



# Getting to the Core

English Language Arts

Grade

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SAUSD Fall 2014-2015



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# Santa Ana Unified School District Common Core Unit Planner-Literacy

<b>Unit Title:</b>	The Road to Equality	
<b>Grade Level/Course:</b>	ELA – 6 <sup>th</sup> grade	<b>Time Frame:</b> 12 days
<b>Big Idea (Enduring Understandings):</b>	<b>Big Idea:</b> The Road to Equality is met with many obstacles.	
<b>Essential Questions:</b>	How do works of art capture the essence of a society? How do the circumstances of an artist’s life influence his/her work? How does an author’s style and word choice affect the purpose, meaning, and tone of writing?	
<b>Performance Assessment</b>	Argumentative Essay	

**Instructional Activities: Activities/Tasks**

Lesson 1: How has inequality changed over time?

Complex Text: “**Mendez v. Westminster: Desegregating California Schools**”

Preparing the Learner

Activity:  
Extended Anticipatory Guides with Dyad Share

Interacting with the Text

Activity:  
Viewing with a Focus: Mendez v. Westminster

Extending Understanding

Activity:  
Document Evidence Chart and synthesis paragraph

Lesson 2: How do different people handle inequality and what does this show about their character?

Complex Text: **The Gold Cadillac**

Preparing the Learner

Activity:  
Quickwrite and Novel Ideas Only

Interacting with the Text

Activity: Text-Dependent Questions and Collaborative Annotation Chart

Extending Understanding

The Gold Cadillac and Barak Obama Video Clip view with a focus

Document Evidence Chart

Lesson 3: Cesar Chavez and the Dream Act

Complex Text: *Cesar Chavez and the UFW and Americans at Heart* video clip

Preparing the Learner

- Task
- Quick Write with Think-Pair-Share

Interacting with the Text

- Task
- Scan and Skim
  - Text Dependent-Questions
  - TPC Paragraph
  - Viewing with a focus

Extending Understanding

- Task
- Lines of Communication
  - Document Evidence Chart

Lesson 4: Performance Task

Summative Assessment: Compare and Contrast Essay

Preparing the Learner

- Task
- Writing Rubric
  - Student model
  - Attack the prompt
  - Documenting evidence chart
  - Flee map

Interacting with the Text

- Tasks
- Expository Essay Structure
  - Introduction to the thesis
  - Writing a hook
  - Write a rough draft

Extending Understanding

- Tasks
- Conclusion Brace Map
  - Sentence types tree map
  - Improve word choice
  - Finish publishing

<p><b>21<sup>st</sup> Century Skills:</b></p>	<p><b>Learning and Innovation:</b></p> <p><input checked="" type="checkbox"/> Critical Thinking &amp; Problem Solving      <input checked="" type="checkbox"/> Communication &amp; Collaboration      <input checked="" type="checkbox"/> Creativity &amp; Innovation</p> <p><b>Information, Media and Technology:</b></p> <p><input checked="" type="checkbox"/> Information Literacy      <input type="checkbox"/> Media Literacy      <input checked="" type="checkbox"/> Information, Communications &amp; Technology Literacy</p>	
<p><b>Essential Academic Language:</b></p>	<p><b>Tier II:</b> Enact, facilities, segregation, spigot, inequalities, disrepair, qualified, unison, lynch, heedful, ignorance, caravan, evident, rural, engaged, migrant, Great Depression, legal status, undocumented, stoop labor, torment, Studebaker,</p>	<p><b>Tier III:</b> pro, con, equivalent, on the contrary, moreover, prejudice, racism, biased, bigotry, discrimination, perception</p>

	qualified, drought, obstacle, destination, textual evidence, transition words, thesis, educational rights, civil rights,	
<b>What pre-assessment will be given?</b> Task #1: Take a survey of prior experiences in creating genres. Task #2: Create a Circle Map for “Poetry” Task #3: Organize the information brainstormed in the Circle Map into a Tree Map	<b>How will pre-assessment guide instruction?</b> Teachers will be able to determine: prior experiences with creating multiple types of genres, prior knowledge of poetic devices, fundamentals of poetry, and the language of the discipline.	
<b>Performance Assessment</b> Anticipatory Guide		
<b>Standards</b>		<b>Assessment of Standards</b> (include formative and summative)
<b>Common Core Learning Standards Taught and Assessed</b> <i>(include one or more standards for one or more of the areas below. Please write out the complete text for the standard(s) you include.)</i>		<b>What assessment(s) will be utilized for this unit?</b> <i>(include the types of both formative assessments (F) that will be used throughout the unit to inform your instruction and the summative assessments (S) that will demonstrate student mastery of the standards.)</i>
<b>Bundled Reading Literature Standard(s):</b> <b>RL.6.1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>RL.6.2.</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <b>RL.6.3.</b> Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. <b>RL.6.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. <b>RL.6.5.</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. <b>RL.6.6.</b> Explain how an author develops the point of view of the narrator or speaker in a text, stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.		<b>Formative:</b> Students will respond to text dependent questions on “The Gold Cadillac.”
<b>Bundled Reading Informational Text Standard(s):</b> <b>RI.6.1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		<b>Formative:</b> Anticipatory Guide (Resource 1.1) - Students will offer opinionated answers to questions posed and after reading the texts in this unit, provide textual evidence that either supports their original view or refutes it.  <b>Formative:</b> Documenting Evidence Chart (Resource
		These questions will show how well students cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
		This assessment shows us students’ ability to cite evidence to support a particular viewpoint or reject a view point.  Students will summarize the event of

<p><b>RI.6.2.</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>RI.6.3.</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><b>RI.6.7.</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><b>RI.6.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>1.7)</p> <p><b>Formative:</b> “Cesar Chavez” TDQ’s (Resource 3.5)</p> <p><b>Formative:</b> A Shared Experience Paragraph (Resource 1.8)</p> <p><b>Formative:</b> TPC Academic Summary (Resources 3.6-3.7)</p> <p><b>Formative:</b> To assist with comprehension, the students will fill out the <i>viewing with a focus</i> worksheet (Resource 1.3 and 3.9) during the first run of a video.</p>	<p>each text provide textual examples of inequality and explain how participants reactions impacted the road to equality.</p> <p>After viewing Mendez v. Westminster and using their viewing with a focus chart to capture key details, the shared experiences paragraph will show, students ability to synthesize the information and describing the similar obstacles and inequalities that Mexican-American and Black children faced.</p> <p>This resource shows students ability to cite evidence to support a central idea.</p> <p>This assessment shows how well students integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>
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<p><b>RI.6.5.</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p><b>RI.6.6.</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>RI.6.8.</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>Formative:</b> “Cesar Chavez and the UFW” Tree Map (Resource 3.11A)</p> <p><b>Formative:</b> Students will be asked to complete a Scan and Skim (Resource 1.5A) where students identify the text features of “Separate but Never Equal”</p> <p><b>Formative:</b> Students will answer text dependent questions on a Cesar Chavez biography.</p>	<p>This assessment allows us to determine how well students analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>Students show their ability to determine how a title, author’s background, date of writing, pictures, captions, headings, fonts, signal words, and text boxes contribute to the meaning and understanding of the text.</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>
<p><b>Common Core Learning Standards Taught and Assessed</b> <i>(include one or more standards for one or more of the areas below. Please write out the complete text for the standard(s) you include.)</i></p>	<p><b>What assessment(s) will be utilized for this unit?</b> <i>(include the types of both formative assessments (F) that will be used throughout the unit to inform your instruction and the summative assessments (S) that will demonstrate student mastery of the standards.)</i></p>	<p><b>What does the assessment tell us?</b></p>

<p><b>Bundled Writing Standard(s):</b>  <b>W.6.1.</b> Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s) and organize the reasons and evidence clearly.  b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  d. Establish and maintain a formal style.  e. Provide a concluding statement or section that follows from the argument presented.  <b>W.6.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  e. Provide a conclusion that follows from the narrated experiences or events.  <b>W.6.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  <b>W.6.5.</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)  <b>W.6.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Summative:</b></p> <p><b>Argumentative Essay</b></p> <ul style="list-style-type: none"> <li>• <b>Prompt:</b> Using evidence from the materials read and viewed in this unit, “Cesar Chavez and the UFW,” “The Gold Cadillac,” “Separate but Never Equal,” and <i>The Dream Act</i>, defend with evidence a theme statement that states how inequality has or has not changed over time.</li> </ul> <p><b>Formative:</b> “How Have the Rights of Individuals Changed Over Time?” (Resource 2.5A) Paragraph</p>	<p>This assignment will show how well students:  Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s) and organize the reasons and evidence clearly.  b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  d. Establish and maintain a formal style.  e. Provide a concluding statement or section that follows from the argument presented.</p> <p>Students will synthesize information from two different texts and explain, using textual evidence, how the rights of Black Americans have changed over time.</p>
<p><b>Bundled Speaking and Listening Standard(s):</b>  <b>SL.6.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  b. Follow rules for collegial discussions, set specific goals and deadlines, and define</p>	<p><b>Formative:</b> Partners will engage in conversation, taking turns using the sample language support sentences, recording each other’s responses on the Collaborative Annotation Chart (Resource 1.6A).</p> <p><b>Formative:</b> Novel Idea Only (Resource 2.2)</p>	<p>This assessment allows us to see students engage effectively in a collaborative discussion (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts,</i></p>

<p>individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p><b>SL.6.2.</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><b>SL.6.3.</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><b>SL.6.4.</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>Formative:</b> Students in groups of four and, using a Round Robin format, each shares his/her notes orally with the other table/group members. While listening, group members should take notes and add any new information about Cesar Chavez.</p> <p>* As a group, students will come to a consensus and answer box number 5.</p> <p>*Once groups have been able to answer number 5, they will choose one person to read their answer to the class.</p>	<p><i>and issues, building on others’ ideas and expressing their own clearly.</i></p> <p>Students come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>
<p><b>Bundled Language Standard(s):</b></p> <p><b>L.6.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p><b>L.6.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>L.6.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>Formative:</b> Students, working with a partner will answer text dependent questions and participate in a dyad share incorporating language frames to assist ELL’s in language development (Resource 2.3A)</p> <p><b>Formative:</b> Teacher should perform step-asides and more focused attention on the vocab. provided in Resource 4.13 (Freyer Model, four-square etc.)</p>	<p>This will show how well students demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Ction within the content</p> <p>Academic vocabulary instruction within the content area will allow students to communicate their ideas more effectively.</p>

<p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>		
<p><b>Resources/ Materials:</b></p>	<p><b><u>Complex Texts to be used</u></b></p> <p><b>Informational Text(s) Titles:</b></p> <ul style="list-style-type: none"> <li>• “Separate but Never Equal”</li> <li>• “The Dream Act”</li> <li>• “Cesar Chavez and the UFW”</li> </ul> <p><b>Literature Titles:</b></p> <ul style="list-style-type: none"> <li>• <i>The Gold Cadillac</i></li> </ul> <p><b>Media/Technology:</b></p> <p>“Mendez v. Westminster: Desegregating California Schools” <a href="http://ca.pbslearningmedia.org/resource/osi04.soc.ush.civil.mendez/mendez-v-westminster-desegregating-californias-schools/">http://ca.pbslearningmedia.org/resource/osi04.soc.ush.civil.mendez/mendez-v-westminster-desegregating-californias-schools/</a></p> <p>“Eyes on the Prize” video clip <a href="http://www.pbs.org/wgbh/amex/eyesontheprize/resources/res_video.html">http://www.pbs.org/wgbh/amex/eyesontheprize/resources/res_video.html</a></p> <p>Video: <i>Dream Act</i> <a href="http://www.schooltube.com/video/af8c9d4b14c54664b2e8/Americans%20At%20Heart">http://www.schooltube.com/video/af8c9d4b14c54664b2e8/Americans%20At%20Heart</a></p> <p>Cesar Chavez Video: <a href="http://www.schooltube.com/video/43976963982c4510bc9a/Cesar%20Chavez">http://www.schooltube.com/video/43976963982c4510bc9a/Cesar%20Chavez</a></p> <p>Segregation of the South video clip: <a href="http://www.sausd.us/site/default.aspx?PageID=19581">http://www.sausd.us/site/default.aspx?PageID=19581</a></p>	
<p><b>Interdisciplinary Connections:</b></p>	<p><b>Cite several interdisciplinary or cross-content connections made in this unit of study (i.e. math, social studies, art, etc.)</b></p> <p>Social Studies- Segregation, politics, social justice.</p>	
<p><b>Differentiated Instruction:</b></p>	<p><b>Based on desired student outcomes, what instructional variation will be used to address the needs of English Learners by language proficiency level?</b></p> <p>All of the lessons have scaffolds that provide opportunities for students to discuss orally with a partner or in small groups. Students are provided with sentence frames that are open ended and allow students to come up with original ideas.</p> <p>Scaffolds can be taken away when students have met proficiency and do not need the scaffold any longer.</p>	<p><b>Based on desired student outcomes, what instructional variation will be used to address the needs of students with special needs, including gifted and talented?</b></p> <p><b>Special Needs:</b> Students have been provided with opportunities to work in small groups and with partners. When necessary, teachers have been encouraged to pair students that are more proficient readers with students who are less proficient, so that the less proficient reader will be able access the content.</p> <p><b>GATE:</b> Teachers have been encouraged to use depth and complexity, content imperatives and novelty in differentiating each lesson. Students should not be given more work, but rather, work that allows them to go deeper and with more complexity.</p>

**SAUSD Common Core Lesson Planner**

**Teacher:**

<p><b>Unit: The Road to Equality</b>  <b>Lesson #: 1 Mendez v. Westminster: Desegregating California's Schools &amp; Separate but Never Equal</b></p>	<p><b>Grade Level/Course:</b>  <b>ELA 6<sup>th</sup> Benchmark</b></p>	<p><b>Duration: 3 days</b>  <b>Date:</b></p>
<p><b>Big Idea:</b> The Road to Equality is met with many obstacles.  <b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do different people react to inequality and what does this show about their character?</li> <li>• What segregates (separates) people from one another?</li> <li>• How have civil rights of individuals changed over time?</li> <li>• How is the theme of inequality conveyed through different points of view?</li> </ul>		
<p><b>Common Core and Content Standards</b></p>	<p><b>Content Standards:</b>  <b>Key Ideas and Details</b>                  RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                  RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                  RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                  RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.                  RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.                  RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.                  RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.                  RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  <b>Writing</b>                  W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <b>Speaking and Listening</b>                  SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>	
<p><b>Materials/ Resources/ Lesson Preparation</b></p>	<ul style="list-style-type: none"> <li>• Anticipatory Guide (<b>Resource 1.1</b>)</li> <li>• Equality Circle Map (<b>Resource 1.1A</b>)</li> <li>• Video "Mendez v. Westminster: Desegregating California's Schools"  <a href="http://ca.pbslearningmedia.org/resource/osi04.soc.us.h.civil.mendez/mendez-v-westminster-desegregating-californias-schools/">http://ca.pbslearningmedia.org/resource/osi04.soc.us.h.civil.mendez/mendez-v-westminster-desegregating-californias-schools/</a> (<b>Resource 1.2</b>).</li> <li>• Viewing with a Focus: "Mendez v. Westminster" (<b>Resource 1.3</b>)</li> <li>• "Separate but Never Equal" article (<b>Resource 1.4</b>)</li> <li>• Scan and Skim Directions (<b>Resource 1.5</b>)</li> <li>• Scan and Skim Organizer (<b>Resource 1.5A</b>)</li> <li>• Collaborative Annotation Symbols Chart (<b>Resource 1.6</b>)</li> <li>• Collaborative Annotation Chart Response Sheet (<b>Resource 1.6A</b>)</li> </ul>	

		<ul style="list-style-type: none"> <li>• Document Evidence Chart (<b>Resource 1.7</b>)</li> <li>• Synthesis Paragraph (<b>Resource 1.8</b>)</li> </ul>	
<b>Objectives</b>		<b>Content:</b> Students will integrate information from various texts and use evidence to support their ideas regarding the treatment of certain historically excluded groups in the past and today.	<b>Language:</b> Students will use academic language to compare and contrast the treatment of certain historically excluded groups during segregation and today.
<b>Depth of Knowledge Level</b>		<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <span style="margin-left: 150px;"><input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b></span> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <span style="margin-left: 50px;"><input checked="" type="checkbox"/> <b>Level 4: Extended Thinking</b></span>	
<b>College and Career Ready Skills</b>		<input type="checkbox"/> <b>Demonstrating independence</b> <span style="margin-left: 150px;"><input checked="" type="checkbox"/> <b>Building strong content knowledge</b></span> <input type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <span style="margin-left: 100px;"><input checked="" type="checkbox"/> <b>Valuing evidence</b></span> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input type="checkbox"/> <b>Using technology and digital media strategically and capably</b> <input checked="" type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>	
<b>Common Core Instructional Shifts</b>		<input checked="" type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b> <input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b> <input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>	
<b>Academic Vocabulary (Tier II &amp; Tier III)</b>	<b>TEACHER PROVIDES SIMPLE EXPLANATION</b>	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>	<b>WORDS WORTH KNOWING</b>
	<b>STUDENTS FIGURE OUT THE MEANING</b>	enact facilities segregation	qualified
<b>Pre-teaching Considerations</b>		<ul style="list-style-type: none"> <li>• Make sure the video “Mendez v. Westminster: Desegregating California’s Schools” is ready to play before students walk in.</li> <li>• Students will need to know how to use a Brace Map and Double Bubble.</li> <li>• Consider reading the legal cases of <i>Plessy v. Ferguson</i> and <i>Brown vs. Board of Education</i> from Holt Literature page 189 to build background.</li> <li>• Students will need to learn and/or practice the use of the collaborative annotation chart.</li> </ul>	
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>		<b>Check method(s) used in the lesson:</b> <input checked="" type="checkbox"/> <b>Modeling Practice</b> <span style="margin-left: 50px;"><input checked="" type="checkbox"/> <b>Guided Practice</b></span> <span style="margin-left: 50px;"><input checked="" type="checkbox"/> <b>Collaboration</b></span> <span style="margin-left: 50px;"><input type="checkbox"/> <b>Independent</b></span> <input checked="" type="checkbox"/> <b>Guided Inquiry</b> <span style="margin-left: 50px;"><input checked="" type="checkbox"/> <b>Reflection</b></span>	

<p><b>Day 1 Lesson Overview</b></p>	<ol style="list-style-type: none"> <li>1. Anticipatory Guide (<b>Resource 1.1</b>)</li> <li>2. Equality Circle Map (<b>Resource 1.1A</b>)</li> <li>3. Video “Mendez v. Westminster: Desegregating California’s Schools” <a href="http://ca.pbslearningmedia.org/resource/osi04.soc.ush.civil.mendez/mendez-v-westminster-desegregating-californias-schools/">http://ca.pbslearningmedia.org/resource/osi04.soc.ush.civil.mendez/mendez-v-westminster-desegregating-californias-schools/</a> (<b>Resource 1.2</b>)</li> <li>4. Viewing with a Focus: “Mendez v. Westminster” (<b>Resource 1.3</b>)</li> <li>5. “Separate but Never Equal” article (<b>Resource 1.4</b>)</li> <li>6. Scan and Skim directions (<b>Resource 1.5</b>)</li> <li>7. Scan and Skim Organizer (<b>Resource 1.5A</b>)</li> </ol>	
	<p><b>Preparing the Learner:</b>  <b>Day 1: Pre-reading</b></p> <ol style="list-style-type: none"> <li>1. Identify this lesson’s essential questions: <ul style="list-style-type: none"> <li>• How do different people handle inequality and what does this show about their character?</li> <li>• What segregates (separates) people from one another?</li> <li>• How have the rights of individuals changed over time?</li> <li>• How is the theme of inequality conveyed through different points of view?</li> </ul> </li> <li>2. To activate students’ prior knowledge related to the topic of inequality and to bridge their personal knowledge and experience to the new learning, students will fill out the <i>Anticipatory Guide</i> (<b>Resource 1.1</b>) independently to present their opinion for each statement. Have students discuss answers/opinions using the Dyad Share strategy (see instructions below). Additional language supports are included for students who need them.</li> </ol> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Dyad Share</b></p> <p>In dyads, student A will read Statement #1 and share his/her opinion and reason while Student B listens attentively without discussion. (The teacher may provide an example/opinion to model the discussion.) Next, Student B acknowledges Student A’s response and shares his/her opinion. Partners continue alternating throughout the statements.</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: center;"> <p><b>Possible language supports for agreeing and disagreeing:</b></p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Language Supports for Agreeing</i></p> <p>I agree with the statement that ...because...</p> <p>I agree with you that...because...</p> <p>From my perspective, the statement is true/false because...</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Language Supports for Disagreeing</i></p> <p>I disagree with the statement... because...</p> <p>Although you make a valid point, I feel that...because...</p> <p>I respectfully disagree with you</p> </div>	
<p><b>Body of the Lesson:</b>            Activities/            Questioning/            Tasks/            Strategies/            Technology/</p>	<ol style="list-style-type: none"> <li>3. Equality Circle Map (<b>Resource 1.1A</b>) <ul style="list-style-type: none"> <li>• After their partner discussions, students will jot down ideas on what they think “equality” means. This Circle Map will be revisited throughout the unit as students gain a deeper understanding of the term.</li> <li>• Have a brief discussion about what students wrote. At</li> </ul> </li> </ol>	<p><b>Differentiated Instruction:</b></p> <p><b>English Learners:</b>            Students can be given additional vocabulary instruction</p>

<p>Engagement</p>	<p>this point, the teacher should not provide a definition for the term, since the students should be developing their own understanding as they progress through the unit.</p> <p><b><u>Interacting with Text: “Mendez v. Westminster” video</u></b></p> <p><b><u>Day 1 continued: First Read (View):</u></b></p> <p>4. Explain to students that they will be viewing a <i>video on the Mendez v. Westminster</i> case (<b>Resource 1.2</b>) that will discuss the obstacles faced by Mexican-American students here in Orange County.</p> <p>5. Pass out the <i>Viewing with a Focus</i> guide (<b>Resource 1.3</b>). Explain to students that they should only focus on writing down their initial reaction, thoughts, and emotions as they view this video for the first time. (Teacher may wish to pause the video at different points to give students time to reflect and write)</p> <p>6. Provide students the opportunity to share out their initial reactions either in groups, pairs, or as a whole class.</p> <p><b><u>Second Read (View):</u></b></p> <p>7. Students will view the video a second time, this time writing down the facts presented. The students should focus their information on the obstacles that 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.</p> <p>8. After students have had time to process the information from the video and write down the facts, have them share and compare notes with a partner. Encourage students to discuss what they feel were the obstacles faced by Mexican-American students, how these obstacles were addressed, and what actions impacted society. Students may add/change information on their notes based on their conversations with their partners.</p> <p><b><u>Interacting with the Text-“Separate but Never Equal”</u></b></p> <p><b><u>First Read:</u></b></p> <p>9. Explain to students that they will now be reading an article “Separate but Never Equal” (<b>Resource 1.4</b>) that deals with a different minority group facing very similar obstacles. Let students know that one of their tasks will be to compare the experiences of both groups.</p> <p>10. Before reading the article, students will do a <i>Scan and Skim</i> (<b>Resource 1.5A</b>) of the text. The teacher may choose to model this process with the first three sections of the organizer. After that, students may work in pairs to complete the organizer.</p>	<p>throughout the reading. One strategy allows students to circle words that they want further explanation about and place a sticky note on the teacher’s overhead. The teacher can then give a quick definition and explanation orally and in writing that students can reference or keep in a vocabulary notebook.</p> <p><b>Students Who Need Additional Support:</b> Teacher can pair students heterogeneously so that struggling readers are paired with a more proficient reader.</p> <p><b>Accelerated Learners:</b> Students would benefit from having a class discussion on the ethical implications of the issues surrounding the Mendez v. Westminster case.</p>
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**Day 2:**

**Day 2 Lesson Overview**

1. “Separate but Never Equal” article (**Resource 1.4**)
2. Collaborative Annotation Symbols Chart (**Resource 1.6**)
3. Collaborative Annotation Chart Response Sheet ( **Resource 1.6A** )
4. Document Evidence Chart (**Resource 1.7**)
5. Synthesis Paragraph ( **Resource 1.8** )

**Preparing the Learner**

1. Review the essential questions from the previous day and have students discuss how these were addressed in the Mendez v. Westminster video.

**Interacting with the Text**

**Second Read (continued from yesterday):**

2. Today, students will read the article “Separate but Never Equal” (**Resource 1.4**) as an unencumbered read. If necessary, the teacher can read the text to students for the first read. Ask students to identify both the topic and purpose of the text after the first read.

**Third Read:**

3. Next, the teacher will explain that students will do a close reading of the article (**Resource 1.4**) with a partner while using a *Collaborative Annotation Chart* (**Resources 1.6 and 1.6A**).
4. The teacher should model the use of the annotation symbols and chart by reading the preface of the article and doing a Think Aloud.
  - The teacher marks the text (using **Resources 1.6 and 1.6A**) and writes a brief comment next to the mark on the response sheet expressing why he/she chose to highlight this specific word/sentence. Explain how this illustrates that readers are actively engaged in meaning-making, not just simply reading the text.
  - Because this may be the first time that students are using the annotation chart, it may be a good idea to limit the symbols that they are asked to use to four or less (?, +, -, \*).
5. Now partners will continue to read and annotate the text. Partner A will read the first section of the article aloud to Partner B and each will annotate his/her own article by placing at least one symbol next to the text and then writing a brief comment, on the response sheet, expressing why he/she chose to highlight this specific word/sentence.
6. Partners will engage in conversation recording each other’s responses on the chart. Sample language supports are provided (**Resource 1.6**) if your students need additional scaffolding. Students continue to read and annotate remaining sections with a

	<p>partner or independently, depending on the level of the class.</p> <p><b>Day 2/3:</b></p> <p><b><u>Extending Understanding:</u></b></p> <p>7. Introduce the <i>Document Evidence Chart</i> (<b>Resource 1.7</b>). Students will be adding information to this chart based on the information gained through the video and article. Let students know that they will be using this chart throughout the unit and will be a resource for their final Performance Task. (Students may complete this task independently or with a partner).</p> <p>8. As a culminating task, have students review their <i>Annotation Charts</i> and <i>Viewing with a Focus</i> guides. Students will then write a synthesis of the information describing the similar obstacles/inequalities that Mexican-American and Black children faced (<b>Resource 1.8</b>).</p>	
<b>Lesson Reflection</b>		
<p><b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b></p>		

### 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.

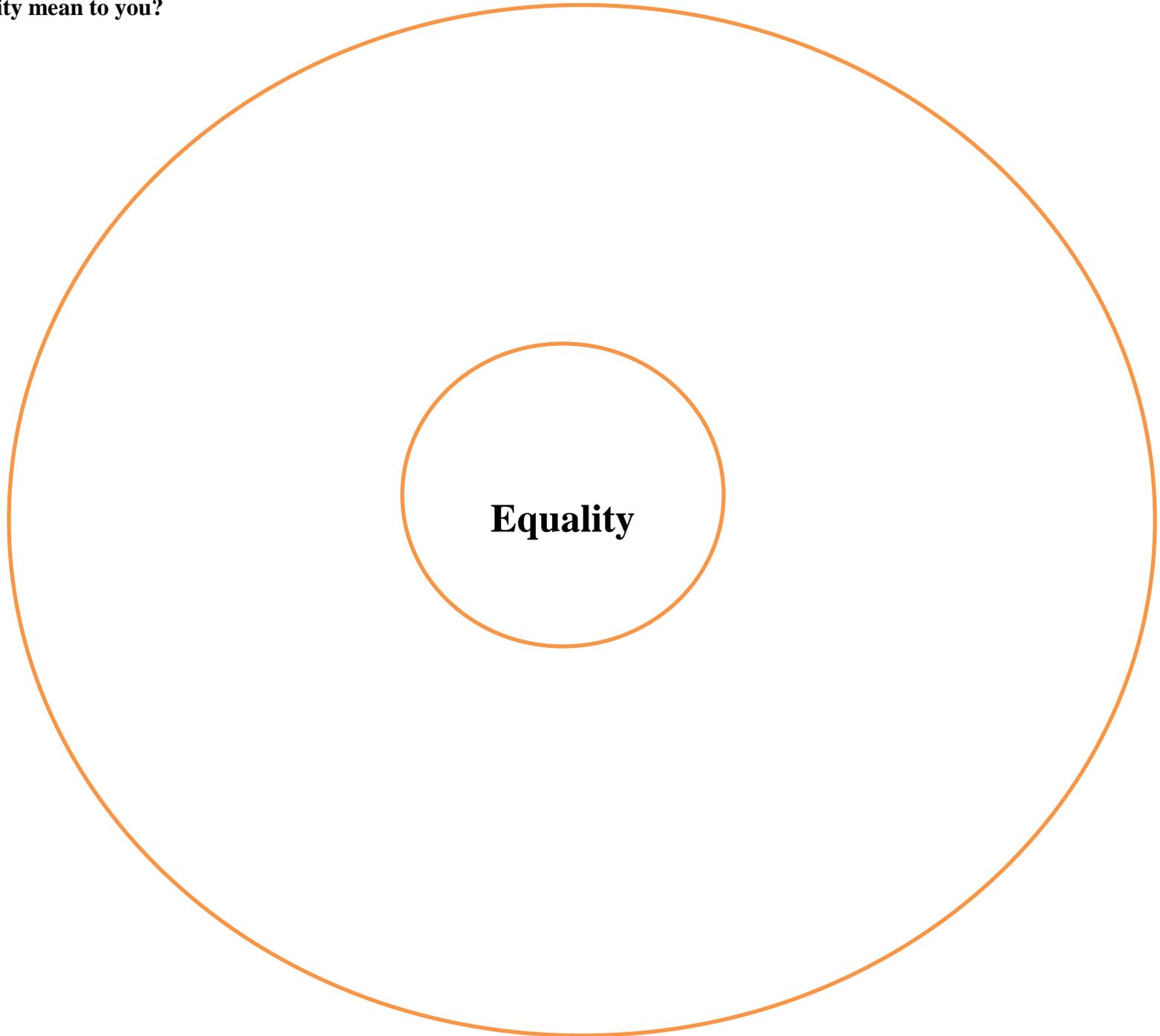
Extended Anticipatory Guide					
Statements	Opinion before Study Begins		Opinion at end of study		Evidence:
	Agree	Disagree	Agree	Disagree	
1. It is only possible for some people to experience equality					
2. Sometimes it is acceptable for people to treat others unjustly.					
3. Equality can exist 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***

<p><b>1<sup>st</sup> View: Jot down your initial reactions, thoughts, feelings, and questions regarding the information presented in the video.</b></p>		
<p><b>2nd View: The Facts</b>  <b>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</b></p>		
<p>Obstacles</p>	<p>Actions</p>	<p>Impact</p>
Empty space for student input	Empty space for student input	Empty space for student input

# 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

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

**Collaborative Annotation Chart Response Sheet**

<b>Symbol/ Section</b>	<b>Comment/Question/Response</b>	<b>Partner's Comment/Question/Response</b>

## 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?
<b>Mendez v. Westminster</b>						
<b>Separate, But Never Equal</b>						
<b>Gold Cadillac</b>						
<b>Cesar Chavez</b>						
<b>California DREAM ACT</b>						
What gains have we made towards the road to equality? What obstacles are still evident (present)?						



**SAUSD Common Core Lesson Planner    Teacher:**

<b>Unit: The Road to Equality</b> <b>Lesson #: 2 The Gold Cadillac</b>	<b>Grade Level/Course:</b> ELA 6 <sup>th</sup>	<b>Duration: 3 days</b> <b>Date:</b>
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**Bid Idea:** The Road to Equality is met with many obstacles.

**Essential Questions:**

- How do different people react to inequality and what does this show about their character?
- What segregates (separates) people from one another?
- How have civil rights changed over time?
- How is the theme of inequality conveyed through different points of view?

<p><b>Common Core and Content Standards</b></p>	<p><b>Reading Literature</b></p> <p><b>RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.6.2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>RL.6.3</b> Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>RL.6.5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><b>RL.6.6</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><b>Writing</b></p> <p><b>W.6.1.</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>a.</b> Introduce claim(s) and organize the reasons and evidence clearly.</p> <p><b>b.</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p><b>c.</b> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p><b>d.</b> Establish and maintain a formal style.</p> <p><b>e.</b> Provide a concluding statement or section that follows from the argument presented.</p> <p><b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>Speaking and Listening</b></p> <p><b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p><b>SL.6. 2</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><b>SL.6.3</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><b>SL.6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>Language</b></p> <p><b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading,</p>
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	<p>or listening.</p> <p><b>L.6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>L.6.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
<b>Materials/ Resources/ Lesson Preparation</b>	<ul style="list-style-type: none"> <li>• <i>The Gold Cadillac</i> (Holt, Introductory Course, page 174-186)</li> <li>• Quick Write (<b>Resource 2.1</b>)</li> <li>• “Novel Ideas Only” (<b>Resource 2.2</b>)</li> <li>• Text Dependent Questions and Language Frames (<b>Resource 2.3</b>)</li> <li>• Text Dependent Questions and Answers (<b>Resource 2.3A</b>)</li> <li>• Text Dependent Questions with Dyad Share (<b>Resource 2.3B</b>)</li> <li>• Collaborative Annotation Chart (<b>Resource 2.4A</b>)</li> <li>• Collaborative Annotation Chart Response Sheet (<b>Resource 2.4B</b>)</li> <li>• “The Gold Cadillac” Excerpt (<b>Resource 2.5A</b>)</li> <li>• “The Gold Cadillac” Close Read and Video Response Paragraph (<b>Resource 2.5B</b>)</li> <li>• “Eyes on the Prize” video clip</li> <li>• Document Evidence Chart (<b>Resource 1.7</b>)</li> </ul>		
<b>Objectives</b>	<p><b>Content:</b> Students will read “The Gold Cadillac” and view a video clip on racial segregation in the south, then cite information from the texts to show how the rights of African Americans have changed over time.</p>	<p><b>Language:</b> Students will engage in a range of collaborative conversations focused around “The Gold Cadillac” and discuss how the author’s choice of words relate to racial inequality.</p>	
<b>Depth of Knowledge Level</b>	<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input checked="" type="checkbox"/> <b>Level 4: Extended Thinking</b>		
<b>College and Career Ready Skills</b>	<input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input checked="" type="checkbox"/> <b>Building strong content knowledge</b> <input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input checked="" type="checkbox"/> <b>Valuing evidence</b> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input checked="" type="checkbox"/> <b>Using technology and digital media strategically and capably</b> <input checked="" type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>		
<b>Common Core Instructional Shifts</b>	<input checked="" type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b> <input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b> <input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>		
<b>Academic Vocabulary (Tier II &amp; Tier III)</b>	<b>TEACHER PROVIDES SIMPLE EXPLANATION</b>	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>	<b>WORDS WORTH KNOWING</b>
		unison lynch heedful ignorance	

	STUDENTS FIGURE OUT THE MEANING	caravan	evident rural
<b>Pre-teaching Considerations</b>	<ul style="list-style-type: none"> <li>You will need your Discovery Education username and password in order to view the video clip for Day 2. In order to set up an account follow this link <a href="http://www.sausd.us/site/default.aspx?PageID=19581">http://www.sausd.us/site/default.aspx?PageID=19581</a>, scroll down to Discovery Education, find your school's password on the dropdown menu, go to the website and create your account.</li> <li>A resource for videos on the American Civil Rights Movement is "Eyes on the Prize" <a href="http://www.pbs.org/wgbh/amex/eyesontheprize/resources/res_video.html">http://www.pbs.org/wgbh/amex/eyesontheprize/resources/res_video.html</a></li> </ul>		
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection		
<b>Day 1 Lesson Overview</b>	<ol style="list-style-type: none"> <li><i>The Gold Cadillac</i> (Holt, Introductory Course, page 174-186)</li> <li>Quick Write (<b>Resource 2.1</b>)</li> <li>"Novel Ideas Only" (<b>Resource 2.2</b>)</li> <li>Text Dependent Questions and Language Frames (<b>Resource 2.3</b>)</li> <li>Text Dependent Questions and Answers (<b>Resource 2.3A</b>)</li> <li>Text Dependent Questions with Dyad Share (<b>Resource 2.3B</b>)</li> </ol>		
<b>Body of the Lesson:</b> Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement	<b>Prior Knowledge, Context, and Motivation:</b> <b>Day 1</b> <b><u>Preparing the Learner</u></b> <ol style="list-style-type: none"> <li>Review the unit's Big Idea and Essential Questions to reflect on yesterday's lesson and in order to focus student reading:               <ul style="list-style-type: none"> <li>How is the theme of equality communicated differently through fiction vs. non-fiction?</li> <li>How do different people react to inequality and what does this show about their character?</li> <li>What segregates, or separates, people from one another?</li> </ul> </li> <li>To connect with previous learning, have students complete the following <i>Quick Write</i> prompt (<b>Resource 2.1</b>)               <div style="border: 1px solid black; padding: 10px; margin: 10px 0;">                 From what you have learned about inequality in the past, how have things changed and how have they remained the same? What is your hope for the future?               </div> </li> <li>To provide students with a way to capture the general sense, structure and content of the text, have students preview the text and look at the "pulled quotes," the title and the illustrations. Students should use the "<i>Novel Ideas Only</i>" Protocol (<b>Resource 2.2</b>)</li> </ol>		<b>Differentiated Instruction:</b>  <b>Differentiated Instruction:</b>  <b>English Learners:</b> Students can work with the teacher on annotating the text by using Resources 2.4A and 2.4B before they get to the text dependent questions.  <b>Students Who Need Additional Support:</b> Students should be paired heterogeneously for the dyads so that strong readers are paired with less proficient

4. Discussion: After looking at the illustrations, title, and pulled quotes, ask students what they think this story is about?
- Conduct a short, whole-class discussion, in order to check for understanding and clarify misconceptions.
  - Assign students to homogeneous pairs, have students turn to the *Text Dependent Questions (Resource 2.3)*. Then, model by reading section 1, page 176 in the *Holt Literature and Language Arts* textbook, to students. Give students time to formulate/ develop their answers and record them in the appropriate box.
  - Facilitate a class discussion regarding student answers and generate a class response, which each student will add to the last column of their text-dependent questions answer document.

Question	Answer supported with Textual Evidence
<b>Section 1: Read page 176 to "...believe it"</b>	
1. Evaluate the relationship between the sisters and their father and support your view with evidence from the story (pg. 176).	The girls appear to greatly love their father and our proud of him. They are excited when he approaches and hug "their father with joy." The girls are also obedient When asked to get their mother, they run off immediately "to obey." The father also shows he cares for his daughters. When showing them the new Cadillac, he smiles and says, "I can't much disappoint my girls, can I?"

- Next, the teacher will read section 2 and have students formulate an answer and discuss with a partner. After partners have collaborated, teacher should ask them how their understanding has changed based on their partner's responses.

<b>Section 2: Read page 176 from "Then my mother..." to the end of page 177</b>	
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?	Dee is not pleased with the new Cadillac. Taylor writes, "There is no smile on her (Dee's) face," and there is an "awkward silence" after she finds out about the car. She refuses to take a ride in the new car and tells her husband that, since he bought it, he can "just ride in it alone."  The fact that she is "not smiling" and that the moment described as "awkward" reveals that the moment in tense.
3. What conflict has developed between Dee and Wilbert? What do you <b>predict</b> is Dee's reason for her	They are having a conflict over the purchase of the new car.  Predictions may vary.

readers. Also, language support frames are provided in *Text Dependent Questions with Dyad Share (Resource 2.3B)*.

**Accelerated Learners:** Students who would rather use technology can use edmodo.org or another website that allows students to blog back and forth to each other regarding text-dependent questions and conduct additional research during the inequalities Black people faced in the South during this period in the United States.

	<p>disapproval (p. 177)?</p> <ul style="list-style-type: none"> <li>To end the day, the teacher may want to review their predictions that students made at the beginning of the lesson and ask students to modify their predictions based on the sections they have read.</li> </ul>											
<p><b>Days 2/3 Lesson Overview</b></p>	<ol style="list-style-type: none"> <li>Text Dependent Questions and Language Frames (<b>Resource 2.3</b>)</li> <li>Text Dependent Questions and Answers (<b>Resource 2.3A</b>)</li> <li>Text Dependent Questions with Dyad Share (<b>Resource 2.3B</b>)</li> <li>Collaborative Annotation Chart (<b>Resource 2.4A</b>)</li> <li>Collaborative Annotation Chart Response Sheet (<b>Resource 2.4B</b>)</li> <li>“The Gold Cadillac” Excerpt (<b>Resource 2.5A</b>)</li> <li>“The Gold Cadillac” Close Read and Video Response Paragraph (<b>Resource 2.5B</b>)</li> <li>“Eyes on the Prize” video clip</li> <li>Document Evidence Chart (<b>Resource 1.7</b>)</li> </ol>											
	<p><b><u>Days 2/3</u></b>  <b>Motivation</b>  <b>Interacting with the Text</b></p> <ul style="list-style-type: none"> <li>Open the lesson by reminding students of the revised predictions that they have made about the text.</li> <li>Reflect on the unit’s big idea and essential questions. <ul style="list-style-type: none"> <li><i>How did yesterday’s lesson inform (answer) the unit’s big idea and essential questions.</i></li> </ul> </li> <li>Students should take out their Text-Dependent Questions (<b>Resource 2.3</b>) from yesterday and continue reading Section 4, which starts on page 180 of the textbook.</li> <li>Students should continue reading each section with their partner and discuss the answers as they move from section 4 to section 7.</li> </ul> <table border="1" data-bbox="337 1335 1198 1675"> <thead> <tr> <th data-bbox="337 1335 630 1371">Question</th> <th data-bbox="630 1335 1198 1371">Answer supported with Textual Evidence</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="337 1371 1198 1407"><b>Section 3: Read page 178.</b></td> </tr> <tr> <td data-bbox="337 1407 630 1675">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.</td> <td data-bbox="630 1407 1198 1675">Answers will vary</td> </tr> </tbody> </table> <table border="1" data-bbox="337 1709 1198 1976"> <thead> <tr> <th colspan="2" data-bbox="337 1709 1198 1745"><b>Section 4: Read pages 180-181.</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="337 1745 630 1976">5. Is there equality between Wilbert and Dee? Provide evidence for your answers.</td> <td data-bbox="630 1745 1198 1976">           Answers will vary-possible textual evidence           <ul style="list-style-type: none"> <li>The fact that Dee seems to get her way indicates that she is at least equal to her husband.</li> </ul> </td> </tr> </tbody> </table>	Question	Answer supported with Textual Evidence	<b>Section 3: Read page 178.</b>		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.	Answers will vary	<b>Section 4: Read pages 180-181.</b>		5. Is there equality between Wilbert and Dee? Provide evidence for your answers.	Answers will vary-possible textual evidence <ul style="list-style-type: none"> <li>The fact that Dee seems to get her way indicates that she is at least equal to her husband.</li> </ul>	
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		<p>The fact that he bought the car and plans on keeping it indicates that he has equal status as well</p>	
<p>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?</p>	<p>The Cadillac is a status symbol. The father is proud to own and drive it. The community admires it. Taylor writes, “Sometimes people took in the Cadillac as they walked, their heads turning for a longer look as they passed. Then there were people who just outright stopped and took a good look before continuing on their way.” The narrator is also proud of the car. She says, “I was proud to say that care belonged to my family. I felt mighty important...”</p> <p>In the father’s mind, he deserves to drive the Cadillac and is, therefore, equal to any man. Although, he proudly drives the Cadillac around his community, his family feels apprehension when he plans to drive it to Mississippi, revealing that his status may not be “equal” in the South.</p>		
<p>7. What is Wilbert’s motivation for wanting to drive to Mississippi with his new Cadillac?</p> <p>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.</p>	<p>Wilbur wants to drive the car to Mississippi to visit his parents. The others try to discourage him because it was a “dangerous thing... for a black man to drive an expensive car in the rural South.” Their caution just reinforces Wilbur’s commitment. He says, “I paid good money for that car...That gives me the right to drive it where I please. Even down to Mississippi.”</p>		
<p><b>Section 5: Read page 182.</b></p>			
<p>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 do different people</i></p>	<p>Words that suggest or imply racism are “White only, colored not allowed,” “They eyeballed the Cadillac,” “you’re a liar,” “You stole this car,” and “whose car is this, boy?” (page 182)</p> <p>These words and phrases were typical of the South during this time. The essential question that asks us what separates people from one another is dealt with here, verbally. These words show hate, anger, distrust, and fear, all</p>		

<p><i>handle inequality and what does this show about their character? What segregates, or separates, people from one another? How have the rights of individuals changed over time? How do authors communicate the theme of equality differently?)</i></p>	<p>of which stem from not truly knowing the people being confronted. The situation is also presented through a story rather than as a primary source, which comes directly from the person who was affected.</p>
<p>9. How has the picnic basket’s symbolic meaning changed for ‘lois (p. 182)? Explain whether or not you believe this experience will benefit or hurt the sisters. Use textual evidence to support your point of view.</p>	<p>‘lois, after seeing the sign that read, “White Only, Colored not Allowed,” realized that the picnic basket that her mother packed was not for a grand picnic, but rather because of the extreme racism that her family would experience in the South.</p>
<p><b>Section 6: Read pages 183-184.</b></p>	
<p>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?</p>	<p>Mildred Taylor presents the girls’ fear by describing her actions; ‘lois wouldn’t go to sleep until her father woke up. ‘lois explained, “My father was the one who kept us safe.” Later, when ‘lois finally went to sleep and then woke up, her father asked her, “why were you holding the knife? ‘lois had grabbed a knife, which symbolized the extreme fear that she felt.</p> <p>The way the author presents the material is through dialogue and story-telling rather than presenting facts and relating them to a topic.</p>
<p>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?</p>	<p>Though the text does not specifically explain the knowledge that Southern whites lack, the use of the word ignorance suggests that they lack an understanding of who African Americans are. Later, Dr. Martin Luther King would make the idea clear when he said that people should be judged, not by the color of their skin, but by the content of their character.</p>
<p>12. What are Wilbert’s hopes for the future? Paraphrase or write in your own words what Wilbert is hoping for.</p>	<p>Wilbert says, I’m hoping one day the police won’t stop us just because of the color of our skins and we’re riding in a gold Cadillac with</p>

northern plates.” Wilbert is hoping that the laws will change and that the ideology in the south changes as well. He hopes that they will gain equality with whites.

**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.

An example of an answer might be:

Though we may not be able to overcome the obstacles the face us within our life time, it is important to express our hopes and dreams to future generations.

I chose this as a theme statement because Wilbert, though he strongly believed that he should be treated as an equal to the white man, found out the hard way that ideologies do not change overnight. When he said, “I’m hoping one day though we can drive the long road down here and there won’t be any signs,” Wilbert is passing on his dreams for his children’s future.

**Extending Understanding**

- Read the *excerpt* from “*The Gold Cadillac*” (**Resource 2.5**) and view the Barack Obama video clip (<http://www.sausd.us/Page/22743>).

Read and View with a focus:

**How have the rights of individuals changed over time?**

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

Excerpt from “The Gold Cadillac,” Holt, p. 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 is 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, for a black man to drive an expensive car into the rural South.

“Not much those folds 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 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 know 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.

- After reading and viewing these texts, have students write a paragraph responding to the following prompt:

*After viewing and reading each text, explain how the rights of African Americans have changed over time and be sure to support your answer with evidence from both of the texts.*

- To conclude this lesson:
  - Have students complete the “Golden Cadillac” row in the *Document Evidence Chart (Resource 1.7)*. This may be done as an independent activity (after the first rows (events) have been modeled and others have been done using gradual release of responsibility or as a whole classroom discussion.
  - As students do this, have them think about how their understanding of the term “equality” may have changed or expanded.
  - Students should be given time to add any new

	<p>understandings of the term “equality” to their Circle Map and, in the frame of reference, write where their new information came from.</p> <ul style="list-style-type: none"> <li>○ Teacher should end the period with a brief class discussion on the deeper understanding students are acquiring about “equality.”</li> </ul>	
<b>Lesson Reflection</b>		
<b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b>		



## **“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...
<b>Section 1: Read page 176 to “...believe it.”</b>		
1. Evaluate the relationship between the sisters and their father and support your view with evidence from the story (pg. 176).		
<b>Section 2: Read page 176 from “Then my mother...” to page 177 “...would come around.”</b>		
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 <b>predict</b> is Dee’s reason for her disapproval (pg. 177)?		
<b>Section 3: Read page 178</b>		
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...
<b>Section 4: Read page 180-181.</b>		
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.		
<b>Section 5--Read page 182</b>		
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.		
<b>Section 6: Read pages 183-184.</b>		
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		

<b>Question</b>	<b>Answer with Evidence</b>	<b>After discussing my answer with a partner, I now believe...</b>
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.		
<b>Section 7: Finish reading the story</b>		
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.		

**“The Gold Cadillac” Text Dependent Questions: Possible Responses**

Question	Answer with Evidence	After discussing my answer with a partner, I now believe...
<b>Section 1: Read page 176 to “...believe it.”</b>		
1. Evaluate the relationship between the sisters and their father and support your view with evidence from the story (pg. 176).	The girls appear to greatly love their father and our proud of him. They are excited when he approaches and hug “their father with joy.” The girls are also obedient When asked to get their mother, they run off immediately “to obey.” The father also shows he cares for his daughters. When showing them the new Cadillac, he smiles and says, “I can’t much disappoint my girls, can I?”	
<b>Section 2: Read page 176 from “Then my mother...” to the end of page 177</b>		
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?	Dee is not pleased with the new Cadillac. Taylor writes, “There is no smile on her [Dee’s] face,” and there is an “awkward silence” after she finds out about the car. She refuses to take a ride in the new car and tells her husband that, since he bought it, he can “just ride in it alone.”  The fact that she is “not smiling” and that the moment is described as “awkward” reveals that the moment is tense.	
3. What conflict has developed between Dee and Wilbert? What do you <b>predict</b> is Dee’s reason for her disapproval (pg. 177)?	They are having a conflict over the purchase of the new car.  Predictions will vary.	
<b>Section 3: Read page 178</b>		
4. Discuss with a partner whether or not you side with	Answers will vary	

## ELA Grade 6 The Road to Equality

## Resource 2.3A-“The Gold Cadillac” Text-Dependent Questions

Question	Answer with Evidence	After discussing my answer with a partner, I now believe...
Dee or Wilbert in regards to the purchase of the new Cadillac. Support your answers with textual evidence.		
<b>Section 4: Read page 180-181.</b>		
5. Is there equality between Wilbert and Dee? Provide evidence for your answers.	<p>Answers will vary-possible textual evidence</p> <ul style="list-style-type: none"> <li>The fact that Dee seems to get her way indicates that she is at least equal to her husband.</li> </ul> <p>The fact that he bought the car and plans on keeping it indicates that he has equal status as well</p>	
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?	<p>The Cadillac is a status symbol. The father is proud to own and drive it. The community admires it. Taylor writes, “Sometimes people took in the Cadillac as they walked, their heads turning for a longer look as they passed. Then there were people who just outright stopped and took a good look before continuing on their way.” The narrator is also proud of the car. She says, “I was proud to say that care belonged to my family. I felt mighty important...”</p> <p>In the father’s mind, he deserves to drive the Cadillac and is, therefore equal, to any man. Although, he proudly drives the Cadillac around his community, his family feels apprehension when he plans to drive it to Mississippi, revealing that his status may not be “equal” in the South.</p>	
7. What is Wilbert’s motivation for wanting to drive to Mississippi with his	Wilbur wants to drive the car to Mississippi to visit his parents. The others try to discourage him because it	

## ELA Grade 6 The Road to Equality

## Resource 2.3A-“The Gold Cadillac” Text-Dependent Questions

Question	Answer with Evidence	After discussing my answer with a partner, I now believe...
<p>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.</p>	<p>was a “dangerous thing... for a black man to drive an expensive car in the rural South.” Their caution just reinforces Wilbur’s commitment. He says, “I paid good money for that car...That gives me the right to drive it where I please. Even down to Mississippi.”</p>	
<b>Section 5--Read page 182</b>		
<p>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 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>)</p>	<p>Words that suggest or imply racism are “White only, colored not allowed,” “They eyeballed the Cadillac,” “you’re a liar,” “You stole this car,” and “whose car is this, boy?” (page 182)</p> <p>These words and phrases were typical of the South during this time. The essential question that asks us what separates people from one another is dealt with here, verbally. These words show hate, anger, distrust, and fear, all of which stem from not truly knowing the people being confronted. The situation is also presented through a story rather than as a primary source which comes directly from the person who was affected.</p>	
<p>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.</p>	<p>‘lois, after seeing the sign that read, “White Only, Colored Not Allowed,” realized that the picnic basket that her mother packed was not for a grad picnic, but rather because of the extreme racism that her family would experience in the South.</p>	

## ELA Grade 6 The Road to Equality

## Resource 2.3A-“The Gold Cadillac” Text-Dependent Questions

Question	Answer with Evidence	After discussing my answer with a partner, I now believe...
Use textual evidence to support your point of view.		
<b>Section 6: Read pages 183-184.</b>		
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?	Mildred Taylor presents the girls’ fear by describing her actions; ‘lois wouldn’t go to sleep until her father woke up. ‘lois explained, “My father was the one who kept us safe.” Later, when ‘lois finally went to sleep and then woke up, her father asked her, “why were you holding the knife? ‘lois had grabbed a knife, which symbolized the extreme fear that she felt.  The way the author presents the material is through dialogue and story-telling rather than presenting facts and relating them to a topic.	
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?	Though the text does not specifically explain the knowledge that Southern whites lack, the use of the word ignorance suggests that they lack an understanding of who African Americans are. Later, Dr. Martin Luther King would make the idea clear when he said that people should be judged, not by the color of their skin, but by the content of their character.	
12. What are Wilbert’s hopes for the future? Paraphrase or write in your own words what Wilbert is hoping for.	Wilbert says, I’m hoping one day the police won’t stop us just because of the color of our skins and we’re riding in a gold Cadillac with northern plates.” Wilbert is hoping that the laws will change and that the ideology in the south changes as well. He hopes that they will gain equality with whites.	
<b>Section 7: Finish reading the story</b>		
13. If you were writing a	Though we may not be able to overcome the obstacles	

## ELA Grade 6 The Road to Equality

## Resource 2.3A-“The Gold Cadillac” Text-Dependent Questions

<b>Question</b>	<b>Answer with Evidence</b>	<b>After discussing my answer with a partner, I now believe...</b>
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.	<p>the face us within our life time, it is important to express our hopes and dreams to future generations.</p> <p>I chose this as a theme statement because Wilbert, though he strongly believed that he should be treated as an equal to the white man, found out the hard way that ideologies do not change overnight. When he said, “I’m hoping one day though we can drive the long road down here and there won’t be any signs,” Wilbert is passing on his dreams for his children’s future.</p>	

*d...*

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

**Collaborative Annotation Chart Response Sheet**

<b>Symbol/ Section</b>	<b>Comment/Question/Response</b>	<b>Partner's Comment/Question/Response</b>

### 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.



**SAUSD Common Core Lesson Planner**

**Teacher:**

<p><b>Unit: The Road to Equality</b>  <b>Lesson # 3: Cesar Chavez and The Dream Act</b></p>	<p><b>Grade Level/Course:</b>  <b>ELA 6<sup>th</sup> Benchmark</b></p>	<p><b>Duration: 4 days</b>  <b>Date:</b></p>
<p><b>Big Idea:</b> The road to equality is met with many obstacles.  <b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do different people react to inequality and what does this show about their character?</li> <li>• What segregates (separates) people from one another?</li> <li>• How have civil rights of individuals changed over time?</li> <li>• How is the theme of inequality conveyed through different points of view?</li> </ul>		
<p><b>Common Core and Content Standards</b></p>	<p><b>Content Standards:</b>  <b>Key Ideas and Details</b>                  RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                  RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                  RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                  RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.                  RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.                  RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.                  RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.                  RI.6.9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  <b>Writing</b>                  W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <b>Speaking and Listening</b>                  SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>	
<p><b>Materials/ Resources/ Lesson Preparation</b></p>	<ul style="list-style-type: none"> <li>• Quick Write/Three-Step Interview (<b>Resource 3.1</b>)</li> <li>• <i>Cesar Chavez and the UFW</i> (article from PBS) (<b>Resource 3.2</b>)</li> <li>• Scan and Skim Directions (<b>Resource 1.5</b>)</li> <li>• Scan and Skim Organizer (<b>Resource 3.3</b>)</li> <li>• Depth and Complexity Frame (<b>Resource 3.4</b>)</li> <li>• Text-dependent Questions (<b>Resource 3.5</b>)</li> <li>• TPC (<b>Resource 3.6</b>)</li> <li>• Quick Write (<b>Resource 3.7</b>)</li> <li>• Dream Act Video, <i>Americans at Heart</i> (<b>Resource 3.8</b>)  <a href="http://www.schooltube.com/video/af8c9d4b14c54664b2e8/Americans%20At%20Heart">http://www.schooltube.com/video/af8c9d4b14c54664b2e8/Americans%20At%20Heart</a></li> </ul>	

		<ul style="list-style-type: none"> <li>Viewing with a Focus guide (<b>Resource 3.9</b>)</li> <li>The California Dream Act Informational Sheet (<b>Resource 3.10</b>)</li> <li>Tree Map (Blank)- (<b>Resource 3.11</b>)</li> <li>Tree Map (Teacher Key)- <b>Resource (3.11A)</b></li> <li>Depth and Complexity Icon Chart- (<b>Resource 3.12</b>)</li> <li>Document Evidence Chart (<b>Resource 1.7</b>)</li> <li>Equality Circle Map (<b>Resource 1.1A</b>)</li> </ul>	
<b>Objectives</b>		<b>Content:</b> Students will be analyzing text and media to explore how different groups have responded to the issue of inequality under different circumstances.	<b>Language:</b> Students will use academic language during their discussions and writing to compare how different people/groups have responded to inequality.
<b>Depth of Knowledge Level</b>		<input checked="" type="checkbox"/> <b>Level 1: Recall</b>	<input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b>
		<input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b>	<input checked="" type="checkbox"/> <b>Level 4: Extended Thinking</b>
<b>College and Career Ready Skills</b>		<input type="checkbox"/> <b>Demonstrating independence knowledge</b>	<input checked="" type="checkbox"/> <b>Building strong content knowledge</b>
		<input type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b>	<input checked="" type="checkbox"/> <b>Valuing evidence</b>
		<input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b>	
		<input type="checkbox"/> <b>Using technology and digital media strategically and capably</b>	
		<input checked="" type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>	
<b>Common Core Instructional Shifts</b>		<input checked="" type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b>	
		<input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b>	
		<input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>	
<b>Academic Vocabulary (Tier II &amp; Tier III)</b>	<b>TEACHER PROVIDES SIMPLE EXPLANATION</b>	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b> engaged migrant Great Depression	<b>WORDS WORTH KNOWING</b> Studebaker
	<b>STUDENTS FIGURE OUT THE MEANING</b>	legal status undocumented stoop labor torment	qualified drought obstacle destination
<b>Pre-teaching Considerations</b>		<ul style="list-style-type: none"> <li>Part of this lesson is based on Cesar Chavez. Many students might have some knowledge about this historical figure and his life. However, in this lesson, the focus will be on the obstacles and inequalities farm workers in California faced during the 1960s.</li> <li>The teacher should pre-load the Dream Act Video, <u>Americans at Heart</u>, before class begins on day 2(<b>Resource 1.8</b>)  <a href="http://www.schooltube.com/video/af8c9d4b14c54664b2e8/Americans%20At%20Heart">http://www.schooltube.com/video/af8c9d4b14c54664b2e8/Americans%20At%20Heart</a> </li> </ul>	

Lesson Delivery		
<b>Instructional Methods</b>	<p><b>Check method(s) used in the lesson:</b></p> <p> <input checked="" type="checkbox"/> <b>Modeling Practice</b>                          <input checked="" type="checkbox"/> <b>Guided Practice</b>                          <input checked="" type="checkbox"/> <b>Collaboration</b>                          <input type="checkbox"/> <b>Independent</b> </p> <p> <input checked="" type="checkbox"/> <b>Guided Inquiry</b>                          <input checked="" type="checkbox"/> <b>Reflection</b> </p>	
<b>Day 1/2 Lesson Overview</b>	<ol style="list-style-type: none"> <li>1. Quick Write/Three-Step Interview (<b>Resource 3.1</b>)</li> <li>2. <i>Cesar Chavez and the UFW</i> (article from PBS) (<b>Resource 3.2</b>)</li> <li>3. Scan and Skim Directions (<b>Resource 1.5</b>)</li> <li>4. Scan and Skim Organizer (<b>Resource 3.3</b>)</li> <li>5. Depth and Complexity Frame (<b>Resource 3.4</b>)</li> <li>6. Text-dependent Questions (<b>Resource 3.5</b>)</li> <li>7. Document Evidence Chart (<b>Resource 1.7</b>)</li> <li>8. Equality Circle Map (<b>Resource 1.1A</b>)</li> </ol>	
<b>Lesson Continuum</b>	<p><b>Body of the Lesson:</b> Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement</p>	<p><b>Day 1/2:</b> <b><u>Preparing the Learner:</u></b></p> <ol style="list-style-type: none"> <li>1. Review the unit’s essential questions and discuss how the readings and videos viewed so far address these questions:                             <ul style="list-style-type: none"> <li>• How do different people handle inequality and what does this show about their character?</li> <li>• What segregates, or separates, people from one another?</li> <li>• How have the rights of individuals changed over time?</li> <li>• How is the theme of inequality conveyed through different points of view?</li> </ul> </li> <li>2. <i>Quick Write</i> Utilizing the <i>3-Step Interview Process</i>:                             <ul style="list-style-type: none"> <li>• Ask students to turn to the <i>Quick Write</i> page (<b>Resource 3.1</b>) in the packet.</li> <li>• Read the prompt to the students and explain to them that they will have a few minutes to quietly respond to the prompt individually. Ensure that students are aware that they will be given time to share with partners when they are finished.</li> <li>• Before directing students to respond in writing, provide students with some independent think time to reflect on the following prompt:</li> </ul> <p><b><u>Quick Write:</u></b> Cesar Chavez was a famous activist in California. He helped farm workers who were treated poorly to gain higher wages and better working conditions. What can you do to help others when they are confronted with inequality?</p> </li> <li>3. Allow students no more than 5 minutes to answer the quick-write in the space provided.</li> <li>4. When students have had enough time for their answers, divide students into groups of four and have students share using the Three-Step Interview Strategy below.</li> </ol>
		<p><b>Differentiated Instruction:</b></p> <p><b>English Learners/ Students Who Need Additional Support:</b> Before reading with a partner, students can work with the teacher to read and categorize important information from the text on to a Tree Map (see sample Resource 3.10 and 3.10A)</p> <p><b>Accelerated Learners:</b> Students can annotate the text using the Depth and Complexity icons (Resource 3.12) and then complete the frame instead of the questions. Students may also do further research on Chavez’s life and/or the grape strike.</p>

**Three-Step Interview Process**

**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 in round robin format to the table group.

**Interacting with Text**

**First Read:**

5. Before reading, students will do a *Scan and Skim* (**Resource 3.3**) of the text “*Cesar Chavez and the UFW*” (**Resource 3.2**)

**Note: Teacher and students may refer back to the directions on how to “scan and skim” from Resource 1.5.**

- Since students have already used this strategy before, the teacher should allow them to work independently or with partners. Students who still need support may work in a small group with the teacher to complete this task.

**Second Read:**

6. Students will read the text aloud with a partner, taking turns reading each section, and focusing their discussion on the obstacles faced by the farmworkers, the actions taken by Chavez and other leaders, and the impact these actions had.

**Third Read:**

7. After students have read the text, they will complete the *Text Dependent Questions* (**Resource 3.5**), with the same partner, by going back into the text to find evidence that supports their responses. (Accelerated students may complete the *Depth and Complexity Frame* -**Resource 3.4**).

**Extending Understanding/Closing Activity**

8. Students will write an informational paragraph examining the essential question: How do different people react to inequality and what does it show about their character?
  - The teacher will model the TPC structure (**Resource 3.6**) and create a model paragraph on a familiar subject.
  - Students will work in groups of three or four to find evidence demonstrating the actions Chavez took to fight inequality and make inferences about his character based on that evidence.

- Each group will select one student to present their paragraph to the class.
9. Students should be given time to add any new understandings of the term “equality” to their Circle Map (**Resource 1.1A**) and, in the frame of reference, write where their new information came from.
  10. The period should end with a brief class discussion on the deeper understanding students are acquiring about “equality.”
  11. Homework or end of class assignment:
    - Have students go back to the *Document Evidence Chart* (**Resource 1.7**) and add information to the Cesar Chavez section. As students do this, have them think about how their understanding of the term “equality” may have changed or expanded.

**Day 3:**

**Day 3 Lesson Overview**

1. Quick Write (**Resource 3.7**)
2. Dream Act Video, *Americans at Heart*  
<http://www.schooltube.com/video/af8c9d4b14c54664b2e8/Americans%20At%20Heart> (**Resource 3.8**)
3. Viewing with a Focus guide (**Resource 3.9**)
4. The California Dream Act Informational Sheet (**Resource 3.10**)

**Preparing the Learner**

1. Review the unit’s essential questions and big idea and discuss how the article on Cesar Chavez addresses these:
  - How do different people handle inequality and what does this show about their character?
  - What segregates, or separates, people from one another?
  - How have the rights of individuals changed over time?
  - How is the theme of inequality conveyed through different points of view?
2. Quick Write: To connect yesterday’s learning to today’s lesson, have students complete a Quick Write in response to: “To demand higher wages and better working conditions for farmers, many people boycotted produce. In what other ways do people respond to injustices?” (**Resource 3.7**)

**Interacting with the Text**

**Note:** The text, “Separate but Never Equal” was a text that focused on past inequality in education. The Dream Act Video (**Resource 3.8**) and Informational texts provided hereafter, also address a perceived educational inequality.

1. The teacher will preface the *Dream Act* by telling the students that they will be viewing a short video about a controversial issue with regards to a particular group,

- specifically, undocumented immigrants.
2. **1<sup>st</sup> Read (View):** To assist with comprehension, the students will fill out the first box of the *Viewing with a Focus* guide (**Resource 3.9**). Students will focus on determining what obstacles undocumented students have faced and continue to face today and what actions have been taken to address these obstacles.
  3. **2<sup>nd</sup> Read (View):** Allow students to have a brief discussion about their notes. This can be done as a whole class or with a partner. During the second viewing, have students fill out the remainder of the viewing guide.

**Closing Activity:**

4. Students compare answers with a partner and add or modify their responses.

**Day 4 Lesson Overview**

5. Viewing with a Focus guide (**Resource 3.9**)
6. The California Dream Act Informational Sheet (**Resource 3.10**)
7. Document Evidence Chart (**Resource 1.7**)
8. Equality Circle Map (**Resource 1.1A**)

1. Begin the day by reviewing the information students gathered on their *Viewing with a Focus* guides the day before. Let students know that they will be reading an article to deepen their understanding of the Dream Act.
2. Hand out the Dream Act Informational Text (**Resource 3.10**) and have the students read it independently.
3. As students read it, they should be annotating the text (students may refer back to lesson 1 directions) and writing questions/comments in the margin.
4. To ensure that all students have annotated the text in a meaningful way, have the students participate in a Lines of Communication activity (instructions below).

	<p style="text-align: center;"><b>Lines of Communication—</b></p> <p>This language practice structure provides multiple opportunities for language production. Repeated practice in a low-stress situation gives shy or reluctant students more confidence to share and take risks.</p> <p><i>Instructions:</i></p> <ol style="list-style-type: none"> <li>1. The teacher tells students that they are going to share their questions or comments with one another.</li> <li>2. Students stand in two rows facing each other.</li> <li>3. Students take turns sharing a question or comment they had from the text with the person standing across from them, and then discuss together for 30-seconds.</li> <li>4. At the signal (bell, musical cue, chimes, etc.) students wrap up their comments or discussion and move one position to the left. The student at the end of one of the lines who is left without a partner moves down the center aisle to the far position of the opposite line to find a new partner.</li> <li>5. After students have shared three times have them return to their seats.</li> </ol> <p><b><u>Extending Understanding:</u></b></p> <ol style="list-style-type: none"> <li>5. As closure to this task, have students go back to the <i>Document Evidence Chart (Resource 1.7)</i> and add information to the Dream Act section. As students do this, have them think about how their understanding of the term “equality” may have changed or expanded. Students should be given time to add any new understandings of the term “equality” to their Circle Map (<b>Resource 1.1A</b>) and, in the frame of reference, write where their new information came from.</li> <li>6. Have students read the final section of their <i>Document Evidence Chart</i>. At this point, the teacher should have a rich discussion with students about their overall understanding of equality v. inequality and where we are, as a society, on the road to equality.</li> <li>7. If time permits, the teacher may wish to have a class debate over the question: Is there equality in the United States today? Whose perception (definition) of equality is this?</li> </ol>	
<b>Lesson Reflection</b>		
<p><b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b></p>		

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?

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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](#)

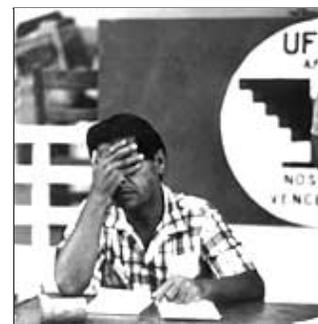
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Cesar plays softball with his teenage son Paul.



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



A weary Cesar Chavez during a rare moment of solitude.

**Skim and Scan Organizer**

<b>Scanning</b>	
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? →	
<b>Skimming</b>	
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**

<b>Question</b>	<b>Answer with Evidence</b>	<b>After discussing my answer with a partner, I now believe...</b>
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 <sup>th</sup> 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"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<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.<sup>[1]</sup> 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<sup>[edit]</sup>

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.<sup>[21]</sup> Instead, these students would add to the pool of qualified workers while contributing taxes back to the state.<sup>[24]</sup> 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.<sup>[21]</sup> 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<sup>[edit]</sup>

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.<sup>[25]</sup> 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.<sup>[26]</sup> 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.<sup>[27]</sup> Other critics argue that AB 131 would only attract more undocumented immigrants to the U.S. by offering them financial assistance.<sup>[28]</sup> 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.<sup>[29]</sup>

**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”**

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**The Early Years**

**Work with the CSO & NFWA**

**The Later Years**

**“Cesar Chavez and the UFW”**

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**The Early Years**

- \* Family loses their farm and store in 1937-move to California
- \* Chavez attended 38 schools
- \* Chavez dropped out by 8<sup>th</sup> grade
- \* Cesar learns about the farm labor system through his parents
- \* Family settles in San Joaquin Valley-1940s
- \* Chavez joins the Navy at age 17
- \* Marries Helen and starts a family

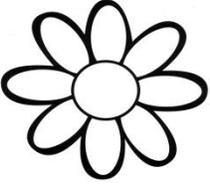
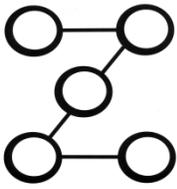
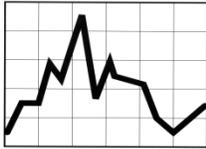
**Becoming a Leader**

- \*Chavez meets Fred Ross and joins CSO
- \*Chavez becomes president of CSO
- \*1962-resigns from CSO and returns to Delano
- \*1965-Grape strike begins
- \*1968- Chavez fasts for the first time gaining the attention of Robert Kennedy
- \*UFWOC campaign for Kennedy-Mexican-Americans participate in politics

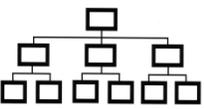
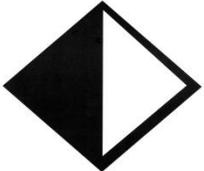
**The Later Years**

- \* strikes continue-some get violent
- \*Agricultural Labor Relations Act-1975
- \*Chavez’s focus changes to other humanitarian efforts

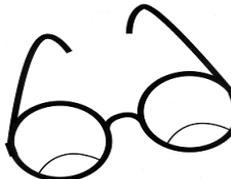
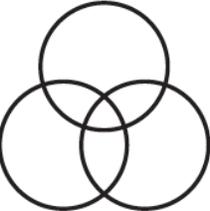
## Integrating the prompts of Depth, Complexity and Content Imperatives in a Common Core classroom

	<b>Icons</b>	<b>Prompt</b>	<b>Key questions or tasks</b>	<b>Thinking Skills</b>	<b>Sample Resources</b>
Elements of Depth		<b>Language of the Disciplines</b>	What terms or words are specific to the work of the ____ (disciplinarian)? What tools does the ____ (disciplinarian) use?	<ul style="list-style-type: none"> <li>✓ categorize</li> <li>✓ identify</li> </ul>	<ul style="list-style-type: none"> <li>• texts</li> <li>• biographies</li> </ul>
		<b>Details</b>	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"> <li>✓ identify traits</li> <li>✓ describe</li> <li>✓ differentiate</li> <li>✓ compare/contrast</li> <li>✓ prove with evidence</li> <li>✓ observe</li> </ul>	<ul style="list-style-type: none"> <li>• pictures</li> <li>• diaries or journals</li> <li>• poetry</li> </ul>
		<b>Patterns</b>	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"> <li>✓ determine relevant vs. irrelevant</li> <li>✓ summarize</li> <li>✓ make analogies</li> <li>✓ discriminate between same and different</li> <li>✓ relate</li> </ul>	<ul style="list-style-type: none"> <li>• timelines</li> <li>• other chronological lists</li> </ul>
		<b>Trends</b>	What ongoing factors have influenced this study? What factors have contributed to this study?	<ul style="list-style-type: none"> <li>✓ prioritize</li> <li>✓ determine cause and effect</li> <li>✓ predict</li> <li>✓ relate</li> <li>✓ formulate questions</li> <li>✓ hypothesize</li> </ul>	<ul style="list-style-type: none"> <li>• journals</li> <li>• newspapers</li> <li>• graphs</li> <li>• charts</li> </ul>
		<b>Unanswered questions</b>	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"> <li>✓ recognize fallacies</li> <li>✓ note ambiguity</li> <li>✓ distinguish fact vs. fiction and opinion</li> <li>✓ formulate questions</li> <li>✓ problem solve</li> <li>✓ identify missing information</li> <li>✓ test assumptions</li> </ul>	<ul style="list-style-type: none"> <li>• multiple and varied resources</li> <li>• comparative analyses of autobiographical and current nonfiction articles, etc.</li> </ul>

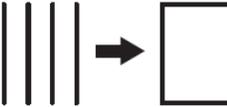
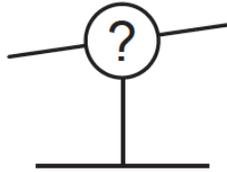
## Integrating the prompts of Depth, Complexity and Content Imperatives in a Common Core classroom

<b>Icons</b>	<b>Prompt</b>	<b>Key questions or tasks</b>	<b>Thinking Skills</b>	<b>Sample Resources</b>
	<b>Rules</b>	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"> <li>✓ generalize</li> <li>✓ hypothesize</li> <li>✓ judge credibility</li> </ul>	<ul style="list-style-type: none"> <li>• editorials</li> <li>• essay</li> <li>• laws</li> <li>• theories</li> </ul>
	<b>Impact</b>	How does ____ influence ____? What are the effects of ____ on ____?	<ul style="list-style-type: none"> <li>✓ affect</li> <li>✓ identify</li> <li>✓ force</li> </ul>	<ul style="list-style-type: none"> <li>• quotes</li> <li>• editorials</li> <li>• persuasive essays</li> </ul>
	<b>Process</b>	What steps are used to create this? Why type of procedure is involved?	<ul style="list-style-type: none"> <li>✓ sequence</li> <li>✓ connect</li> <li>✓ link</li> <li>✓ order</li> <li>✓ arrange</li> </ul>	<ul style="list-style-type: none"> <li>• continuum</li> <li>• storyboard</li> <li>• flow chart</li> <li>• timeline</li> </ul>
	<b>Motive</b>	What is causing this to happen? How is the idea or work stimulated?	<ul style="list-style-type: none"> <li>✓ reason</li> <li>✓ excite</li> <li>✓ inquire</li> <li>✓ explain</li> </ul>	<ul style="list-style-type: none"> <li>• biographies</li> <li>• autobiographies</li> <li>• interviews</li> </ul>
	<b>Proof</b>	What information verifies this? How can this be validated?	<ul style="list-style-type: none"> <li>✓ determine fact vs. opinion</li> <li>✓ support with evidence</li> <li>✓ authenticate</li> <li>✓ prove</li> <li>✓ document</li> </ul>	<ul style="list-style-type: none"> <li>• statistics</li> <li>• maps</li> <li>• encyclopedia</li> </ul>
	<b>Ethics</b>	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"> <li>✓ judge with criteria</li> <li>✓ determine bias</li> </ul>	<ul style="list-style-type: none"> <li>• editorials</li> <li>• essays</li> <li>• autobiographies</li> <li>• journals</li> </ul>

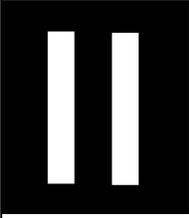
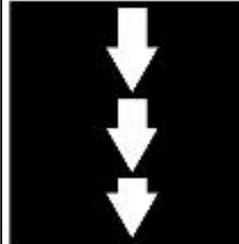
## Integrating the prompts of Depth, Complexity and Content Imperatives in a Common Core classroom

	<b>Icons</b>	<b>Prompt</b>	<b>Key questions or tasks</b>	<b>Thinking Skills</b>	<b>Sample Resources</b>
		<b>Big ideas (generalizations, principles, and theories)</b>	<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"> <li>✓ prove with evidence</li> <li>✓ generalize</li> <li>✓ identify the main idea</li> </ul>	<ul style="list-style-type: none"> <li>• quotations</li> <li>• discipline-related essays</li> </ul>
Elements of Complexity		<b>Over time</b>	<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"> <li>✓ relate</li> <li>✓ sequence</li> <li>✓ order</li> </ul>	<ul style="list-style-type: none"> <li>• time lines</li> <li>• text</li> <li>• biographies</li> <li>• autobiographies</li> <li>• historical documents</li> </ul>
		<b>Different points of view</b>	<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"> <li>✓ argue</li> <li>✓ determine bias</li> <li>✓ classify</li> </ul>	<ul style="list-style-type: none"> <li>• biographies</li> <li>• autobiographies</li> <li>• mythologies and legends vs. non-fiction accounts</li> <li>• debates</li> </ul>
		<b>Interdisciplinary Relationships</b>	<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"> <li>✓ describe</li> <li>✓ prioritize importance</li> <li>✓ identify relationships</li> <li>✓ judge with criteria</li> <li>✓ compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>• biographies</li> <li>• autobiographies</li> <li>• economics</li> <li>• data collection and analysis</li> <li>• communicating research finding</li> <li>• human behavior</li> </ul>
		<b>Context</b>	<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"> <li>✓ define</li> <li>✓ describe</li> <li>✓ illustrate</li> <li>✓ influence</li> </ul>	<ul style="list-style-type: none"> <li>• pictures</li> <li>• descriptive essay</li> <li>• narratives</li> <li>• virtual field trips</li> <li>• almanacs</li> <li>• video tapes</li> </ul>

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

<b>Icons</b>	<b>Prompt</b>	<b>Key questions or tasks</b>	<b>Thinking Skills</b>	<b>Sample Resources</b>
	<b>Translate</b>	<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"> <li>✓ restate</li> <li>✓ interpret</li> <li>✓ recite</li> <li>✓ express</li> <li>✓ explain</li> <li>✓ convert</li> <li>✓ transfer</li> </ul>	<ul style="list-style-type: none"> <li>• thesaurus</li> <li>• dictionary of professional terms</li> <li>• dictionary</li> </ul>
	<b>Original</b>	<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"> <li>✓ create</li> <li>✓ design</li> <li>✓ innovate</li> <li>✓ modify</li> <li>✓ redesign</li> </ul>	<ul style="list-style-type: none"> <li>• copyright</li> <li>• laws</li> <li>• encyclopedia</li> <li>• artifacts</li> <li>• museums</li> </ul>
	<b>Judgment</b>	<p>What factors will influence what is happening?</p> <p>How is the decision to be made?</p>	<ul style="list-style-type: none"> <li>✓ decide</li> <li>✓ determine</li> <li>✓ agree</li> <li>✓ disagree</li> <li>✓ verify</li> <li>✓ investigate</li> <li>✓ identify options to argue</li> </ul>	<ul style="list-style-type: none"> <li>• laws</li> <li>• newspapers</li> <li>• philosophy books</li> </ul>

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

Content Imperatives		<b>Parallel</b>	<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"> <li>✓ identify attributes</li> <li>✓ compare and contrast</li> <li>✓ judge with criteria</li> <li>✓ support and prove with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• texts</li> <li>• problem solving</li> <li>• similar events in history</li> <li>• cultures</li> <li>• controls, variables</li> <li>• laws, principles, theories</li> </ul>
		<b>Paradox</b>	<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"> <li>✓ differentiate fact from fiction</li> <li>✓ determine relevant from irrelevant</li> <li>✓ judge with criteria</li> <li>✓ judge authenticity</li> </ul>	<ul style="list-style-type: none"> <li>• poetry, science fiction</li> <li>• number puzzles</li> <li>• political cartoons</li> <li>• group behaviors</li> <li>• missing or gaps in evidence</li> <li>• hypotheses</li> </ul>
		<b>Origin</b>	<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"> <li>✓ note ambiguity</li> <li>✓ identify missing information</li> <li>✓ test assumptions</li> <li>✓ prove with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• novels</li> <li>• fairy tales</li> <li>• statistics</li> <li>• number system</li> <li>• political structures</li> <li>• inventions</li> </ul>
		<b>Contribution</b>	<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"> <li>✓ differentiate relevant from irrelevant</li> <li>✓ judge with criteria</li> <li>✓ prioritize</li> <li>✓ prove with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• authors, historians, etc.</li> <li>• technology</li> <li>• civilizations</li> <li>• cultures</li> <li>• experimentation techniques</li> </ul>
		<b>Convergence</b>	<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"> <li>✓ sequence</li> <li>✓ recognize relationships</li> <li>✓ state and test assumptions</li> <li>✓ identify cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>• word roots</li> <li>• problem solving</li> <li>• equations</li> <li>• historical events</li> <li>• emerging knowledge</li> <li>• consilience</li> </ul>

<b>Unit: The Road to Equality</b> <b>Lesson #: 4</b> <b>Compare and Contrast Essay</b>	<b>Grade Level/Course:</b> <b>ELA 6<sup>th</sup> Benchmark</b>	<b>Duration: 3 days</b> <b>Date:</b>
<b>Bid Idea:</b> The Road to Equality is met with many obstacles. <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do different people react to inequality and what does this show about their character?</li> <li>• What segregates (separates) people from one another?</li> <li>• How have civil rights changed over time?</li> <li>• How is the theme of inequality conveyed through different points of view?</li> </ul>		
<b>Common Core and Content Standards</b>	<b>Reading Literature</b> RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	
	<b>Reading Informational Text</b> RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6. 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	
<b>Writing</b> W6.1 Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> <li>a. Write arguments to support claims with clear reasons and relevant evidence.</li> <li>b. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the argument presented.</li> </ol>		
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
<b>Speaking and Listening</b> SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.		
<b>Language</b> L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> <li>a. Vary sentence patterns for meaning, reader/ listener interest, and style.*</li> <li>b. Maintain consistency in style and tone.*</li> </ol>		

	<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	
<b>Materials/ Resources/ Lesson Preparation</b>	<ul style="list-style-type: none"> <li>• SAUSD Intermediate Writing Rubric (<b>Resource 4.1</b>)</li> <li>• Argument Student Model/Annotation (<b>Resource 4.2</b>)</li> <li>• Writing Prompt (<b>Resource 4.3</b>)</li> <li>• Do/ what chart (<b>Resource 4.4</b>)</li> <li>• Document Evidence Chart (<b>Resource 1.7</b>)</li> <li>• Documenting Evidence Chart (with examples) (<b>Resource 1.7A</b>)</li> <li>• Flee Map (<b>Resource 4.5</b>)</li> <li>• Split Circle Map (<b>Resources 4.6</b>)</li> <li>• Expository Essay Structure (<b>Resource 4.7</b>)</li> <li>• Introduction to Thesis Statement Brace Map (<b>Resource 4.8</b>)</li> <li>• Thesis Statement Worksheet (<b>Resource 4.9</b>)</li> <li>• Expository Essay- Writing a Hook (<b>Resource 4.10</b>)</li> <li>• Conclusion Brace Map (<b>Resource 4.11</b>)</li> <li>• Sentence Types Tree Map (<b>Resource 4.12</b>)</li> <li>• Holt Handbook-Introductory Course</li> </ul>	
<b>Objectives</b>	<b>Content:</b> Students will develop a claim by comparing and contrasting obstacles faced by two minority groups and the long-term impact their actions had on society.	<b>Language:</b> Students will write a well-organized expository essay with a topic, which will include a claim (thesis statement), supporting textual evidence, and a concluding paragraph.
<b>Depth of Knowledge Level</b>	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
<b>College and Career Ready Skills</b>	<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Comprehending as well as critiquing <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
<b>Common Core Instructional Shifts</b>	<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	

Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>	<b>WORDS WORTH KNOWING</b>
		textual evidence transition words (first, next, last) thesis educational rights civil rights	on the contrary moreover prejudice racism biased bigotry discrimination perception
	STUDENTS FIGURE OUT THE MEANING	pro con equivalent	
<b>Pre-teaching Considerations</b>		<ul style="list-style-type: none"> <li>Teacher will need a computer and projector in order to display the PowerPoint Presentation</li> <li>Teacher might want to become familiar with online essay publishing on websites like turnitin.com or edmodo.com so that students can read each other’s work and comment on their performance.</li> </ul>	
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>		<b>Check method(s) used in the lesson:</b> <input checked="" type="checkbox"/> <b>Modeling</b> <input checked="" type="checkbox"/> <b>Guided Practice</b> <input checked="" type="checkbox"/> <b>Collaboration</b> <input type="checkbox"/> <b>Independent Practice</b> <input checked="" type="checkbox"/> <b>Guided Inquiry</b> <input checked="" type="checkbox"/> <b>Reflection</b>	
<b>Day 1 Lesson Overview</b>		1. SAUSD Intermediate Writing Rubric ( <b>Resource 4.1</b> ) 2. Argument Student Model/Annotation ( <b>Resource 4.2</b> ) 3. Writing Prompt ( <b>Resource 4.3</b> ) 4. Do/ what chart ( <b>Resource 4.4</b> ) 5. Document Evidence Chart ( <b>Resource 1.7</b> ) 6. Documenting Evidence Chart (with examples) ( <b>Resource 1.7A</b> ) 7. Flee Map ( <b>Resource 4.5</b> ) 8. Split Circle Map ( <b>Resources 4.6</b> )	
<b>Lesson Continuum</b>	<b>Body of the Lesson:</b> Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement	<b>Prior Knowledge, Context, and Motivation:</b> <b>Day 1</b> <u><b>Introductory Activity</b></u> 1. Begin the lesson by having students revisit the Anticipatory Guide from lesson 1. Students should mark their response in the second column and write a rationale for their response in the last column. Depending on time, you can have students share in a group, with a partner, or have a class discussion about how their answers/thoughts may have changed or reinforced. 2. Explain to students that today they will begin the process of writing a compare and contrast essay in which they will be stating a claim and supporting it with evidence from the materials used in this unit. 3. Review the <i>SAUSD Intermediate Writing Rubric (Resource 4.1)</i> with students. Focus especially on the difference between the point 4 score and point 3 score.	<b>Differentiated Instruction:</b>  <b>English Learners:</b> Students needing additional support on the grammar/vocabulary portion can work with read-around where students read each other’s essays and offer suggestions for improvement.  <b>Students Who Need Additional Support:</b> The materials provided are highly scaffolded, but

	<p>4. Next, using <i>Student Model (Resource 4.2)</i>, review a model argumentative essay and discuss the essential elements of an argumentative essay (claim, thesis statement, evidence, conclusion). Discuss the <i>Annotation (Resource 4.2)</i> with students to support the organization of the argument. Have students evaluate the model essay using <i>SAUSD Intermediate Writing Rubric</i>.</p> <p><b>Modeling</b></p> <p>5. Use <i>Writing Prompt (Resource 4.3)</i> and close read the prompt with students. Model for students how to attack the prompt by creating a <i>Do/ What Chart (Resource 4.4)</i>.</p> <p>6. Use the <i>Documenting Evidence Chart (Resource 1.7)</i> and have students work with a partner and discuss the trends noted with obstacles, reactions, and impact on society.</p> <p><b>Flee Map</b></p> <p>7. Using the completed <i>Documenting Evidence Chart</i>, have students complete the <i>Flee Map (Resource 4.5)</i> in order to plan the sequence of their essay.</p>	<p>students need additional support, the teacher can meet with small groups of students to offer in the moment assistance.</p> <p><b>Accelerated Learners:</b> Research inequalities faced by other minority groups (Asian-Americans, Native Americans, etc.). Which groups of people were most affected and what were the obstacles, reactions, and impacts in their road to equality.</p> <p>To help students determine what claim they want to make, have students create a split <i>Circle Map (Resource 4.6)</i>. On one side, they should list textual evidence that shows inequality has changed. On the other side, they should list textual evidence that shows that inequality has not changed.</p>
<p><b>Day 2 Lesson Overview</b></p>	<ol style="list-style-type: none"> <li>1. Expository Essay Structure (<b>Resource 4.7</b>)</li> <li>2. Introduction to Thesis Statement Brace Map (<b>Resource 4.8</b>)</li> <li>3. Thesis Statement Worksheet (<b>Resource 4.9</b>)</li> <li>4. Expository Essay- Writing a Hook (<b>Resource 4.10</b>)</li> <li>5. Write Rough Draft</li> </ol>	
	<p><b>Day 2</b></p> <ol style="list-style-type: none"> <li>1. Begin by showing students the elements of a complete argumentative essay using the <i>Expository Essay Structure (Resource 4.7)</i>. Explain to students that the body paragraph example is repeated three times.</li> <li>2. Next, focus on the <i>Introduction to Thesis Statement Brace Map (Resource 4.8)</i> and explain its elements.</li> <li>3. Using the <i>Thesis Statement Worksheet (Resource 4.9)</i>, have students create a detailed thesis.</li> <li>4. Next, have students create a hook, using <i>Expository Essay- Writing a Hook (Resource 4.10)</i>.</li> <li>5. Have students use the brace map and Flee map together in order to complete the rough draft of the introduction and body of their essay.</li> </ol>	

	**They will write the conclusion tomorrow (Day 3).	
<b>Day 3 Lesson Overview</b>	<ol style="list-style-type: none"> <li>1. Conclusion Brace Map (<b>Resource 4.11</b>)</li> <li>2. Sentence Types Tree Map (<b>Resource 4.12</b>)</li> <li>3. Holt Handbook, Introductory Course</li> <li>4. Improve Word Choice</li> <li>5. Finish Publishing</li> </ol>	
	<p><b>Day 3</b></p> <ol style="list-style-type: none"> <li>1. Have students take out their rough draft, brace map, and flee map. Explain that now that they have completed the introduction and body of their essay, they will write the conclusion, which sums up the arguments made so far and leaves the reader with a final thought, which connects to our world today.</li> <li>2. Have students turn to the <i>Conclusion Brace Map</i> (<b>Resource 4.11</b>). Guide students through the process of developing a conclusion and then allow them approximately fifteen minutes to complete a rough draft of their conclusion.</li> <li>3. Once students have completed their rough draft, review sentence types (simple sentences, compound sentences, and complex sentences) on pages 96-100 of the <i>Holt Handbook, Introductory Course</i>. Ensure students write down the definitions of each sentence type and provide an example of each sentence so they may refer to it for the next activity.</li> <li>4. After you review types of sentences, have students find three examples of each sentence type in their essay and combine and/or separate in order to create a variety of sentence types throughout the text using their <i>Sentence Types Tree Map</i> (<b>Resource 4.12</b>).</li> <li>5. Lastly, in order to improve word choice throughout the essay, have students identify words which will be more effective, improve the mood/tone of the text, are less informal, and use the appropriate ethical appeal. To do this, students may use a highlighter and highlight at least five words they plan to modify. Alternatively, students can highlight their partner's paper and identify five words to modify.</li> <li>6. Allow students two days to complete their revisions and publish the essay.</li> </ol> <p><b>NOTE: Publication of the essay could be done on a multiplicity of resources:</b>  <a href="http://turnitin.com/">http://turnitin.com/</a>  <a href="http://www.myaccess.com">http://www.myaccess.com</a>  <a href="http://edmodo.com">http://edmodo.com</a>  <a href="http://essaytaggers.com">http://essaytaggers.com</a></p>	

<b>Lesson Reflection</b>		
<b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b>		

## 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).





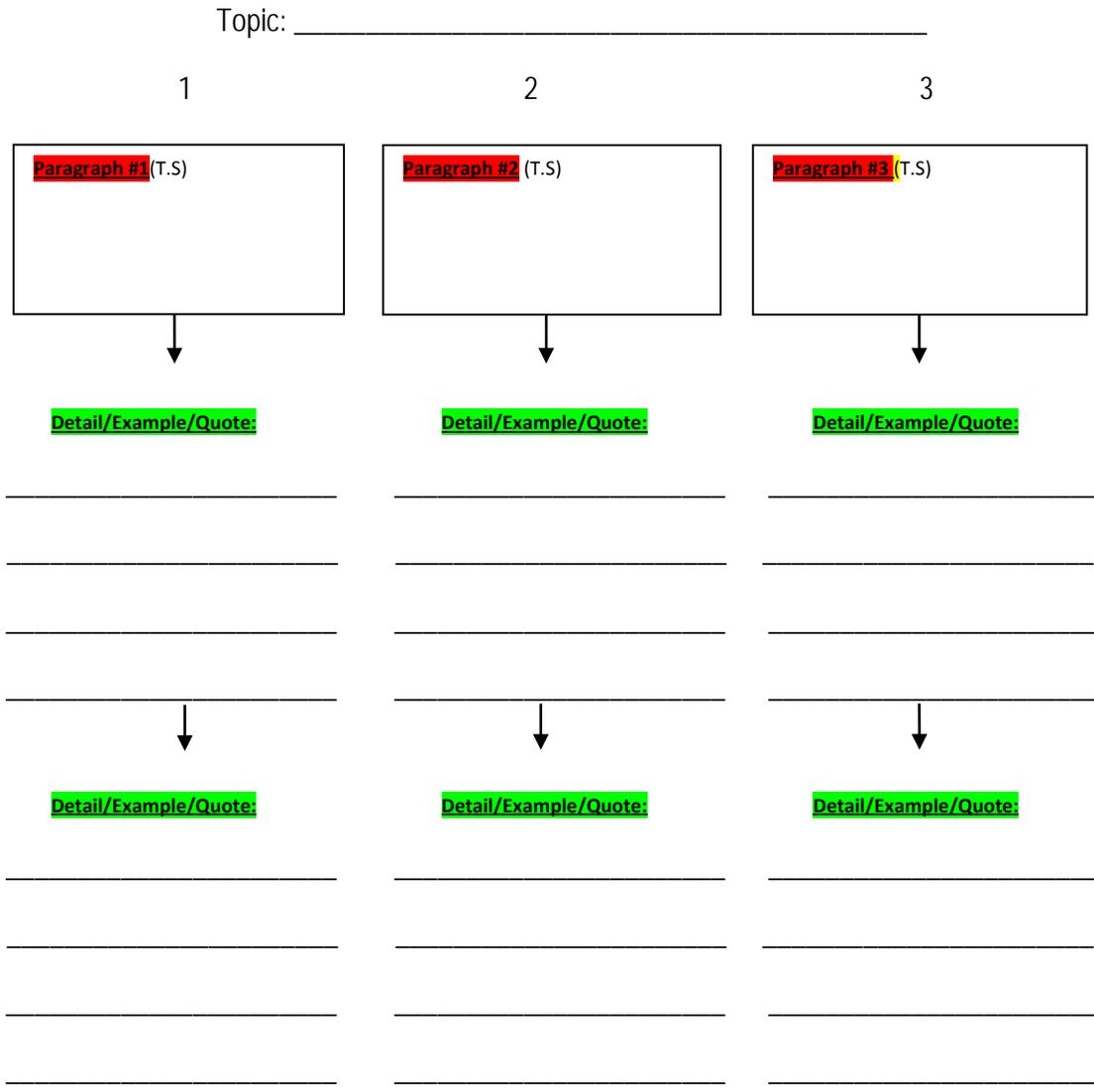
**Deconstructing the Prompt:**

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?

<b>Do (action word/verbs)</b>	<b>What</b>
<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:

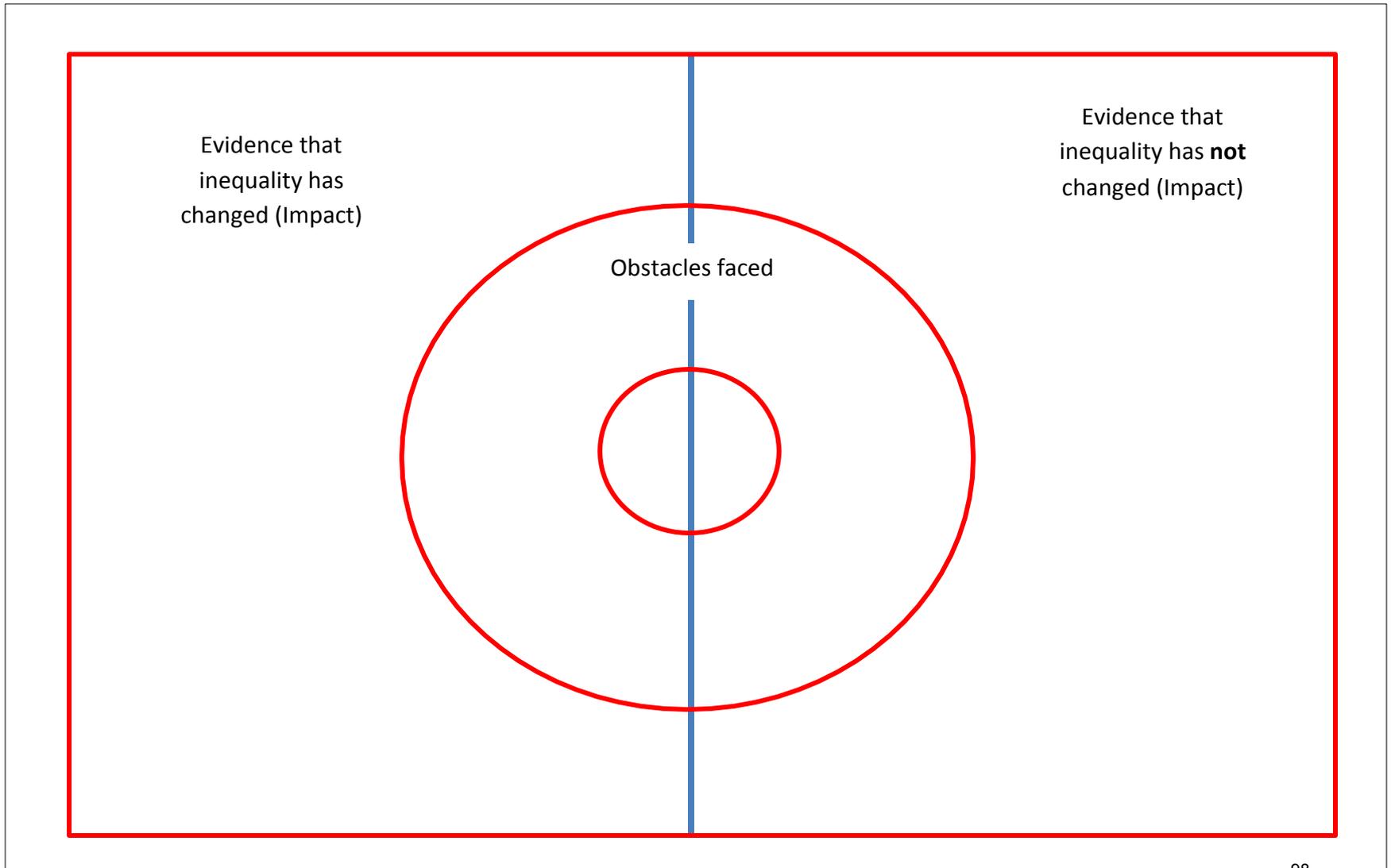
THESIS STATEMENT: (includes the "WHAT" you'll discuss and "WHY/HOW" it's important)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Circle Map



# Expository Essay

## Activity 1 Building perspective for essay writing

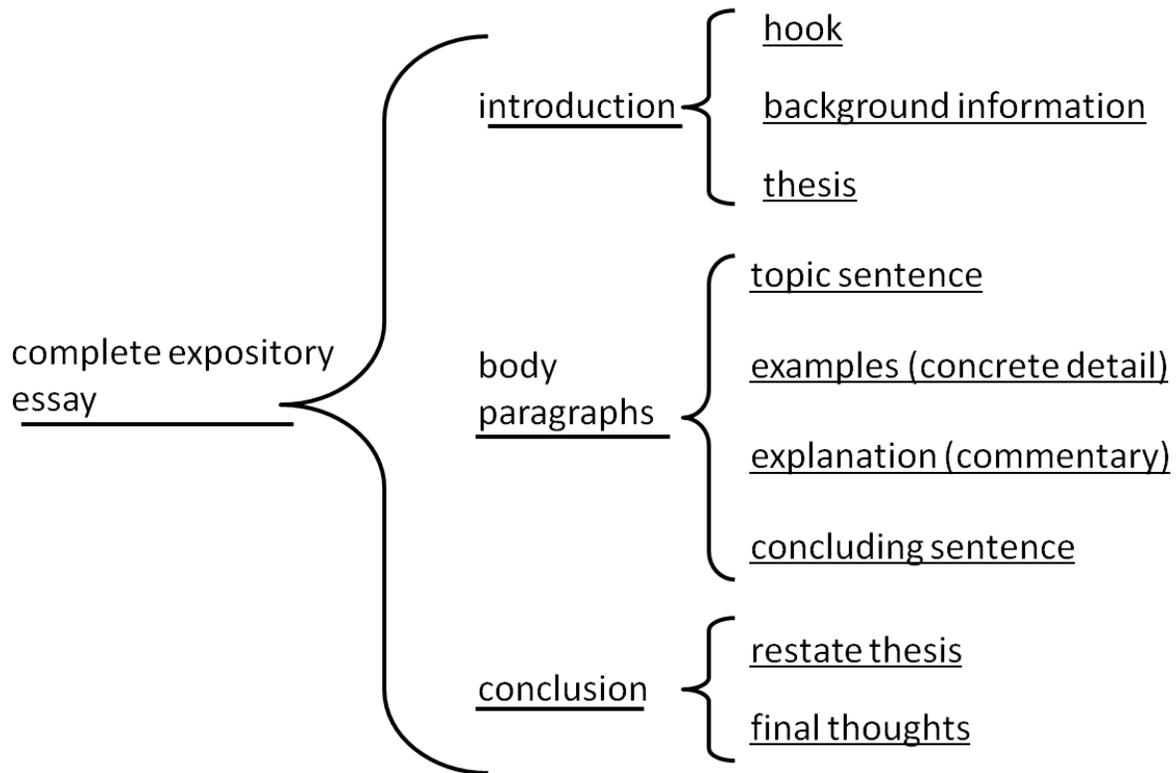
Provide essay structure.

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

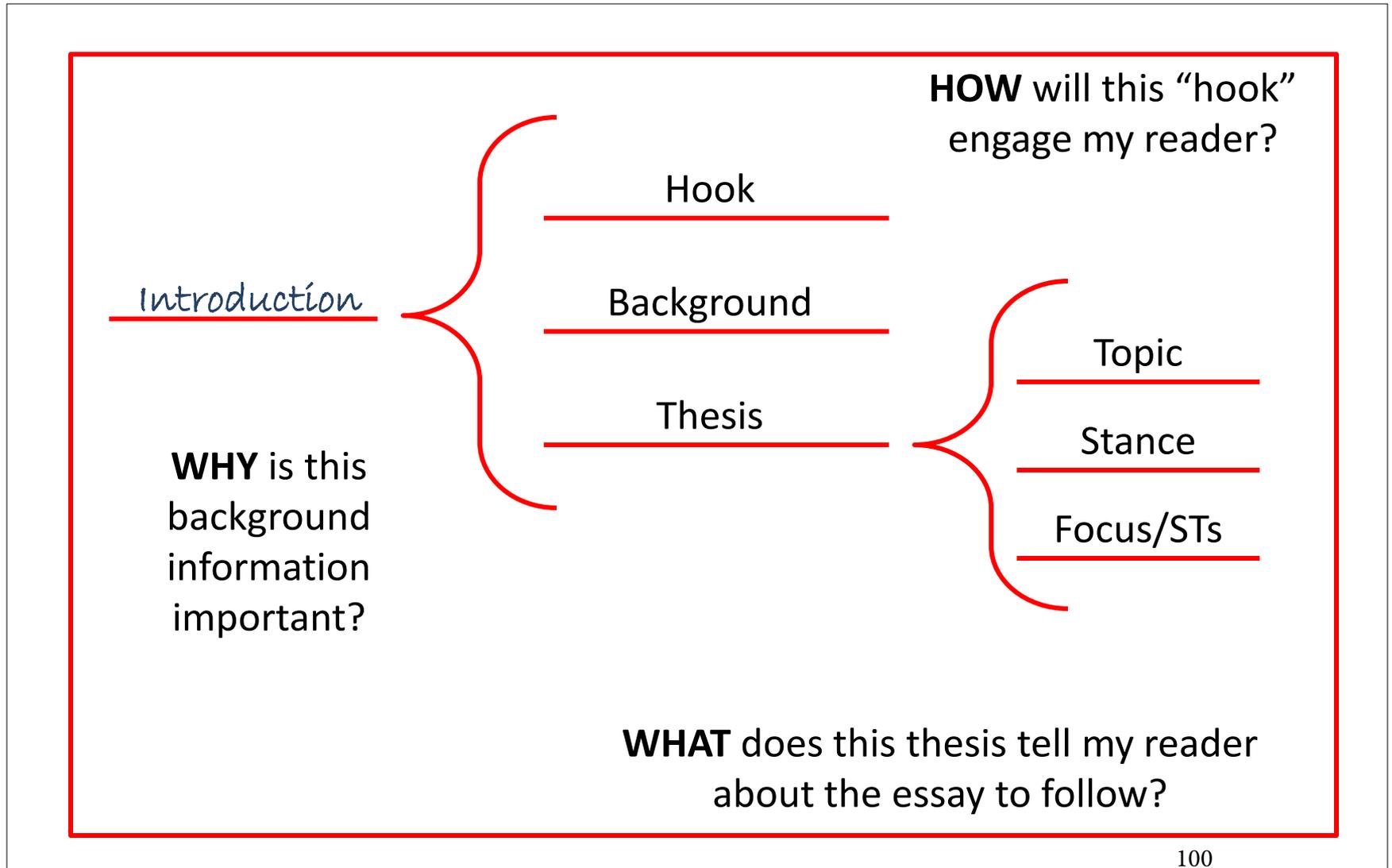
Instruction

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



<b>Resource 4</b>	<b>Thesis</b>
-------------------	---------------

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?

## 6<sup>th</sup> 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	

## Appendix of Strategies

\* **Please Note:** The Strategies listed below in **bold** are strategies used in this unit. The additional strategies have been included as a reference for your use in planning future lessons.

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**Academic Discussion Frames 107**

**Academic Summary Writing: Teacher Rationale and Protocol 108 Anticipatory Guide :**

**Teacher Rationale and Protocol 109**

Clarifying Bookmark: Teacher Rationale and Protocol 110

**Collaborative Annotation Chart: Teacher Rationale and Protocol 111 Compare/Contrast**

**Matrix: Teacher Rationale and Protocol 112**

Copy Change: Teacher Rationale and Protocol 113

Do/Say Chart: Teacher Rationale and Protocol 114-115

Era Envelope: Teacher Rationale and Protocol 116

Focused Annotation: Teacher Rationale and Protocol 117

Four Corners: Teacher Rationale and Procedures 118

Frayer Model: Teacher Rational and Protocol 119

Gallery Walk: Teacher Rationale and Protocol 120

Jigsaw Expert Group Strategy: Teacher Rationale and Protocol 121

Inside-Outside Circles: Teacher Rationale and Protocol 122

Plutchik's Wheel of Emotion: Teacher Rationale and Protocol 123

**Quick-Write: Teacher Rationale and Procedure 124**

Reading in Four Voices: Teacher Rationale and Procedure 125

Round-Robin: Teacher Rationale and Procedure 126

Save the Last Word for Me Protocol 127

Say-Mean-Matter: Teacher Rationale and Procedure 128

**Skimming and Scanning: Rationale and Procudures 129-130**

S.O.A.P.S.Tone Analysis – Guided Inquiry Questions for teachers 131-132

Think-Pair-Share: Teacher Rationale and Protocol 133

**Three-Step Interview: Teacher Rationale and Protocol 134**

**Viewing with a Focus: Teacher Rationale and Protocol 135**

Vocabulary Notebook: Teacher Rationale and Protocol 136

Vocabulary Review Jigsaw 137

Wordle: Teacher Rationale and Protocol 138

Thinking Maps 139

# Academic Discussion Frames

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## **Share Your Thinking/ Discussion Starters:**

- I think that... because
- In my opinion...
- Based on ...
- I noticed that...
- A good example would be...
- According to ....

## **Building on Ideas/Continuing the Discussion:**

- I see what \_\_\_ is saying. Would that also mean ...?
- What \_\_\_\_ said reminds me of...?
- \_\_\_\_\_ made a good point when he/she said...
- Another example is...
- I see what \_\_\_\_\_ is saying, and I think that...

## **Clarifying Ideas/Understanding the Discussion:**

- I think \_\_\_ means ...
- \_\_\_\_, could you please clarify what you mean by...
- \_\_\_\_, can you be more specific...
- \_\_\_\_, can you give an example of ...
- \_\_\_\_, are you saying that...

# Academic Summary Writing: Teacher Rationale and Protocol

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**Purpose:** The goal of summary writing is for students to extend and synthesize their comprehension of a particular text by bringing together the most relevant and valid details that support their understanding of the central idea/theme. It is also a method for teachers to assess their students' level of understanding of a text and use this information to inform their instruction.

**Procedure:** Steps to writing an academic summary follow.

*NOTE: The manner in which scaffolds below are added or removed are contingent upon the needs of students. Meaning, this work can be done individually or in collaboration with others.*

- 1) Read the text using strategies to identify the central idea/theme. Come to consensus with your partner about the central idea/theme.
- 2) Return to the completed Do/Say Chart and *independently* star the top 3-4 details throughout the text that help to develop the central idea/theme.
- 3) Come to consensus with your partner about the top 3-4 supporting details from the Do/Say Chart that will go into your summary.
- 4) Paraphrase the details with your partner.
- 5) Summary must be paraphrased in complete sentences and written in 3<sup>rd</sup> person. Remember to include signal words within your summary.

## Structure of Academic Summary

**Topic Sentence** – Identify the text, author, and publisher (if provided) + strong predicate + central idea/theme.

**Paraphrase Details** – In your own words, write the details from the DO/SAY chart. Decide on no more than 3-5 details, depending on the text length.

**Concluding statement** – Conclude summary with a strong finish that sums up the central idea/theme.

## Benefits for ELs:

- ✓ Helps student to read critically to gain a better understanding of the text and the language used.
- ✓ Enables students to work with manageable and meaningful chunks of information.
- ✓ Students are able to work collaboratively to co-construct meaning.
- ✓ Works in conjunction with Focused Annotation, Passage-Based Analysis, and Do/Say note taking tasks so preparation for this writing is highly scaffolded.
- ✓ Summaries can be used as the foundation for writing different types of analytical essays.

## Some Helpful Reminders:

- Be sure to model this task and guide students in this process.
- This task can be used for fiction or non-fiction text and across disciplines.
- Summaries are always written in 3<sup>rd</sup> person and always paraphrased in students' own words.
- The main difference between a summary and analytical writing is that there is virtually no analysis of evidence.
- This task is typically used as a preparation for larger pieces of writing, but can be used as a stand-alone as well, depending on the goal/outcome.
- Summaries are generally developed from reading and note taking strategies, such as Focused Annotation, Passage-Based Analysis, Do/Say Charts, etc....

# Anticipatory Guide and Extended Anticipatory Guide: Teacher Rationale and Protocol

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**Purpose:** An Anticipatory Guide is intended to activate students' background knowledge that is relevant to the content of a text they are expected to read and comprehend, as well as introduce key concepts and language. As a preparatory task, the anticipatory guide provides a context for the text and makes connections between content and students' own experiences. The Anticipatory Guide also enables teachers to introduce key vocabulary within the context of a theme. Furthermore, it is a vehicle for teaching students the importance of being aware as readers of their own knowledge in relation to the content of a text. The Anticipatory Guide is a useful diagnostic tool for the teacher, as it allows her to learn ahead of time what students believe about a certain theme or topic, and what background information they are bringing to the text which may support or impede their understanding.

**Required for use:** To use the Anticipatory Guide effectively, the teacher writes five statements that require students to reflect on and think about themes and concepts they will encounter in the text. The sentences should capture students' interest and provide a mixture of statements that trigger agreement and disagreement. Teachers need to take care when creating the statements so that they are neither too narrow nor too broad. Statements should be one level above the text. For example, a statement might be, "All small children love dogs," rather than, "Peter loved the dog his grandfather gave him."

**Structure of the activity:** The first time students encounter an Anticipatory Guide, the teacher should model how to read and respond to the statements. When the students engage in the activity, they should be alerted that they have two minutes to read each statement and respond, "agree" or "disagree" by checking the appropriate column. In the column to the right, students will discuss why they agree or disagree, providing personal evidence to support their response. It is important for students to know that there is not a right or wrong answer.

## Process outline:

- 1) Students silently read each statement and individually place a checkmark under the column that best represents their opinions.
- 2) Students think of reasons to justify their responses.
- 3) Students begin to share responses in their small groups. One student begins by reading the statement and then stating agree or disagree, and providing a reason for the opinion.
- 4) The other students in the small group each state whether or not they agree or disagree, providing reasons for opinions.
- 5) Once all students have shared, the next student repeats the process with the second statement.

# Clarifying Bookmark: Teacher Rationale and Protocol

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**Purpose:** This task is used to assist students in their development of good reading habits. It requires that students read texts beyond their comprehension, and that they slowdown in their reading and consciously apply strategies to make sense of the text and of their reading: what they understand, how they understand it, what they don't understand and what they may do about it. Over time, students appropriate this conscious and effortful focus on strategies and their relevant application. Then they automatically use these skills in reading, until they encounter a text that is complex beyond their ability to understand, and once again the conscious process of focusing on making sense of text can be applied.

**Required for use:** To use the Clarifying Bookmark effectively the teacher selects four or five especially complex and rich paragraphs from a text the class is reading. If five paragraphs are selected, the teacher can model the activity with one, and then invite students to work in dyads through the other four. The choice of paragraphs must be deliberate and modeling is important until the students understand the process very well. This activity should not continue for more than four paragraphs at a time, thus the sections to be read need to be carefully chosen because of their richness for exploration.

**Structure of the activity:** The Clarifying Bookmark has two columns. In the left hand column, strategies that can be used are introduced. In the right hand side, three *routine expressions* or *formulaic chunks* are offered students so that they choose how to initiate their participation. Initially the teacher uses only Section I, which offers students a choice of two strategies. After this section has been practiced several times over a period of three or four weeks, and students are totally comfortable with their application to the point where they have internalized them, two more strategies are added. Once again, students practice several times choosing among four strategies to apply to their exploration of the reading of a section of the text. When they are comfortable and have appropriated the additional strategies, the two final strategies are added and the same process ensues.

## Process outline:

- 1) Students work in dyads reading the text.
- 2) Student A reads first selected paragraph in a soft voice to her/his partner.
- 3) Student A then announces which strategy s/he is going to choose: 'I am going to summarize my understanding so far.' And then chooses one of the formulaic chunks offered to them in the right hand side of the chart: 'The main points of this section are...'
- 4) Then Student B may add his ideas –if they are different than the ones stated by A- or not. After that, she reads the next paragraph in a soft voice to his/her partner and engages in the process of selecting a strategy and then applying it by using one of the three routine expressions offered in the right hand side of the chart.
- 5) After Student B is finished exploring the paragraph, Student A may add something different or just continue with the next paragraph.

## Collaborative Annotation Chart Description and Rationale

**Description:** This activity provides an opportunity to experiment with different approaches to annotation and contextualization of text. It could be conducted as an in-class exercise over several class sessions, or as an out-of-class assignment (perhaps with the final discussion in class, or presented as an in-class report from each group).

### Pedagogical goals:

- Learn to write scholarly annotations on a text
- Work collaboratively to annotate a text
- Work collaboratively to decide on a rationale for annotation
- Learn about the ways in which texts are presented and contextualized for a modern readership
- Learn about the relevance of audience and readership to textual presentation
- Gain critical awareness of annotation processes as part of scholarly textual study
- Gain critical awareness of the historicity of texts

In preparation, divide the class into small groups and have each group of students choose a short text (or a few sections of a longer text) to work on. After reading the text through carefully, have each group discuss the following questions in preparation for the annotation process:

- What aspects of the text most need explanation for a modern audience? (For instance, unfamiliar names, references to places and events, unfamiliar words, historical and political background, information about the author's life, etc.) What kinds of information would a contemporary have had which modern readers no longer possess? What kinds of information might we want to have that a contemporary would **not** have had access to?
- What would be the most important things to explain for a novice reader? What would most contribute to a productive reading of the text? What do you **not** need to explain?
- Identify the specific details you plan to comment on in the annotation process, and describe why you chose to focus on these. For instance, if your group decided to identify individuals and events named in the text, explain the rationale for your decision. What kind of reading and research will your annotations support?
- How should your annotations be presented to be most effective? (As footnotes, endnotes, marginal notes, some other format?) What difference does this make to the reader's experience of the text?

# Compare/Contrast Matrix: Teacher Rationale and Protocol

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**Purpose:** The Compare-and-Contrast Matrix is a graphic organizer that helps students analyze key features of two or more ideas, characters, objects, stories, etc., and can be used in all three moments of a lesson. These comparison charts highlight the central notions in a text, whether it is written or oral. The task can be used immediately before students experience an oral text, such as a mini-lecture to foreshadow important ideas that the teacher will present. Students can also use these matrixes to organize their understanding of a text they are reading or to revisit a text they have recently finished reading. As with any graphic organizer, these notes can be very helpful to students in constructing essays.

**Required for use:** For this task to be effective, the questions or prompts that guide students' comparisons must focus on salient and key elements that pertain to two or more thing being compared. For example, asking how two or more characters respond to challenges they face focuses students' attention on conflict and theme, while asking how characters are described focuses on categories that are not generative.

**Structure of the activity:** The teacher develops, based on goals for the lesson(s), three or four questions or prompts that guide students' analysis. The foci for comparison are placed in the left-hand column of a table, and the ideas, characters, objects, stories, etc. being compared are labeled at the top of columns in the table. For example, a compare/contrast matrix comparing two texts using three questions would be arrayed as follows:

	Text A	Text B
Question 1		
Question 2		
Question 3		

**Process outline:**

- 1) Students work with a partner or small group
- 2) They may complete the chart independently and then share findings or may complete it collaboratively.
- 3) The teacher should circulate to clear up any misunderstandings.

*Adapted from Understanding Language ell.stanford.edu*

# Copy Change: Teacher Rationale and Protocol

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**Purpose:** Using Copy Change provides a framework for writing. Students use another author's pattern as a framework for their own writing. For example, young children might use Bill Martin Jr.'s "Brown bear, brown bear..." to create their own version: "Fierce eagle, fierce eagle, what do you see?" or "Mr. Jones, Mr. Jones, what do you see?"

**Required for use:** This task is best when used with predictable text or with text that has been analyzed for structure. This can often be poetry or trade books, as well as speeches.

**Structure of the activity:** Research has shown that understanding and using text structures can improve writing skills and enhance reading comprehension. This is a method that is used by both novice writers and those writers who are trying to hone their style. "Like any other craftspeople, professional writers know that to learn their craft, they must stand on the shoulders of writers who have gone before them. Copy change is a way young writers can stand on the shoulders of professional writers. (Ray, 1999)

## Process outline:

- 1) Students read and listen to the original text.
- 2) Students have a discussion about the text characteristics (student led or teacher led). Some questions to consider include:
- 3) What did you notice about the format of this text?
- 4) What did the author do first, second, etc.?
- 5) If you were going to use the author's framework to write something of your own, what framework would you use?
- 6) Students then use the author's framework for their own writing.

*Adapted from literacy.kent.edu/eureka/strategies/copy\_change.pdf and Timothy Rasinski*

# Do/Say Chart: Teacher Rationale and Protocol

**Purpose:** A powerful technique for examining how a text is constructed by noting what the writer is DOING (his/her function or strategy) in each paragraph/section and what the writer is SAYING (the content) in each paragraph/section. The DO/SAY technique is a very effective reading and writing tool.

## Procedure:

1. If needed, teacher numbers the text into meaningful chunks (sections).
2. For each paragraph/section, students (collaboratively or independently) are responsible for writing brief statements about the function (DO) of each paragraph/section and the content (SAY) of each paragraph/section.
3. DO statements include a verb and tell the strategy the author is using. SAY statements tell briefly what the content is in each paragraph/section.

## Examples:

*From an "accounting" essay*

DO	SAY
Introduces the claim/thesis statement	Accounting is crucial because the financial life of a company depends on it.
Presents the first reason to support his claim/thesis	Managerial accounting is the type of accounting dealing with the day-to-day operation of a business which is essential.
Presents the second reason to support his claim/thesis	Financial accounting is the type of accounting that provides necessary information to people outside the business.
Restates the claim/thesis and expand on it	Every company relies on accounting for success. There are other kinds of accounting as well, suited to special kinds of organization.

*From a literary work*

DO	SAY
Provides the setting of the story and introduces the conflict.	A boy tries to steal a large woman's purse, but she grabs him before he can run away.
Provides a dialogue between the boy and the lady about the crime he committed.	The woman scolds the boy and drags him up the street. The boy pleads for her to let him go.
Describes what they boy and woman are doing and continues to advance the plot.	The woman drags Roger into her apartment and tells him to wash his face and eat supper with her. Roger is frightened, but he obeys the woman does not escape even when he gets a chance to.
Provides background information on the woman's life and describes the actions of Roger. Continues to advance the plot.	Woman tells Roger that she also did things in her past that were wrong and that everybody has something in common. She makes him dinner, while Roger cleans himself up. Roger now wants the woman to trust him so he makes sure to move far away from the purse and behaves.
Illustrates how this woman is influencing Roger's behavior and also provides more details about the woman's life.	Roger now wants to help the woman and even offers to go to the store for her. Woman tells him about her job and does not say or ask anything to embarrass Roger.
Provides a resolution to the story.	Woman gives Roger \$10 so he can buy the shoes he wanted, tells him to behave, and shuts the door. Roger wants to say something

	to her, but he cannot find the words to do so.
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### **Benefits for English Learners:**

- ✓ Helps deconstruct the text genre and demystifying the author's writing moves.
- ✓ Enables student work with manageable and meaningful chunks of information.
- ✓ Students are able to work collaboratively to co-construct meaning.
- ✓ By noting the function and content of different sections of the text, students gain a clear and deeper understanding of the author's central idea/theme.
- ✓ Helps to scaffold the writing of summary and analytical texts.

### **Helpful Reminders:**

- Deconstruct the genre by making students aware of the typical structural elements before delving into the specific functions of each paragraph/section.
- Do/Say is a scaffold to help students deconstruct texts to gain a deeper level of understanding, NOT simply an exercise of listing do/say statements.
- Depending on the level of your students, you may want to begin by providing the function of each paragraph/section (DO), BUT as students' learning in this area increases, students will then be identifying these statements on their own (gradual release of responsibility).
- If chunking the text for students is done ahead of time, be sure to chunk the text into meaningful parts (preferably by common functions).
- One paragraph may contain multiple functions; similarly, multiple paragraphs may contain the same function.

*Adapted from Sonja Munevar Gagnon, QTEL training*

# Era Envelope: Teacher Rationale and Protocol

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**Purpose:** This task is used to build and provide relevant background knowledge to students as part of preparing learners to read a text that is situated in a specific time period. Learning about the societal norms, politics, culture, and so on of a particular era helps students understand the historical context of an event, and thus better access the message, undertones, and nuances of texts that may be misunderstood or misinterpreted otherwise such as speeches, poems, and historical fiction.

**Required for use:** To create the Era Envelope—an envelope with four to six pieces of background information—the teacher chooses relevant texts or photographs –with captions- that illustrate a particular aspect of a time period. Each item in the envelope must fit on one page. In addition to the pieces of background information, the teacher creates a graphic organizer to be used by students as they read each piece. The graphic organizer serves to focus the students’ reading of the texts, highlighting salient information to consider, and the space to write responses.

**Structure of the task:** The Era Envelope consists of a large manila envelope or a folder, which contains four to six pieces of background information, along with focus questions to guide reading. Students work together in groups, based on the number of background information texts. The task begins with each student reading a different background text and answering the corresponding focus questions on the task handout. After about five minutes, students rotate papers, and each student repeats the process with a new text. Eventually all students will have read the documents.

## Process outline:

- 1) Students sit in heterogeneous groups of three or four based on the number of texts (no more than four).
- 2) One student opens and distributes the texts in the envelope, one to each student in the group.
- 3) A second student distributes the accompanying handout for the task.
- 4) Each student reads his or her text—or examines the visual—and takes notes writes answers on the corresponding box of the handout.
- 5) At the teacher’s signal, students pass their papers in the direction specified.
- 6) Students repeat this process until all texts are read.
- 7) After everyone in the group has read and responded to the focus questions, students share responses text by text, adding to or revising responses as needed.

**Options for scaffolding:** For classes with students who are at varying levels of English proficiency, teachers have the option of placing students in heterogeneous base groups and homogeneous expert groups, based on students’ English proficiency and reading level. Though different expert groups may read material of varying levels of textual difficulty, all groups are responsible for the same academic and cognitive tasks, and each member of the expert group contributes equally to the knowledge of his or her base group.

*Adapted from Understanding Language ell.stanford.edu*

# Focused Annotation: Teacher Rationale and Protocol

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**Purpose:** Focused Annotation is a task that helps students interact with the text and record their thinking processes.

## Procedure:

- 1) Teacher distributes the *Sample Annotation Marks* to students.
- 2) Teacher models how to annotate a text using the *Sample Annotation Marks* and the think-aloud process:  
*Note: It may be helpful to chunk the text ahead of time and focus on one chunk at a time.*
- 3) In pairs or individually, teacher instructs students to read and annotate the text by focusing on key language functions (such as: asking questions, agreeing/disagreeing, identifying main ideas, making connection).
- 4) Students share their annotation marks with a peer(s) and add/delete information on their chart or in their notebook based on their peer's feedback.  
*Note: You may want students to use the Collaborative Annotation Chart to record their thoughts and share with peers. The Collaborative Annotation Chart also contains language support for this task.*
- 5) Based on their annotations and discussions, students develop an initial understanding of the central idea/theme.

## Some Benefits for ELs:

- ✓ Helps build students' understanding of the text and their metacognitive skills.
- ✓ Provides students with a focus for reading.
- ✓ Requires students to stop and think about what they are reading, and record these thoughts.
- ✓ Students are able to work collaboratively to co-construct meaning.

## Some Helpful Reminders:

- Be sure to model HOW to annotate a text and orally express your thinking DURING this process.
- Begin by selecting 2-3 annotation marks for students to focus on so the task will be manageable for students.
- When students are sharing their annotation marks, be sure that they are reading aloud their thoughts, not simply exchanging papers.

*Adapted from Sonja Munévar Gagnon*

# Four Corners: Teacher Rationale and Procedures

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**Purpose:** Four Corners is a forced-choice task that can be used in a variety of subjects. For this task, the teacher writes a controversial statement in a definitive manner (there should not be a clear “right” or “wrong” choice to the statement.)

**Process:**

- 1) Before class, record the statements on an interactive white board or overhead so students will be able to view the statements one at a time. Clear the four corners of the room of tripping hazards and label each corner of the room with a sign stating “Strongly Agree,” “Agree,” “Disagree,” and “Strongly Disagree.”
- 2) The teacher distributes 3 x 5 cards to all students and asks them to record on the unlined side of the card the letter representing their choice of the four alternatives after she or he reads each aloud and posts them for reading. On the lined side of the card, students write three reasons for their choice, citing evidence.
- 3) The teacher then reads each statement and asks students to assemble in the corner of the room that corresponds to their choice.
- 4) In each corner, students form groups, ideally of three or four each, and exchange the reasons for their choice.
- 5) After two or three minutes of exchange, representative students share reasons for their choices. Based on the evidence provided, students may change “corners” if their belief changes.
- 6) Repeat the process for the next statement.
- 7) When all four statements have been shared, students return to their seats.

# Frayer Model: Teacher Rational and Protocol

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## **Purpose:**

The Frayer Model is a graphic organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by . . .

- defining the term,
- describing its essential characteristics,
- providing examples of the idea, and
- offering non-examples of the idea.

This strategy stresses understanding words within the larger context of a reading selection by requiring students, first, to analyze the items (definition and characteristics) and, second, to synthesize/apply this information by thinking of examples and non-examples. Students should analyze and synthesize vocabulary in context and not in isolation.

## **Required for use**

Using the Frayer model, students will activate their prior knowledge of a topic, organize knowledge into categories, and apply their new knowledge to the compartmentalized structure. Students will need a reading or task to activate prior knowledge on the subject as well as blank copies of the Frayer Model handout.

## **Structure of the activity**

Either give students a list of words or have them brainstorm a list of ideas related to the key topic. After reading a selection, students will group the words into one of four categories: essential characteristics, non-essential characteristics, examples, and non-examples.

## **Process Outline**

- 1) Explain the Frayer model graphical organizer to the class. Use a common word to demonstrate the various components of the form. Model the type and quality of desired answers when giving this example.
- 2) Select a list of key concepts from a reading selection. Write this list on the chalkboard and review it with the class before students read the selection.
- 3) Divide the class into student pairs. Assign each pair one of the key concepts and have them read the selection carefully to define this concept. Have these groups complete the four-square organizer for this concept.
- 4) Ask the student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts.

# Gallery Walk: Teacher Rationale and Protocol

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**Purpose:** This task enables students to self-assess a product and then assume a more distant and critical stance toward a collaborative product developed in groups, an important aspect of reflection and meta-awareness developed in tasks comprising the Extending Understanding moment. The Gallery Walk also promotes students' metacognitive development, since they have to understand the level of implementation of key criteria in peers' products. To do this, they are provided with a rubric or specific focus for assessing how other groups accomplished the same task. The Gallery Walk helps students learn about effective, or ineffective, ways to organize and represent ideas, take note of patterns and trends within the classroom, and envision how they might accomplish tasks in the future.

**Required for use:** A clear focus for assessing other groups' work is necessary for this task to be effective. The focus for the gallery walk should be specific and generative and related directly to the criteria for development of the product. A second, and equally necessary, requirement is the setting of norms for assessing the work of other students. Students need clear guidelines and language before they begin their gallery walks, and they need to write a written assessment and sign their notes. This helps to model academic uses of language and habits of mind, and to avert problems.

**Structure of the activity:** Students need to know what they should do as individuals and as a group as they assess the work of others and when they return to their small groups. Based on the number of groups and the needs of students, students may participate in the gallery walk as individuals, dyads, or small groups. If students are unfamiliar with assessing the work of others, the teacher may need to model the process with the help of two or three students and a poster from another class. Students need to know if they are to take notes on a form or post comments on a poster. They also need to know how they will be held accountable individually and as a group.

## **Process outline:**

- 1) Students move in groups, pairs, or individually in a pre-arranged direction and signal.
- 2) Students discuss the product using a rubric or focus questions provided.
- 3) Students write down their assessment with each student keeping notes and signing it.

**Options for scaffolding:** If needed, students should have formulaic expressions that they can use to begin their discussion of the product. Some possible expressions include:

Based on the rubric, I think the poster should be rated \_\_\_\_ because...

I think the poster should be rated as \_\_\_\_\_ because...

I agree/disagree with your assessment because....

## Jigsaw Expert Group Strategy: Teacher Rationale and Protocol

**Purpose:** Jigsaw learning allows students to be introduced to material and yet maintain a high level of personal responsibility. The purpose of Jigsaw is to develop teamwork and cooperative learning skills within all students. In addition, it helps develop a depth of knowledge not possible if the students were to try and learn all of the material on their own. Finally, because students are required to present their findings to the home group, Jigsaw learning will often disclose a student's own understanding of a concept as well as reveal any misunderstandings.

**Required for Use:** To create a jigsaw activity, the materials should be divided into manageable sections. The materials can all be of the same complexity, or you may decide to have various levels if you will assign students to each level. For instance, the readings in this section vary in length (461 words to 1,000+ words) but also vary in Lexile complexity. In the case of these readings, the texts that are longer have a lower Lexile (easier to read) than the texts that are shorter. In addition to the pieces of information to be learned, students should have a graphic organizer of some sort to use as they read each piece. The graphic organizer serves to focus the students reading of the text, highlighting salient information to consider, and the space to write the responses.

**Structure of the activity:** Jigsaw is a cooperative learning strategy that enables each student of a "home" group to specialize in one aspect of a learning unit. Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the "home" group and teach the material to their group members. Just as in a jigsaw puzzle, each piece--each student's part--is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential. That is what makes the Jigsaw instructional strategy so effective.

### **Process Outline:**

Each student receives a portion of the materials to be introduced. Since this assignment requires students to interact with a complex text, students should be asked to read the text on their own first, noting confusions or possible ideas to share with their "expert group".

After individually reading the text...

- 1) Students leave their "home" groups and meet in "expert" groups;
- 2) Expert groups discuss the material and brainstorm ways in which to present their understandings to the other members of their "home" group by completing the graphic organizer.
- 3) The experts return to their "home" groups to teach their portion of the materials and to learn from the other members of their "home" group.

# Inside-Outside Circles: Teacher Rationale and Protocol

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**Purpose:** The purpose of Inside-Outside Circle is to promote practice with key content concepts and develop oral language. This can also be done as a Conga Line, with two lines of students facing each other. This strategy provides for practice in oral communication

**Required for use:** To use an Inside-Outside circle, there needs to be some information for students to share orally. This could be written information, pictures, illustrations, white boards, etc.

**Structure of the activity:** This activity works well as a way to change partners to provide multiple perspectives on an assignment. For instance, as students rotate through the Inside-Outside Circle, the inside circle students could share a piece of writing and have the outside circle act as editors. With each rotation, the editors should have an assigned task, perhaps to check punctuation. The outside circle continues to rotate while helping to revise the stories that are being read by the inside circle. The roles then change and the inside circle members become the editors while the outside circle members share their writing.

## **Process outline:**

- 1) The class is divided into two groups; half the class forms a circle looking out (the inside circle), and the other half stands in front of someone in the inner circle (the outside circle).
- 2) The students are asked a question or directed to perform a task.
- 3) The students in the inner circle answer first while the outer circle listens; then the outer circle responds while the inner circle listens.
- 4) When each has finished, students can give a signal (e.g. thumbs up) to indicate they are finished.
- 5) Once both have shared, the teacher gives a signal (e.g., ringing a bell) and the inner circle stays in place while the outer circle rotates one person clockwise.

## Plutchik's Wheel of Emotion: Teacher Rationale and Protocol

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**Purpose:** The task helps student describe with precision their emotional responses to visual, written or hybrid texts. Students move beyond past responses by using *Plutchik's Wheel of Emotion* to identify subtle emotions and a more complex vocabulary for describing their responses. *Plutchik's Wheel of Emotion* supports students' awareness of a range of emotions, development of a language for describing emotion, and increased ease in talking about emotional response. It can be used as part of a series of Interacting with Texts tasks, as it helps students distinguish between tone and mood.

**Required for use:** When first using *Plutchik's Wheel of Emotion* it is important that students be reading a potent visual or written text that triggers emotional responses they have to describe. For example, students respond strongly when reading about the sacrificial killing in Shirley Jackson's short story "The Lottery," as the characters go about their business with no visible affect. In the story, it is their matter-of-factness about a disturbing reality that provokes strong responses in students.

**Structure of the activity:** *Plutchik's Wheel of Emotion* has eight basic emotions at the center of the wheel. Contrasting emotions are opposite in color and placement on the wheel. The outer circles on the wheel represent blends that are more nuanced than basic emotions. The emotions outside of the wheel are combinations arising from adjacent blends. The teacher asks students to jot down emotions felt when reading or viewing a text. Students determine where these emotions would fit on the wheel and whether their intensity reflects students' feelings. If they don't, then the wheel provides them with alternative choices. This activity can be repeated at different points in a text, visual, written, or hybrid. Alternately, students can use the wheel to identify how they felt at different points. The teacher can list emotional responses to different parts of a text and then match those responses to stylistic choices made by the author.

### Process outline:

- 1) Students work in small groups.
- 2) Students write down three emotions in response to a text.
- 3) They then locate the emotions on Plutchik's Wheel.
- 4) The group discusses their responses and uses the wheel to arrive at three emotions they share and the rationale for these emotions.
- 5) At a second point in time the activity is repeated and changes in emotional response are identified and mapped back to the text.

# Quick-Write: Teacher Rationale and Procedure

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**Purpose:** The Quick Write invites students to make a connection between background knowledge and themes expressed in a text or unit. It provides students with an opportunity to give a quick gut-level reaction to ideas, situations, or events. Since the goal of the activity is to capture students' first impressions, memories, or feelings, linguistic accuracy and complexity are not stressed.

**Required for use:** An open-ended and engaging prompt that connects to topics, themes or issues about which students have some background knowledge is an important part of what makes this task effective. If the prompt is too general or too removed from students' experiences in or out of school, students may feel unsure about how to approach the topic. A commitment to fluency on the part of the teacher and students is also required. Students need to know that correctness is not the focus of the activity. If need be, encourage students to write in their native language and require them to use English to talk about what they wrote.

**Structure of the activity:** One way this activity may be explained to students is to tell them that the writing goes "from your heart to your hand to the paper." Introduce the prompt and, if need be, provide some context by connecting the topic to students' knowledge and experience and the topic or theme that the prompt explores. Give students no more than five minutes to write. If a student says that he or she cannot think of anything to write about have the student write, "I don't know what to write about" for the allotted time.

## Process outline:

- 1) Students respond in writing to a prompt without focusing on spelling and grammar correctness.
- 2) Students have no more than 3-5 minutes to write their response.

*Adapted from Understanding Language ell.stanford.edu*

## Reading in Four Voices: Teacher Rationale and Procedure

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**Purpose:** This task is used to scaffold the reading of difficult texts. The selected text is chunked into meaningful parts, which promotes students' focus on units of meaning, rather than focusing their reading strictly on punctuation or line breaks.

**Required for use:** This task requires careful preparation by the teacher. For this task to be successful, the text should be oral in nature (e.g., poems, speeches, monologues or songs) and rich enough in content that it warrants multiple readings. To prepare a text, the teacher reads the text aloud, chunking meaning parts, based on where natural pauses occur. This scaffolds students' reading by emphasizing the meaningful chunks that form the architecture of a text. Each chunk is written in one of four fonts (plain, bold, underlined, and italic); thus, the creation of this task requires teachers to retype the text. This task is not intended for use with textbooks.

**Structure of the activity:** Students read the formatted text collaboratively, with each student reading aloud only his or her assigned font. In this way, the reading aloud helps students focus on units of meaning. Each group of four students will read their text collaboratively twice, with students keeping the same parts. Often, after an initial, tentative reading, students will realize that even if they do not understand everything in the text, they will still be able to make some sense of it (this is especially true for poetry). This collaborative reading ensures that students at all reading levels are able to contribute to the group task while developing their language skills.

### Process outline:

- 1) Students sit in groups of four.
- 2) Each student chooses one of four fonts.
- 3) The different font styles will alert students when it is their turn to read.
- 4) Students will read the text collaboratively, with each person reading his or her font style to read aloud.
- 5) Students will read the text twice, aloud in their small groups.

*Adapted from Understanding Language ell.stanford.edu*

# Round-Robin: Teacher Rationale and Procedure

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**Purpose:** This task structures small group interaction and participation to ensure that all students have a voice and those students who might otherwise monopolize small group work do not limit anyone else’s opportunities to participate. By requiring that every student states his or her response to teacher-initiated questions without interruption, each member of the group connects his/her own ideas to that of their peers and has opportunities to build conceptual and linguistic understanding.

**Required for use:** Students need time to develop a response to a question prior to engaging in the Round Robin task. The question(s) need to be substantive and open-ended so that students are engaged and learning from each other. If the question(s) are closed, responses will be repetitive and learning constrained.

**Structure of the activity:** Round Robin requires members of a group to listen to and learn from peers without interruption. Students may feel that agreeing and adding information when someone is sharing information shows engagement. To promote active listening, without speaking, some teachers use a prop when first introducing this task. The student holding the prop “holds the floor,” and when done speaking, he or she passes the prop to the next person. Eventually students will internalize the structure and will not need a material reminder.

## Process outline:

- 1) Each student shares his/her response to a prompt.
- 2) One person speaks at a time
- 3) Nobody should interrupt
- 4) If a student’s answer is similar to somebody else’s, the student may not pass. Instead the student should indicate agreement (“I have the same opinion as... I also think ...”)
- 5) There are no interruptions or discussions until the four members have finished sharing their responses.

*Adapted from Understanding Language ell.stanford.edu*

# Save the Last Word for Me Protocol

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**Purpose:** This protocol is used after reading to improve comprehension. It will support students' interaction with the text while promoting reading comprehension. It also allows students to clarify and deepen thinking about the content.

**Required for use:** Students will read an article independently and find sentences or phrases that stand out for them for any reason. They will write at least 3 sentences on an index card and then be ready to discuss their reasons for selecting the quote to their group. Timing is important; each round should last approximately 7 minutes.

**Structure of the activity:** The process is designed to build on each other's thinking, and not to enter into a dialogue. Participants may decide to have an open dialogue about the text at the end of the 30 minutes. After reading an article, students pull quotes from the article which they have a response. They share these quotes with group members using a strict protocol which requires listening as well as speaking. When the activity is complete, you may want to debrief the activity, have each person select a quote to write about in a response journal, or ask each group to report out the most important quote with justification about why it was seen as significant.

## Process outline:

- 1) Silently read the article.
- 2) When time is called after 9-10 minutes, go back through the article and look for 3 sentences or phrases that stand out to you in some way....you found it interesting, surprising, confusing, enlightening etc.
- 3) Write your 3 sentence on the paper provided.
- 4) You will work in groups of 3 or 4 people.
  - a. The group member whose birthday is closest to Christmas picks up the globe and begins by reading one of their sentences aloud. They will not comment on why they chose that sentence. They will only read the sentence or phrase aloud. They will pass the globe to the person seated on their right, group member 2.
  - b. Group member 2 will comment on the sentence the first speaker read. Person 2 will pass the globe to the person on their right, group member 3.
  - c. Group member 3 will comment on the sentence the first speaker read. Person 3 will pass the globe to the person on their right, group member 4.
  - d. Group member 4 will comment on the sentence the first speaker read. Person 4 will pass the globe to the person on their right, group member 1.
- 5) When all group members have had the chance to comment on the sentence chosen by the first speaker, the first speaker will then, "have the last word", and explain why they chose that sentence.
- 6) Now group member 2 will read one of their sentences. In the order described above, the other group members will comment on the sentence, until group member 2 will "have the last word."

# Say-Mean-Matter: Teacher Rationale and Procedure

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**Purpose:** Students who struggle with reading often don't understand the level of mental processing that needs to go on for comprehension to occur. They tend to mechanically read the words rather than interacting with the text. When used consistently in the classroom, this strategy gives students a way of attacking complex text. Students stay engaged and comprehension increases.

**Strategy:** Say-Mean-Matter turns a simple foldable into an effective tool to prompt students to higher-level reading. Using this strategy, students build from summary to inference to conclusion. This strategy is effective with any challenging text including magazine articles, poems, short stories, political cartoons, and more.

**Procedure:** As always, the teacher should model this strategy before assigning it to students. Demonstrate for the whole class using increasingly complex text, both print and non-print. Allow students to practice in small-group settings. Then lead discussions about what happens to their understanding as they practice this strategy. You might even let students make posters of the strategy to post in the classroom as a reminder to apply this strategy when they are reading a piece of text. The process:

- 1) The teacher assigns a short chunk of the text for students to read silently.
- 2) In the say column, the students will summarize the assigned portion of the text. This shows that the student has a literal comprehension of the text.
- 3) In the mean column, students record what they think the passage means. This pushes them to the inferential level of comprehension. They must infer the implications, motivations, and intentions of the text.
- 4) In the matter column, students must answer the question "So what?" Explain to students that the other two columns have provided them with the facts and implications, but thinking about the final column will help them to figure out why it matters. They then will understand the significance of the text and how it impacts the topic, novel, time period, or even mankind itself. Referring to the Essential Questions for the lesson or unit is helpful in this stage of interpretation.
- 5) Repeat for subsequent portions of the text.

*A variation of this strategy is Quote-Note-Response. This is useful when you want students to identify specific textual evidence to analyze rather than summarize larger sections. Teachers should provide a focus for identifying significant text (i.e. "Identify conflicts faced by the narrator.") Once students identify a significant quote, the inferencing process is essentially the same.*

## SKIMMING AND SCANNING

Skimming and scanning are two specific speed-reading techniques, which enable you to cover a vast amount of material very rapidly. These techniques are similar in process but different in purpose. Quickly "looking over" an article is neither skimming nor scanning. Both require specific steps to be followed.

I. **SKIMMING** is a method of rapidly moving the eyes over text with the purpose of getting only the main ideas and a general overview of the content.

A. Skimming is useful in three different situations.

- Pre-reading--Skimming is more thorough than simple previewing and can give a more accurate picture of text to be read later.
- Reviewing--Skimming is useful for reviewing text already read.
- Reading--Skimming is most often used for quickly reading material that, for any number of reasons, does not need more detailed attention.

B. Steps in skimming an article

- Read the title--it is the shortest possible summary of the content.
- Read the introduction or lead-in paragraph.
- Read the first paragraph completely.
- If there are subheadings, read each one, looking for relationships among them.
- Read the first sentence of each remaining paragraph.
  - a. The main idea of most paragraphs appears in the first sentence.
  - b. If the author's pattern is to begin with a question or anecdote, you may find the last sentence more valuable.

C. Dip into the text looking for:

- a. Clue words that answer who, what, when, why, how
- b. Proper nouns
- c. Unusual words, especially if capitalized
- d. Enumerations
- e. Qualifying adjectives (best, worst, most, etc.)
- f. Typographical cues--italics, boldface, underlining, asterisks, etc.

D. Read the final paragraph completely.

E. Mastering the art of skimming effectively requires that you use it as frequently as possible.

F. Skimming can usually be accomplished at about 1000 words per minute.

- II. SCANNING rapidly covers a great deal of material in order to locate a specific fact or piece of information.
- A. Scanning is very useful for finding a specific name, date, statistic, or fact without reading the entire article.
- B. Steps in scanning an article.
- Keep in mind at all times what it is you are searching for. If you hold the image of the word or idea clearly in mind, it is likely to appear more clearly than the surrounding words.
  - Anticipate in what form the information is likely to appear--numbers, proper nouns, etc.
  - Analyze the organization of the content before starting to scan.
    - a. If material is familiar or fairly brief, you may be able to scan the entire article in a single search.
    - b. If the material is lengthy or difficult, a preliminary skimming may be necessary to determine which part of the article to scan.
  - Let your eyes run rapidly over several lines of print at a time.
  - When you find the sentence that has the information you seek, read the entire sentence.
- C. In scanning, you must be willing to skip over large sections of text without reading or understanding them.
- D. Scanning can be done at 1500 or more words per minute.

## S.O.A.P.S.Tone Analysis – Guided Inquiry Questions for teachers

The acronym “SOAPSTone” provides students with prompts that give them a strategy for dissecting and interpreting documents or visuals. Whenever readers encounter a document, whether primary or secondary sources, one of the most important skills needed is the ability to determine the purpose and points-of-view (POV’s) that are present in the document. To get to the point of writing an effective POV statement for historical documents, begin by applying SOAPSTone to each document.

Letter	Ideas to Think About
<b>S</b> ubject ( <i>What historic importance is revealed?</i> )	<ul style="list-style-type: none"> <li>• What is the document’s content and subject (i.e. what is it saying)?</li> <li>• How do you know this?</li> <li>• How has the subject been selected and presented by the author?</li> <li>• What ideas or values does the document presuppose in the audience?</li> </ul>
<b>O</b> ccasion ( <i>What is the time, place, situation of the document?</i> )	<ul style="list-style-type: none"> <li>• When and where was the source produced?</li> <li>• What local, regional, and/or global events prompted the author to create this piece?</li> <li>• What events led to its publication or development?</li> <li>• What conditions needed to exist in order for this document to be created, disseminated and/or preserved?</li> </ul>
<b>A</b> udience ( <i>To whom is this document is directed?</i> )	<ul style="list-style-type: none"> <li>• Does the speaker identify an audience?</li> <li>• If not, who was the likely audience for this piece? For whom was the document created? Was there an unintended audience?</li> <li>• What assumptions can you make about the audience in terms of social class, political affiliations, gender, race/ethnicity, occupation, or relationships to foci of power?</li> <li>• If it is text, does the speaker use language that is specific for a unique audience (SLANG)?</li> <li>• Why is the speaker using this type of language? What is the mode of delivery?</li> <li>• Are there any words or phrases that seem unusual or different (JARGON)?</li> <li>• What background does the speaker assume? Does the speaker evoke God? Nation? Liberty? History? Hell? Science? Human Nature?</li> <li>• Does the speaker allude to traditional, provincial/urbanized, classical, pre-modern or modern themes? Above all, what is the author trying to achieve or gain with this document?</li> </ul>
<b>P</b> urpose ( <i>What is the reason behind the text?</i> )	<ul style="list-style-type: none"> <li>• What is the significance of the document?</li> <li>• What can be inferred about the possible intentions of the document?</li> <li>• In what ways does he/she convey this message?</li> <li>• How was this document communicated to the audience?</li> <li>• How is the speaker trying to spark a reaction in the audience?</li> <li>• What is the speaker and/or author’s purpose?</li> </ul>
<b>S</b> peaker ( <i>Who created the document and what was his/her role in history?</i> )	<ul style="list-style-type: none"> <li>• Is there someone identified as the speaker?</li> <li>• Is the speaker the same as the author?</li> <li>• What facts are known and what inferences can you make about this person? e.g. What class does he/she come from? What political party? What gender? What ethnicity? What religion? What about his/her families?</li> </ul>
<b>T</b> one ( <i>How does document make you feel?</i> )	<ul style="list-style-type: none"> <li>• What is the author’s tone?</li> <li>• What is the author’s mood and how is it conveyed? For what purpose?</li> <li>• What is the emotional state of the speaker and how can you tell?</li> <li>• How is the document supposed to make the reader/viewer feel?</li> </ul>

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<b>Additional Questions</b>	<p>Once you've analyzed the document with all the lenses of SOAPStone, you're ready to ask your own questions and make assertions of your own. What are they?</p> <ul style="list-style-type: none"><li>• What else would you like to know about the author/speaker, or about the society/historical era in which he/she lived?</li><li>• Based on all of the above, what are potential biases that the document contains? Your answer to this question will shape your understanding of Point of View.</li><li>• What other types of documents would you need in order to better understand THIS document's point of view?</li></ul>
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# Think-Pair-Share: Teacher Rationale and Protocol

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**Purpose:** Providing “think time” increased quality of student response so that students become actively involved in thinking about the concepts presented in the lesson. When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed and resolved during the discussion state. Students are more willing to participate since they don’t feel the peer pressure involved in responding in front of the whole class. Think-Pair-Share provides opportunities to bridge concepts as well as schema build for English Learners.

## Structure of the activity:

- ✓ Assign Partners—Be sure to assign discussion partners rather than just saying “Turn to a partner and talk it over.” When you don’t assign partners, students frequently turn to the most popular student and leave the other person out.
- ✓ Change Partners—Switch the discussion partners frequently. With students seated in teams, they can pair with the person beside them for one discussion and the person across from them for the next discussion.
- ✓ Monitor Discussion—Walk around and monitor the discussion stage. You will frequently hear misunderstandings that you can address during the whole-group discussion that follows.
- ✓ Randomly Select students—During the sharing stage at the end, call on students randomly. You can do this by having a jar of popsicle sticks that have student names or numbers on them. Draw out a popsicle stick and ask that person to tell what their PARTNER said. The first time you may find they didn’t listen well to their partner, but if you keep using this strategy, they will learn to listen to their partner.

## Process outline:

### Think:

- 1) The teacher asks one or two questions for students to consider.
- 2) In order to see what they are thinking, and to provide further scaffolding to them if needed, the teacher asks students to jot down key elements of their answer using words or phrases, but not complete sentences.
- 3) Depending on the complexity of the questions, the teacher may assign between three and five minutes for students to jot down their ideas.
- 4) In the meantime, the teacher circulates around the classroom monitoring and checking what students have written. An empty piece of paper may be an indication that the students need support from the teacher.

### Pair:

- 5) Students are asked to form dyads. There are many ways of doing this, depending on time available, the nature of the questions, or even what time of the day it is (classes immediately after lunch may require opportunities for movement).

### Share:

- 6) Dyads orally share their responses with each other.
- 7) All students should be read –if called upon—to present to the class their partner’s responses first, and then their own.

## **Three Step Interview**

**Purpose:** To engage students in conversation for the purpose of analyzing and synthesizing new information.

**Description:** The Three Step Interview is a cooperative structure that helps students personalize their learning and listen to and appreciate the ideas and thinking of others. Active listening and paraphrasing by the interviewer develops understanding and empathy for the thinking of the interviewee.

### **Procedure:**

1. Students work in pairs. One is the interviewer, the other is the interviewee. The interviewer listens actively to the comments and thoughts of the interviewee, paraphrasing key points and significant details.
  2. Student pairs reverse roles, repeating the interview process.
  3. Each pair then joins another pair to form groups of four. Students introduce their pair partner and share what the partner had to say about the topic at hand.
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### **Sample Three Step Interview Topics:**

1. Present a very challenging filter/sort combination problem to the students. Allow them to use the interview to discuss possible solutions.
2. Present students with an ethical situation related to privacy and the internet. Allow students to use the interview as a means of discussing the different components of the issues at hand.
3. Provide students a short (4-5 words) list of vocabulary to be reviewed. In the interview, they are to explain the definitions and applications of the words. By regrouping with the other interview pair, appropriate student use of vocabulary will be reinforced.

Lipton, L., & Wellman, B. (1998). Patterns and practices in the learning-focused classroom. Guilford, Vermont: Pathways Publishing.

## Viewing with a Focus: Teacher Rationale and Protocol

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**Purpose:** This task helps students focus on main ideas and key information as they “read” visual text such as a movie or video clip, a picture, an advertisement, etc. In the same way that reading focus questions help students navigate through extraneous or non-salient information in a written text, questions for viewing help students focus on what the teacher thinks is important or noteworthy in a predominately visual text.

**Required for use:** The questions that guide students’ viewing of text need to focus on central ideas in the discipline or subject area. If students are asked low-level questions, they will concentrate on details instead of key ideas or discipline specific ways of analyzing text.

**Structure of the activity:** Students are asked to read or view with a specific purpose in mind. For example, they may be given three questions to consider as they view a text or members of a group may have different questions to focus on. Students may need several different possible models of how they might begin their responses to a focus question. Models should be generative, meaning that students are learning ways of using language that will be useful in other academic settings. If visual texts are lengthy, complex, or viewed in different ways (with sound, without sound), students may need questions for different sections or viewings.

**Process outline:**

- 1) Students use the focus question(s) as a guide for viewing and jotting down notes in response to the question(s).
- 2) Students initially work alone, but may share responses with a partner or small group.

*Adapted from Understanding Language by WestEd’s Teacher Professional Development Program*

# Vocabulary Notebook: Teacher Rationale and Protocol

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**Purpose:** Focuses on developing essential vocabulary and providing vocabulary instruction in context. This notebook also serves as a tool students can use across disciplines and can be adapted for some high-stakes exams (glossary).

## Vocabulary Notebook includes

- ✓ Word and Translation (primary language)
- ✓ Picture or Image
- ✓ Definition
- ✓ Source Sentence
- ✓ Original Sentence

## Process

Include Key Words Essential to Understanding, those words that cannot be deciphered using content clues.

- 1) In table groups, students share any knowledge they already have on these words (definition, where they have seen/hears it, etc.).
- 2) Teacher walks around the room and notes students' knowledge and/or misconceptions.
- 3) Teacher leads a discussion on these words and provides sample explanations.
- 4) Students record the information in their Vocabulary Notebooks (word/translation, visual or image, definition, source sentence, and original sentence).

NOTE: Teachers may also want to create worksheets or transfer images to a PowerPoint if desired.

You may also want to include other essential words (from AWL and content-specific lists). These may be words that students can decipher meaning using context clues.

- 1) Using “Wordsift,” [www.wordsift.com](http://www.wordsift.com), teacher notes key vocabulary from Academic Word List (AWL) and content-specific vocabulary to alert students to notice while reading the text.
- 2) Student record words in *Vocabulary Notebook* and during/after reading include: translation (EL students), picture or image, definition, example source sentence, original sentence.

Students should include personal new words as well to increase their vocabulary. Teacher should provide students with numerous opportunities for them to say and write using these words.

**IMPORTANT NOTE:** The first column of the Vocabulary Notebook (Word/Translation) is a personal glossary for English learners. Students can use this on some high-stakes exams, such as the CAHSEE. Students would simply need to cut along the line of the first column to have their personal glossary.

*Adapted from Sonja Munevar Gagnon, QTEL training*

## Vocabulary Review Jigsaw

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**Purpose:** This task engages students in a fun, collaborative way in the review of content vocabulary and terms. Students work in groups of four to combine the clues held by each member and try to guess the 12 target words. It is important to recognize that this task is not used to teach vocabulary, but to review vocabulary.

**Required for use:** To use the Vocabulary Review Jigsaw, the teacher selects key vocabulary items or terms that the students have been introduced to within a unit of study or a text. The teacher prepares five cards—four to be used in the jigsaw and the Answer Key. There are two ways to prepare the jigsaw cards (Version 1 and Version 2). This allows for differentiation based on the level of most students in the class.

In Version 1 (basic or below students), the clues for each word fall into four categories. Three of the categories are very simple: (A) the first letter, (B) the number of syllables, and (C) the last letter. The fourth category, (D), is a working definition of the term. The definition is not one from the dictionary; rather, the teacher’s definition uses knowledge stressed in class and can be written in the teacher’s own words. In Version II (proficient or above students), all the clues are meaningful. Clue A should be the broadest, opening up many possibilities. Clue B, while narrowing the selection of an answer, should still leave it quite open. Clue C should narrow the possibilities. And Clue D should limit the possibilities to the target word.

**Structure of the activity:** Initially, the teacher models the Vocabulary Review Jigsaw. For this process, students need to be in small groups of four. The teacher explains to students that they will participate in a fun way to review vocabulary. It should be stressed to students that the activity is collaborative and that all four clues (A, B, C, and D) must be heard before the group can guess the vocabulary word. The teacher should prepare a short sample jigsaw as an example for the students. Model the process with a key term students have learned in previous units and texts. For example, a term such as “hyperbole.” Prepare four index cards with the clues:

A: the first letter is “h”

B: There are four syllables.

C: The last letter is “e.”

D: The word means exaggerated statements or phrases not to be taken literally.

Four students will work together to model for the class, with each student reading only their assigned clue.

### Process outline:

- 1) Students sit in small groups of four.
- 2) Students number a piece of paper for the number of words to be used, down the left hand side (or give them a prepared sheet of paper prepared with numbers).
- 3) The student with Card A selects the number he or she would like to read and all group members then circle the number on their answer sheet.
- 4) Each student reads their clue for that number, in order, A, B, C, and D.
- 5) After all four clues have been read, the students try to guess the word or term.
- 6) Students write their answer in the appropriate line on their answer sheet.
- 7) After two terms, students rotate the cards to the right, so that all four students have a chance to read all your clue cards.
- 8) When a group has completed the jigsaw, one member asks for the answer sheet, and the group checks their answers, taking notes of any terms that require additional study.

# Wordle: Teacher Rationale and Protocol

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**Purpose:** This task is used to help students focus on how authors use repetition to emphasize and develop ideas and create cohesion and coherence in texts. By creating a “word cloud,” words that appear more frequently in a text are highlighted, as these words appear larger and thicker in the visual diagram of lexical choices in a text. Students are able to reflect on their impression, interpretation, or understanding of these significant words.

**Required for use:** For this task to be effective, the selected text should use repetition of words to emphasize ideas and create connections across the text. The teacher takes a selected text and places it in to a word cloud program, such as Wordle (<http://www.wordle.net/create>). There are many “word cloud” programs available through the internet; some additional programs include Wordsift (<http://www.wordsift.com>) and Tag Crowd (<http://tagcrowd.com>). When using any word cloud program, teachers need to note if any words have been omitted in the final visual. Some programs allow for certain words to be filtered or omitted by choice, and others will filter certain words (such as pronouns or conjunctions) automatically.

**Structure of the activity:** The Wordle activity has two parts, one occurring in the Preparing the Learner moment and the other in the Interacting with Texts moment. In the first part of the activity, **preparing the learner**, students are invited to examine the Wordle, noting which words jump out at them before reading the text. After choosing one or two words, students reflect in pairs on what images or ideas come to mind when they think of that particular word. Students then share their thoughts with others, noting similarities and differences in their choices and responses. Teachers may choose to provide students with the language they want them to use in their discussion in the form of formulaic chunks. In the second part of the activity, **interacting with text**, the teacher focuses students’ attention on one or two words key to an author’s argument, asking students to examine different ways the author uses the word(s) to develop central ideas.

## Process outline:

- 1) Students work in dyads examining the Wordle.
- 2) Students are provided with focus questions, such as “Which words jump out as you (pick two or three)” and “When you think of those words, what images and ideas come to mind?” to guide their discussion.
- 3) Student A begins by responding to the first prompt, followed by Student B.
- 4) When discussing ideas and images, Student B begins, followed by Student A. Once dyads have shared their ideas, students will share their ideas with the other dyads in their small group. Once all students have shared, the teacher may invite several students to share their group’s ideas with the class, noting similarities and differences.
- 5) In the second part of the task, students examine the author’s use of selected words to develop central idea(s).

*Adapted from Understanding Language [ell.stanford.edu](http://ell.stanford.edu)*

# Thinking Maps: Teacher Rationale and Protocol

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**Purpose:** Thinking Maps are eight specific visual patterns. Visualizing our thinking allows us to have a concrete image of our abstract thoughts. Visual representations enhance the brain's natural ability to detect and construct meaningful patterns. Thinking Maps reduce anxiety by providing familiar visual patterns for thinking and working with complex ideas and situations.

**Required for use:** Thinking Maps professional development is designed to increase teacher and leadership effectiveness. A 3-5 year plan of action should be designed to address the specific yearly goals within a school or district improvement plan.

**Structure of the activity:** Each visual is linked to a specific thought process. By connecting a concrete visual design with a specific abstract thought process, students create mental visual patterns for thinking. Thinking Maps are most effective when used to teach readiness standards or objectives. Disciplinary literacy requires students to think critically, creatively and analytically in all content areas. As students learn different concepts with increasing complexity, they can apply the same patterns for cognition in all areas.

Students use visual patterns to work collaboratively for deeper comprehension at all content areas and grade levels. They are empowered with the tools to analyze complex texts and think mathematically for conceptual understanding and problem solving. In addition, students use Thinking Maps for the production and distribution of a range of writing types and purposes

## Process outline:

Each Thinking Map is designed to answer guiding questions that are related to a specific thought process.

- 1) Circle Map – defining in context. Understand and use general (Tier 2) and domain-specific (Tier 3) academic vocabulary.
- 2) Tree Map – classifying and grouping. Identify the main idea(s), key supporting ideas and details in complex texts.
- 3) Bubble Map – describing with adjectives. Use relevant descriptive details and sensory language in reading and writing.
- 4) Double Bubble Map –comparing and contrasting. Compare and contrast important points in two texts or points of view; draw comparative inferences about two populations.
- 5) Flow Map – sequencing and ordering. Understand the steps and patterns in complex processes in order to answer questions and solve problems.
- 6) Multi-Flow Map – analyzing causes and effects. Evaluate the argument and specific claims in a text; determine the impact the author’s purpose and point of view have on a text.
- 7) Brace Map – identifying part/whole relationships. Use common affixes to determine and clarify the meaning of unfamiliar vocabulary terms.
- 8) Bridge Map – seeing analogies. ”Choose two historical leaders and show their relationship to important movements or conflicts. Remember to state your relating factor.”

*Adapted from [thinkingmaps.com/thinking\\_maps\\_common\\_core.php](http://thinkingmaps.com/thinking_maps_common_core.php)*