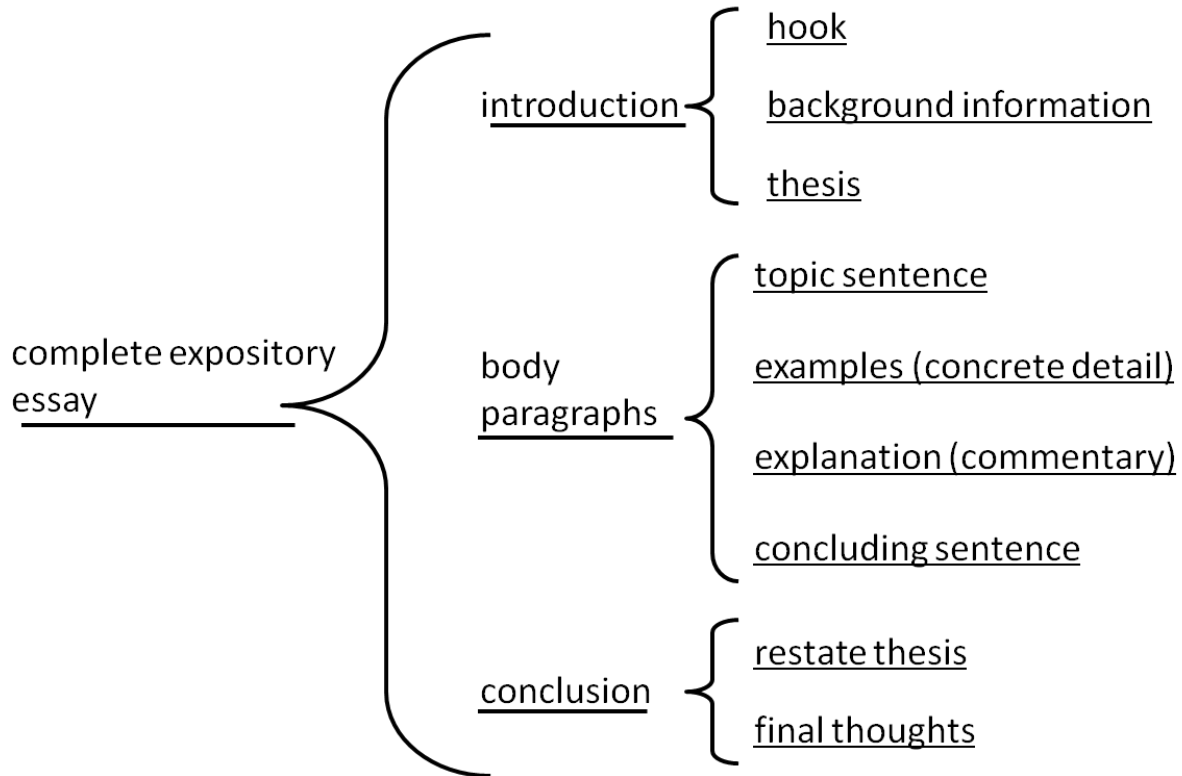
Provide essay structure.

W 6.1.a—Introduce claims and organize the reasons and evidence clearly.

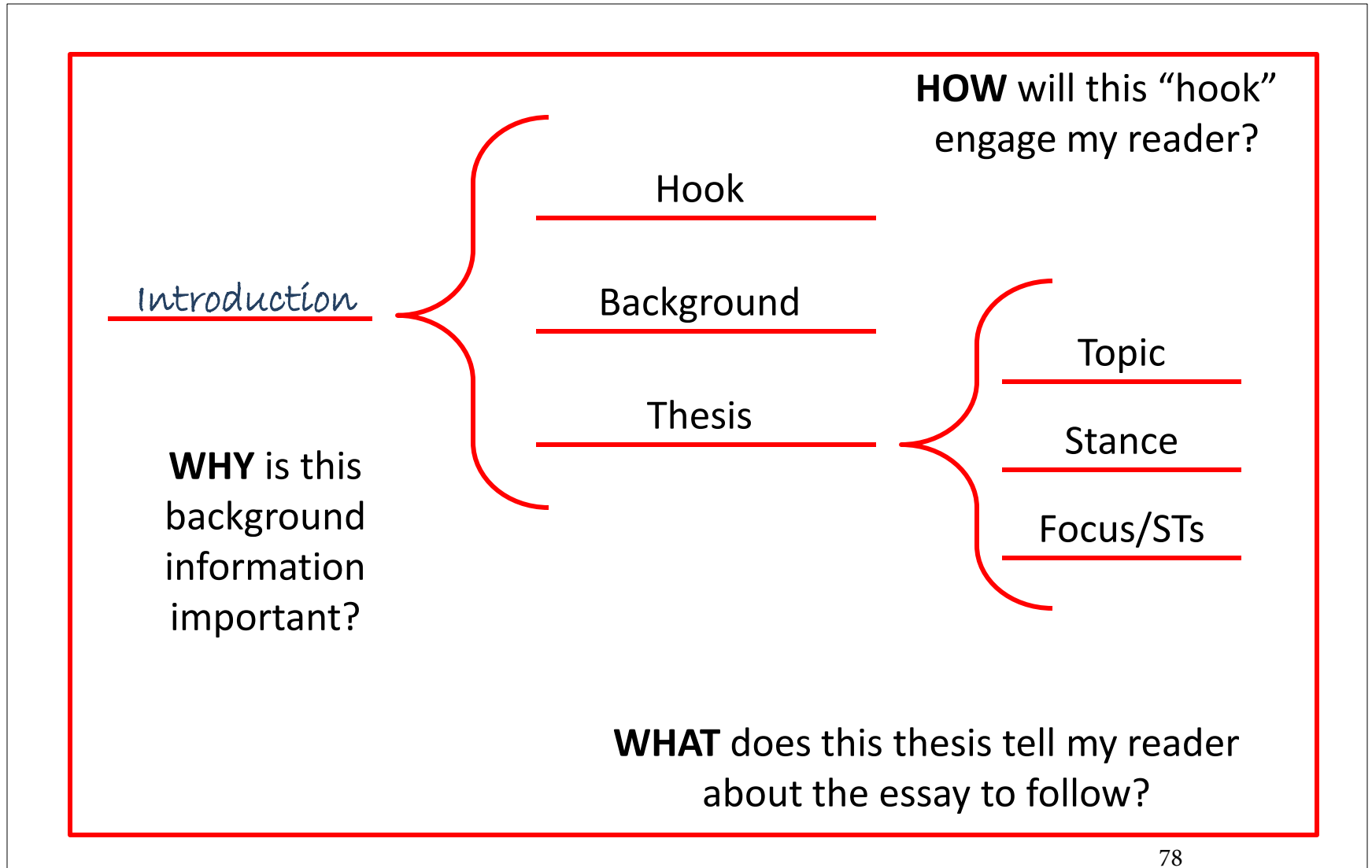
Instruction

On your display, create the following Brace Map which shows the components for an expository essay. Students should copy it and hold onto it throughout the writing process and refer to it as each element is discussed in more detail

- Explain to students that this will serve as their map as they are writing their essay. It will indicate the order and components for a complete essay.



Brace Map



Resource 4	Thesis
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Name _____

Topic: _____

Thesis Statement Worksheet

1. **Claim** _____

2. **Finalized main ideas /or because statements.** These ideas form the "kernels" of topic sentences for each body paragraph.

1. _____

2. _____

3. _____

3. **Now, combine your claim and your main ideas/or because statements to create a thesis/proof statement.** You may generate two related sentences that function together as a statement of purpose for your essay.

4. **PROPOSED THESIS 1:** Write one thesis below and underline key words from your thesis that refer back to your main ideas/or because statements. Then share with a partner or in a small group.

5. **After sharing ideas, finalize a working thesis/proof statement and write it here:**

Expository Essay

Resource 5 Hooks

Writing a Hook

A hook is something good writers use to capture the attention of their readers. Just as a fisherman uses a piece of bait to hook a fish, writers strive to create interesting introductions in order to “hook” their readers and keep them reading. There are several ways to capture the attention of your reader. Here are a few:

Type of Hook	Example
Quotation	My mother always said, “The early bird catches the worm.” But the way I figure it, who wants to eat worms?
Exclamation	There is nothing, absolutely nothing worse than mornings!
Interesting Fact	Try to imagine a star so big that it would fill all of the solar system within the orbit of Earth, which is 93 million miles from the Sun.
Action Description	Rrrriinnnggg! Rrrriinnnggg! At the sound of my alarm, I willed my arm to crawl out from under the heavy warmth of my covers. In the darkness of the early morning, I groped for the snooze button on my alarm clock, thankful for ten more minutes of blissful slumber.
Dialogue	“Sarah, breakfast is ready!” my mother cried from the bottom of the stairs. “I’m coming!” I replied, as I sat up in my bed and rubbed the sleep from my eyes.
Anecdote	I’ll never forget the day my goody-goody brother was sent to wake me up one morning. He says he called my name several times and even shook me gently. All I remember is an icy cold glass of water being dumped on my face!
Question	What qualities does a person need to be a good friend?

Brace Map

Resource 4.11

WHY is it important to close with these particular points?

Conclusion

HOW does this conclusion create a sense of closure for my reader?

Restate topic & stance

1 sentence re. Paragraph 1 topic

1 sentence re. Paragraph 2 topic

1 sentence re. Paragraph 3 topic

Logical conclusion to discussion

WHAT emotion will this closing likely evoke in my reader?

Tree Map

WHAT types of structures do you use the most in this essay?

HOW do these structures affect the essay's flow or fluency?

Body Paragraph — Fluency

Simple
Sentences

Compound
Sentences

Complex
Sentences

Write sentences on these lines. Then combine and separate to balance the lists and increase fluency.

WHY is it important, in terms of your ethical appeal (i.e., credibility as an author), to revise the sentences in this particular paragraph?

6th Grade ELA Unit 4 Word Bank

Resource 4.13

Textual evidence	Engaged
Transition words (first, next, last)	Great Depression
Thesis	Migrant
Educational rights	Exaggerated
Equivalent	Stoop labor
On the contrary	Torment
Moreover	Studebaker
Prejudice	Drought
Racism	Obstacle
Biased	Destination
Bigotry	
Discrimination	
Perception	
Segregation	
Inequalities	
Disrepair	
Legal status	
Undocumented	
Qualified	
Unison	
Lynch	
Heedful	
Ignorance	
Evident	
Rural	