

About the Book

Text Type: Nonfiction/Biography Page Count: 16 Word Count: 1,018

Book Summary

When Cesar Chavez was a child, his family lost their farm and had to become migrant farm workers. Seeing and experiencing how many migrant farm workers were treated made a lasting impression on Chavez. In this biography, students will learn how Cesar Chavez led a nonviolent movement for the dignity and fair treatment of U.S. farm workers and became one of the most famous union leaders in the world.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Identify problems and solutions
- Recognize and use prepositional phrases
- Identify and understand homophones

Materials

Green text indicates resources are available on the website.

- Book—*Cesar Chavez: Migrant Hero* (copy for each student)
- Chalkboard or dry-erase board
- **KWLS / ask and answer questions, prepositional phrases, homophones worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **Content words:**

Story critical: **boycott** (v.), **conditions** (n.), **labor union** (n.), **migrant** (n.), **organizing** (v.), **strike** (n.)

Enrichment: **cheated** (v.), **immigrants** (n.), **persuasive** (adj.), **social justice** (n.), **toiled** (v.), **wages** (n.)

Before Reading

Build Background

- Have students think of a time when they were treated unfairly. Ask them how they felt when they were treated this way and encourage students to share these experiences with the class. Ask students if and how the situation was resolved.
- Show students the cover of the book and read the title. Write the word *Hero* on the board. Ask students to share their ideas of what a hero is. Record their responses on the board. Explain to students that a hero is someone who does something courageous to help other people. Often, a hero helps people who are being treated unfairly. Ask students to name people in their lives they consider to be heroes and to explain why.

- Explain to students that they will be reading about a man named Cesar Chavez. Explain to them that Chavez worked very hard to help a specific group of people who were being treated unfairly and that many people consider him a hero because of this work.
- Distribute the [KWLS / ask-and-answer-questions worksheet](#) to students. Have them write what they know about Cesar Chavez or what they know about heroes in the *K* section of the chart. Explain to students that the *K* section contains all the information they already know prior to reading the book.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book and author's name).

Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that effective readers help themselves to understand what they are reading by asking questions before, during, and after reading. Discuss with students how interacting with the text by asking questions will help them understand and remember what they read.
- Direct students to the table of contents. Remind them that the table of contents provides an overview of the information in the book and how it is organized. Point out the photograph accompanying the table of contents and remind students to use the photographs in the book to help them understand the text. After previewing the table of contents, use it to model asking questions.

Think-aloud: *I can use the table of contents to think of questions I'd like to have answered about the work of Cesar Chavez. As I look at the photograph on page 3 and read the table of contents, I wonder if Chavez tried to help farm workers. I wonder why he wanted to help the workers and why they needed his help. I also want to know how Chavez was able to help them. I wonder who considers Cesar Chavez a hero. I will write these questions in a chart, so as I am reading, I can look for the answers in the text.*

- Create a chart on the board similar to the KWLS / ask-and-answer-questions worksheet. Write your questions from the think-aloud on it. Invite students to contribute their own questions and wonderings about the life and work of Cesar Chavez. Have them write their questions in the *W* section on their worksheet. Invite them to share some of their questions, and write them on the class chart.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Problem and solution**

- Write the words *problem* and *solution* on the board. Ask students to explain their understanding of the meaning of each word.
- Review or explain that a *problem* is something that is difficult to deal with or hard to understand and must be worked out or solved. A *solution* is an act or process of solving a problem.
- Model identifying a problem and solution:

Think-aloud: *One time I decided to bake cookies to bring into my class the next day. As I began to cook, I gathered all of the ingredients that I would need. As I collected the ingredients, I realized that I did not have any eggs, and I needed them to make the cookies. This was a problem because without the eggs, the cookies would not taste right. I had several choices about how to solve this problem: I could go to the store, or I could borrow some eggs from my neighbor. Because I know my neighbor and she is a very generous and helpful person, I walked next door and borrowed two eggs. This was a simple solution to my problem of not having eggs to make the cookies.*

- Explain to students that some problems can have simple solutions but that other problems can be more complicated, and the solution can be harder to find. Ask students to share examples of a problem they faced and how they found a solution for, or solved, the problem.
- Explain to students that effective readers of nonfiction look for problems and solutions as they read. Identifying problems and solutions helps readers understand and remember what they have read.

Introduce the Vocabulary


- Introduce the story-critical vocabulary words listed in the vocabulary section of this lesson.
- Review the correct pronunciation for the multisyllabic words *boycott*, *conditions*, *migrant*, and *organizing*.
- Turn to the glossary on page 16. Read the all of the words and discuss their meanings aloud.
- Remind students of the strategies they can use to sound out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, and prefixes and suffixes. They can use the context to work out the meanings of unfamiliar words. For example, say: *If I did not know the meaning of the word migrant, I could read the definition in the glossary, but I could also turn to the page it's found on and read the words and sentences around it. When I read page 4, I can see that the word must mean a worker who moves from place to place looking for work.*

Set the Purpose


- Have students read to find out more about the life and work of Cesar Chavez. Encourage students to ask and answer questions while reading.


During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 8. Remind them to look for information that will answer questions on their KWLS chart. Encourage those who finish early to go back and reread. Ask students to go back and look at their ask-and-answer-questions worksheet and see if this part of the text answered their question(s).
 - When they have finished reading, have students circle any questions on their KWLS chart that were answered and add any new questions that were generated.
 - Model answering a question and filling in the L section of the KWLS chart on the board.
Think-aloud: *Before reading, more than one question came to mind about this book. I was curious to know if Cesar Chavez helped farm workers. After reading page 4, I now know that Chavez spent his life trying to help migrant workers. I also wanted to know why he helped them. I learned that Chavez's family lost their farm when he was a little boy, and they were forced to become migrant workers. Because of this experience, Chavez and his family experienced firsthand the unfair treatment of the workers. It was this experience that made Chavez want to help other workers. I also wanted to know why the migrant workers needed his help. I learned that the workers were treated very unfairly and were not paid well or sometimes not paid at all for the work they did. The workers needed Chavez's help to have better working conditions and better wages. The last question I recorded on my chart was how Chavez helped the workers. I have not yet read any information that provides me with details about how he helped the workers, so I will keep this question in mind as I continue to read.*
 - Ask students to write answers to their question(s) and any additional questions they raised on their KWLS worksheet. Invite them to share the information they learned and the questions they generated as they read the book. Write shared responses on the class KWLS chart on the board.
-  Have students turn to page 5. Ask them to underline the sentence that describes the problem the Chavez family faced. (*In 1937 they lost their land.*) Have students circle the sentence that describes the solution to this problem. (*The family joined the many other poor families who traveled west during the Great Depression, looking for jobs as migrant farm workers.*)

- Discuss with students how Cesar Chavez must have felt when he was a boy to lose his home and to become a migrant worker. Invite students to share their thoughts about the family's solution to the problem of losing their home. Explain to students that at this time, during the Great Depression, it was very difficult to find work and to support a family, so many people had to travel to wherever they could find work. Explain to students that oftentimes a solution to a problem may not be ideal and may be necessary.
- Have students work with a partner to discuss the many problems faced by migrant workers (*worked long hours in the sun, not enough wages to afford food, poor living conditions, no opportunity for education, and so on*). Invite pairs of students to discuss what caused these problems (*farmers wanting to make as much profit as possible*). Encourage students to think about and discuss possible solutions to the problem of migrant workers being treated unfairly.
- **Check for understanding:** Have students read to the end of page 10. Have them write answers they found while reading on the L section of the KWLS worksheet and any additional questions that came to mind. Invite them to share the information they learned and the questions they generated as they read this section.

 Have students read the remainder of the book. Remind them to look for and write answers on their KWLS worksheet. Encourage them to add new questions they might have to their worksheet as they read. Remind them to take note of any problems mentioned in the text as well as any solutions to these problems.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Reinforce that asking questions before and during reading, and looking for the answers while reading, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them understand and enjoy what they read.
- **Think-aloud:** *Before reading, I wanted to know how Cesar Chavez helped the migrant workers. I learned that Chavez created labor unions, or groups of workers who worked to gain rights and benefits for migrant workers. I also learned that Chavez led strikes in which the workers refused to work as a way to protest unfair treatment. Chavez also went on three hunger strikes in his life as a way to fight for workers' rights. Finally, Chavez encouraged boycotts of certain goods. It was through these peaceful ways that Chavez was able to help migrant workers.*
- **Independent practice:** Point out to students that all of their questions may not have been answered in this text. Generate a list of other sources they might use to locate additional information to answer their questions (for example, websites, books, and so on). Invite students to write at least one more question they still would like to know about Cesar Chavez. Have them write their questions in the S section of the KWLS chart. Ask students to share questions they added.


Reflect on the Comprehension Skill

- **Discussion:** Explain to students that the author addresses several specific problems that Cesar Chavez helped to solve during his life. Have students name some of these problems (Filipino workers wanted higher wages, the children of migrant workers are often not able to obtain an education, migrant workers are exposed to toxic pesticides). Explain to students that many of these same problems still exist in our country and that migrant workers continue to fight for fair pay and treatment.

- **Independent practice:** Have students work in small groups to discuss the various problems facing migrant workers. Have students create and discuss solutions to these problems. Invite them to consider the importance of nonviolent solutions.
- **Enduring understanding:** In this book, you learned about the life's work of Cesar Chavez. Why do you think the author titled this book *Cesar Chavez: Migrant Hero*? In what ways was Cesar Chavez a hero?

Build Skills

Grammar and Mechanics: Prepositional Phrases

- Write the following sentence on the board: *I brush my teeth before I go to bed.* Point out the word *before*. Ask students to explain the word's meaning in the sentence. (*It explains when something will be done.*)
- Review or explain that *before* is preposition and that prepositions are words that show a relationship between things. They provide information about *where, when, how, why, and with what* something happens. Ask students to identify possible prepositions that identify where, when, how, why, or with what something happens. Record these in a list on the board. A list of common prepositions include: *about, across, after, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, but, by, down, during, expect, for, from, in, inside, into, like, near, of, off, on, out, over, past, since, through, throughout, to, toward, under, underneath, until, up, upon, with, within, and without.*
- Explain that a phrase is a short group of words and that a *prepositional phrase* is a group of words beginning with a preposition and ending with the word that is the object of the preposition. Refer to the sentence: *I brush my teeth before I go to bed.* Ask students to identify the prepositional phrase (*before I go to bed*).
-  **Check for understanding:** Have students look through the text and circle examples of prepositional phrases. Circle the prepositions listed on the board that students identify in the book. Discuss the type of information each prepositional phrase provides (how, when, why, and so on) and how each one links the words in the sentence.
- **Independent practice:** Introduce, explain, and have students complete the [prepositional phrases worksheet](#). If time allows, discuss answers aloud after they are finished.

Word Work: Homophones

- Write the following sentences on the board: *His union grew slowly, one worker at a time. With the help of Cesar Chavez, workers in California won more rights.*
- Ask students what words in the sentences sound the same but are spelled differently (*one* and *won*). Circle the words *one* and *won* in each sentence and write them separately on the board. Have students explain the meaning of each word.
- Explain to students that words that sound the same but have different meanings and different spellings are called *homophones*.
- **Check for understanding:** Write the following list of words from the text on the board: *their, eight, too, week, by, made.* Have students suggest a homophone for each word. Record their responses on the board.
- **Independent practice:** Introduce, explain, and have students complete the [homophones worksheet](#). If time allows, discuss answers aloud after they are finished.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students demonstrate how a reader asks questions then reflects on the answers while reading.

Extend the Reading

Informational Writing Connection

Invite students to write a personal narrative about a time when they resolved a conflict with a nonviolent solution. Have students share their stories in small groups. Next, have students record the most important details of the experience. Ask students to include the problem, the obstacles to solving the problem, and how the problem was peacefully resolved. Once students have completed the brainstorming process, have them complete the personal narrative using complete sentences and correct punctuation. If time allows, have students share their writing with the class.

Visit WritingA-Z.com for a lesson and leveled materials on narrative writing.

Social Studies Connection

Invite students to discuss labor unions. If possible, have a representative from a teachers' union or another local union talk to students about the benefits of unions. Have students discuss what a students' union might represent.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of asking and answering questions to comprehend the text during discussion and on a worksheet
- consistently identify the problem and solution in text and during discussion
- correctly identify prepositional phrases during discussion and on a worksheet
- accurately identify and understand the use of homophones in the text, during discussion, and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)