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# Middle School Curricular Units for New York City Department of Education: Student Materials

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**PREPARED FOR:**

New York City Department of Education  
Office of English Language Learners

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# Middle School Curricular Units for New York City Department of Education: Student Materials

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## Contents

<a href="#">MODULE A: INTRODUCTION</a> .....	1
<a href="#">MODULE B: LYDDIE</a> .....	14
<a href="#">MODULE C: COMMONWEALTH CLUB ADDRESS</a> .....	84
<a href="#">MODULE D: PUTTING IT TOGETHER: WRITING ABOUT WORKING CONDITIONS</a> .....	185

# MODULE A: STUDENT MATERIALS

## LESSON ONE

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher reviews the standards and objectives.

#### Content Standard

**R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### Student Content Objective

I will be able to answer questions about the story by **using explicit information** (information that is plain to see) **stated** (written) **in the text**. I will be able to make **inferences from the text** (reach a conclusion based on the facts).

#### Common Core Learning Standard

**L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

#### Student Content Objective

I will be able to **consult** (look at) the glossary to **determine** (find out) the meanings of words.

#### Common Core Learning Standard

**R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### Student Content Objective

I will be able to answer questions about the story by **using explicit information** (information that is plain to see) **stated** (written) in the text.

### 2. ACQUIRING AND USING VOCABULARY

#### STUDENT GLOSSARY

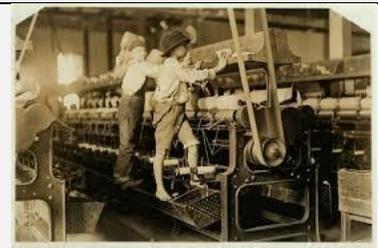
#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher explains how to use the glossary at end of this module.
- If you understand the definition, circle the word.
- If you don't understand the definition, underline the word.
- See if your partner can help you with the definitions you don't understand.
- As a class, review the definitions that are still unclear.

### 3. ENHANCING BACKGROUND KNOWLEDGE

#### INSTRUCTION FOR STUDENTS

- Listen to your teacher read the text about working conditions. Follow along as your teacher reads.
- Work with a partner to answer the questions.
- Use the glossary to help you understand new words.
- Discuss your answers with the class.



#### Working Conditions

**Working conditions** are an important part of a **job**. Working conditions are how good or bad the **environment** is at work. **Examples** of working conditions are the number of hours people must work, and how much money they **earn**. Another example is how **safe** and **healthy** the **workplace** is.

Good working conditions happen when jobs are safe and **fair**. There are several ways that **employers** make sure the workplace is safe. For example, employers make sure the workplace is clean to protect workers from the spread of germs. This way, workers do not get sick. They ensure their workers do not have **accidents** on the job. For example, workers wear back braces to protect their backs when lifting heavy objects. Employers also require construction workers to wear helmets to protect their heads from injury. These steps protect workers from **danger**.

There are many ways that employers make sure the conditions are fair. Under good working conditions, workers get **health** and **dental insurance**. These are called **benefits**. Health insurance pays for some medical costs. It helps pay for doctor's fees and for medication. Another benefit is that workers get **paid** when they are **sick** or on **vacation**. In the United States, workers are usually required to work forty hours a week. If they work more hours they are paid **overtime**.

Bad working conditions happen when jobs are **unsafe** and **unfair**. A dirty workplace may not be safe. Workers can catch **diseases**. Using **machines** and **chemicals** at work can be **dangerous** because chemicals can burn your skin and cause diseases. **Noisy** machines can **hurt** your ears. Under **poor** working conditions, employers do not protect workers from these dangers.

Working conditions can also be unfair. Some workers are **treated** unfairly because of their **age**, **gender**, or **race**. This is called **discrimination**. It happens when employers **favor** one group of people over another group. For example, if a person got paid less money than another person for the same job because of their sex or race or age instead of their qualifications, the employer would be discriminating against them.

Some jobs do not **provide** benefits like health and dental insurance. In some jobs workers get paid low **wages** and work long hours.

### WORD BANK

insurance benefits	number	paid	low wages
long hours	healthy	gender	bad
sick	diseases	skin	protection
good	clean	safe	hours
earn	burn	money	race
vacation	age		

### QUESTIONS

1. What are working conditions?

They are how \_\_\_\_\_ or \_\_\_\_\_ the environment is at work.

2. What are three examples of working conditions?

- The \_\_\_\_\_ of \_\_\_\_\_ people work.
- How much \_\_\_\_\_ they \_\_\_\_\_.
- How \_\_\_\_\_ and \_\_\_\_\_ the workplace is.

3. What are three examples of *good* working conditions?

Examples are:

- A \_\_\_\_\_ workplace
- \_\_\_\_\_ from dangers
- Health and dental \_\_\_\_\_

4. What are other examples of good working conditions?

They are when workers get \_\_\_\_\_ when \_\_\_\_\_ or on \_\_\_\_\_.

5. What happens when the workplace is dirty and unsafe?

Workers can catch \_\_\_\_\_.

6. How can machines and chemicals be dangerous?

Chemicals can \_\_\_\_\_ your \_\_\_\_\_.

7. What are unfair working conditions?

Some workers are treated unfairly because of their \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_.

Some workers are paid \_\_\_\_\_ and work \_\_\_\_\_.

## LESSON TWO

### 1. PREVIEWING THE OTHER MODULES

#### INSTRUCTIONS FOR STUDENTS

- Listen to your teacher describe the texts you are going to read. Follow along as your teacher reads.
- Use the glossary to help you understand new words.
- Work with a partner to answer the questions. Fill in the blanks for questions 1, 2, and 3.
- Discuss your answers with the class.

#### TEXTS ABOUT WORKING CONDITIONS AND RESEARCH PROJECT

We are going to read three **texts** about working conditions. The first text is a **selection** from Chapter 9 of the book *Lyddie*. *Lyddie* is about a young girl who goes to Lowell, Massachusetts to work in a factory. She must work to repay her father's debts. Chapter 9 tells about her first day at work in the factory. It is **fiction**. The second text is a selection from *Loom and Spindle or Life Among the Early Mill Girls*. It was written by Harriet Robinson, a young woman who fought for better working conditions. This text is **non-fiction**. The third text is a selection from Cesar Chavez' *Commonwealth Address*. It is an address. An address is a **speech**. Cesar Chavez was also an advocate for workers' rights. The final text is a news article about children who work on tobacco farms in the U.S. today.

#### WORD BANK

group of people

talks

#### QUESTIONS

1. What does fiction mean?  
Fiction means that the story \_\_\_\_\_ (is/is not) true.
2. What does nonfiction mean?  
Nonfiction means that the story \_\_\_\_\_ (is/is not) true.
3. What is a speech?  
A speech is when someone \_\_\_\_\_ in public or to a \_\_\_\_\_.

## 2. ACQUIRING AND USING VOCABULARY

### INSTRUCTIONS FOR STUDENTS

Cognates:

- Listen as your teacher explains what cognates are and how to identify them.  
**Cognates are words in two different languages that look similar, sound similar, and mean approximately, or almost the same thing**
- Work with the class to fill in the blanks for the first three questions.
- Next, work with a partner to fill in the blanks for the rest of the questions.
  - In the first column, decide whether the two words sound similar or very different. Write “yes” if the words sound similar and “no” if the words sound different.
  - In the second column, look at the words and decide whether the two words are spelled in almost the same way or if the words are spelled completely differently. Write “yes” if the words look similar and “no” if the words look different.
  - In the third column, try using the Spanish word in the English example sentence to see if it makes sense or look up the words in a dictionary. If the words mean the same thing or almost the same thing, write “yes” in the column. Write “no” if the words do not have the same meaning.
  - In the last column, write “yes” if you think the words are cognates and write “no” if you think that they are not cognates.

### Student Chart

**Commonwealth Club Address**  
**San Francisco, November 9, 1984**  
**Cesar Chavez**

Twenty-one years ago, this last September, on a lonely stretch of railroad **track** paralleling U.S. Highway 101 near Salinas, 32 Bracero farm workers lost their lives in a **tragic accident**. The Braceros had been **imported** from Mexico to **work** on California farms. They died when their **bus**, which was **converted** from a flatbed **truck**, drove **in front of** a freight **train**. **Conversion** of the bus had not been **approved** by any government **agency**. The driver had tunnel vision. Most of the **bodies** lay **unidentified** for days. No one, **including** the **grower** who **employed** the workers, even knew their names.

English	Spanish	Sound similar?	Look similar?	Meaning (yes or no)	Cognate (yes or no)
(1) tragic	trágico	yes	yes	yes	yes
(2) accident	accidente				
<i>Twenty-one years ago, this last September, on a lonely stretch of railroad track paralleling U.S. Highway 101 near Salinas, 32 Bracero farm workers lost their lives in a <b>tragic accident</b>.</i>					
(3) imported	importados				
(4) work	trabajar				
<i>The Braceros had been <b>imported</b> from Mexico to <b>work</b> on California farms.</i>					
(5) bus	autobús				
(6) converted	convirtido				
(7) truck	camión				
(8) in front of	enfrente de				
(9) train	tren				
<i>They died when their <b>bus</b>, which was <b>converted</b> from a flatbed <b>truck</b>, drove <b>in front of</b> a freight <b>train</b>.</i>					
(10) conversion	conversión				
(11) bus	autobús				
(12) approve	aprobada				
(13) agency	agencia				
<i><b>Conversion</b> of the <b>bus</b> had not been <b>approved</b> by any government <b>agency</b>.</i>					
(14) bodies	cuerpos				
(15) unidentified	sin identificar				
<i>Most of the <b>bodies</b> lay <b>unidentified</b> for days.</i>					
(16) including	incluyendo				
(17) grower	cultivador				
(18) employed	empleó				
<i>No one, <b>including</b> the <b>grower</b> who <b>employed</b> the workers, even knew their names.</i>					

## GLOSSARY

Word and <i>Translation</i>	Definition	Example From the Text
accidents <i>accidentes</i>	events that happen by chance, especially harmful ones. It you text when driving you may get into an accident.	They ensure their workers do not have <b>accidents</b> on the job.
benefits <i>beneficios</i>	something you get, in addition to money, from your job Good jobs provide medical benefits and paid vacation time.	These are called <b>benefits</b> .
burn <i>quemar</i>	hurt or damage by too much heat Too much sun can burn your skin.	Using machines and chemicals at work can be dangerous because chemicals can <b>burn</b> your skin and cause diseases.
disease <i>enfermedad</i>	sick with a condition that causes harm to a person's health You can catch a disease if you don't wash your hands often.	Workers can catch <b>diseases</b> .
chemicals <i>productos químicos</i>	substances made by a chemical process Solids, liquids, and gases are chemicals, and some are dangerous.	Using machines and <b>chemicals</b> at work can be dangerous because chemicals can burn your skin and cause diseases.
danger <i>peligro</i>	something that may harm or injure a person The zoo posted a danger sign on the tiger cage.	These steps protect workers from <b>danger</b> .
dangerous <i>peligroso</i>	likely to cause harm; not safe Running on a slippery floor is	Using machines and chemicals at work can be <b>dangerous</b> because chemicals can burn

<b>Word and Translation</b>	<b>Definition</b>	<b>Example From the Text</b>
	dangerous.	your skin and cause diseases.
dental insurance <i>seguro dental</i>	health care and protection for teeth sold by a company	Under good working conditions, workers get health and <b>dental insurance</b> .
discrimination <i>discriminación</i>	treating some people worse than others	This is called <b>discrimination</b> .
earn <i>ganan</i>	receive money for work that you have done	Examples of working conditions are the number of hours people must work, and how much money they <b>earn</b> .
employers <i>empleadores</i>	a person or business that pays others to work	For example, <b>employers</b> make sure the workplace is clean to protect workers from the spread of germs.
environment <i>ambiente</i>	conditions that exist in a place and influence how people feel and develop	Working conditions are how good or bad the <b>environment</b> is at work.
examples <i>ejemplos</i>	something that shows what a group of things is like	<b>Examples</b> of working conditions are the number of hours people must work, and how much money they earn.
fair <i>justos</i>	according to the rules; equal	Good working conditions happen when jobs are safe and <b>fair</b> .
favor <i>favorecen</i>	give special treatment to; prefer	It happens when employers <b>favor</b> one group of people over another group.
fiction <i>ficción</i>	a story from imagination; not true	Chapter 9 tells about her first day at work in the factory. It is <b>fiction</b> .

<b>Word and Translation</b>	<b>Definition</b>	<b>Example From the Text</b>
gender <i>sexo</i>	the sex of a person	Some workers are treated unfairly because of their age, <b>gender</b> , or race.
health insurance <i>seguro de salud</i>	health care and protection services sold by a company	<b>Health insurance</b> pays for some medical costs.
healthy <i>sanos</i>	not being sick	Another example is how safe and <b>healthy</b> the workplace is
hurt <i>dañar</i>	harm	Noisy machines can <b>hurt</b> your ears.
job <i>trabajo</i>	Work a person is paid to do.	Working conditions are an important part of a <b>job</b> .
machines <i>máquinas</i>	pieces of equipment with a system of parts that work together to do or make something	Using <b>machines</b> and chemicals at work can be dangerous because chemicals can burn your skin and cause diseases.
noisy <i>ruidosas</i>	making a lot of noise	<b>Noisy</b> machines can hurt your ears.
nonfiction <i>no ficción</i>	a true story	It was written by Harriet Robinson, a young woman who fought for better working conditions. This text is <b>non-fiction</b> .
overtime <i>horas extra</i>	extra hours that a person works	If they work more hours they are paid <b>overtime</b> .
paid <i>paga</i>	money earned for work	Another benefit is that workers get <b>paid</b> when they are sick or on vacation.

<b>Word and Translation</b>	<b>Definition</b>	<b>Example From the Text</b>
poor <i>malas</i>	bad	Under <b>poor</b> working conditions, employers do not protect workers from these dangers.
protect <i>protegen</i>	keep safe	For example, employers make sure the workplace is clean to <b>protect</b> workers from the spread of germs.
provide <i>proveen</i>	give what is needed; supply	Some jobs do not <b>provide</b> benefits like health and dental insurance.
race <i>raza</i>	a human population sharing certain common physical qualities	Some workers are treated unfairly because of their age, gender, or <b>race</b> .
safe <i>seguras</i>	not in danger	Another example is how <b>safe</b> and healthy the workplace is.
selection <i>selección</i>	a piece of work; artwork, music, or writing	The first text is a <b>selection</b> from Chapter 9 of the book <i>Lyddie</i> .
sick <i>enfermos</i>	having an illness; not well	Another benefit is that workers get paid when they are <b>sick</b> or on vacation.
skin <i>piel</i>	the thin outer covering of the body	Using machines and chemicals at work can be dangerous because chemicals can burn your <b>skin</b> and cause diseases.
speech <i>discurso</i>	speaking in public or to a group of people	An address is a <b>speech</b>

<b>Word and Translation</b>	<b>Definition</b>	<b>Example From the Text</b>
text <i>texto</i>	something that is written	We are going to read three <b>texts</b> about working conditions.
treated <i>tratados</i>	behave toward in a particular way the way a person acts or behaves toward another person	Some workers are <b>treated</b> unfairly because of their age, gender, or race.
unfair <i>injustos</i>	not fair	Bad working conditions happen when jobs are unsafe and <b>unfair</b> .
unsafe <i>inseguro</i>	not safe	Bad working conditions happen when jobs are <b>unsafe</b> and unfair.
vacation <i>vacaciones</i>	rest from school, work, or other activities	Another benefit is that workers get paid when they are sick or on <b>vacation</b> .
wages <i>salarios</i>	money for doing work	In many cases, workers get paid low <b>wages</b> and work long hours.
working conditions <i>condiciones laborales</i>	things that affect comfort or safety at work	<b>Working conditions</b> are an important part of a job.
workplace <i>lugar de trabajo</i>	a place where people work	Another example is how safe and healthy the <b>workplace</b> is.

# MODULE B: LYDDIE STUDENT MATERIALS

## LESSON ONE

*Lyddie*

by Katherine Peterson

Selections from Chapter 9 “The Weaving Room”

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher reviews the standards and objectives.

#### Common Core Learning Standard

**R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### Student Content Objective

I will be able to answer questions about the story by **using explicit information** (information that is plain to see) **stated** (written) **in the text**. I will be able to make **inferences from the text** (reach a conclusion based on the facts).

#### Common Core Learning Standard

**L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

#### Student Content Objective

I will be able to **consult** (look at) the glossary to **determine** (find out) the meanings of words.

### 2. PREVIEWING/REVIEWING THE TEXT

#### INSTRUCTIONS FOR STUDENTS

- Look at the picture from the cover of the book *Lyddie*.
- Listen as your teacher asks questions.
- Work in pairs to answer the questions.

- Review your answers with the class.

### QUESTIONS

1. Remember yesterday we learned about working conditions. Tell your partner two things you know about working conditions. Then share with the class.
2. Today we are going to read a **selection from** (parts of) Chapter 9 of the book.
3. Below is the picture taken from the cover of the book *Lyddie*. A girl is working next to a big **machine**. What kind of worker is the girl? Why do you think so? During what period of time was she working? Why do you think so?
4. The title of Chapter 9 is “The Weaving Room.” Weaving means crossing thread together to make cloth.
5. What do you think the book is about?



### 3. ACQUIRING AND USING VOCABULARY

#### STUDENT GLOSSARY

##### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher explains how to use a glossary.
- **For each word in the glossary, read the definition.**
- If you understand the definition, circle the word.
- If you don't understand the definition, underline the word.
- See if your partner can help you with the definitions you don't understand.
- As a class, review the definitions that are still unclear.

### 4. ENHANCING BACKGROUND KNOWLEDGE

##### INSTRUCTIONS FOR STUDENTS

- Before we read Chapter 9, we will watch a video about girls who work in cotton factories. The video clip is *The Story of the Lowell Mill Girls*:  
<https://www.youtube.com/watch?v=XXDAmOqGOho>
- After watching a video you are going to answer the questions that appear below. Use the word bank to help you.
- Before we watch the clip, we are going to review the questions for the video clip, *The Story of the Lowell Mill Girls*.
- After watching the video clip, work with a partner to answer the questions about the video clip.

##### WORD BANK

smell bad	strike	1800s	owner
10 years old	water power	5:00 am	rent
down	first	boardinghouses	were like
speech	pay	fainted	factories
deaf	help	fired	hot
hours	independent	right	earn a living
families	closed		\$2.00

##### QUESTIONS

##### Video Frames: 1-53

1. Describe the **mill** girls.

Some mill girls were as young as \_\_\_\_\_. They worked in cotton \_\_\_\_\_ in Lowell, Massachusetts, in the \_\_\_\_\_.

2. Why did mill **owners** build factories in Lowell?

They needed \_\_\_\_\_ to turn the **gears** that made the cotton **mills** run.

3. As a mill girl, how much money could they get up to?

They could get up \_\_\_\_\_ week.

**Video Frames: 54-1:25**

4. With that money, what could the mill girls do?

They could \_\_\_\_\_ their \_\_\_\_\_ or \_\_\_\_\_.

They could also be more \_\_\_\_\_.

5. Describe how hard life was.

They had to start work at \_\_\_\_\_. They worked 13-14 \_\_\_\_\_ a day. If they were late, they could get \_\_\_\_\_. They had breakfast and dinner, but no \_\_\_\_\_.

**Video Frames: 1:26-2:00**

6. Describe the bad working conditions.

Windows were \_\_\_\_\_. That made the factory \_\_\_\_\_ and \_\_\_\_\_.

Some girls \_\_\_\_\_.  
The machines were so **noisy** that some girls went \_\_\_\_\_.

7. How difficult was life outside the mill?

The girls were **packed** (crowded) in \_\_\_\_\_. They had to \_\_\_\_\_ the mill \_\_\_\_\_ to live there. The mill owners raised the rent on apartments. The **wages** went \_\_\_\_\_.

**Video Frame: 2:44-4:01**

8. What did women do because of the **disastrous** conditions and **horrible** injuries?

Harriet Robinson gave a \_\_\_\_\_ about her feelings. She **inspired** other mill girls to go on \_\_\_\_\_.

9. Why is this story important?

It helps us know what the \_\_\_\_\_ factories \_\_\_\_\_  
 \_\_\_\_\_. It teaches us to keep on going, and never stop for what is  
 \_\_\_\_\_.

**Student Glossary - *The Story of the Lowell Mill Girls*, Video clip**

<b>Word and Translation</b>	<b>English Definition</b>	<b>Example From the Text</b>
boardinghouses <i>casas de huéspedes</i>	places to live that provide rooms and meals to paying lodgers	For example, mill girls were packed in little <b>boardinghouses</b> or dorms.
deaf <i>sordas</i>	not able to hear	It was so noisy some of the girls went <b>deaf</b> .
disastrous <i>desastrosas</i>	causing great damage	These <b>disastrous</b> conditions, these horrible injuries, led some women to speak out for themselves.
earn a living <i>ganarse la vida</i>	make money to support living	With that money, mill girls could help their families or <b>earn a living</b> .
factory <i>fábrica</i>	buildings where products are made by machines	They had to start work at 5:00am and they had to work 13 to 14 hours a day in the <b>factory</b> .
fainted <i>desmayaron</i>	passed out from a lack of oxygen to the brain	Some girls even <b>fainted</b> because of the heat and smell.
fired <i>despedidas</i>	to be let go from a job	If they were late, they could get <b>fired</b> .
gears <i>engranajes</i>	parts of a machine that causes another part to move because of teeth that connect the two moving parts	Mill owners had built cotton mills because they needed water power to turn the <b>gears</b> that made the cotton mills run.

<b>Word and Translation</b>	<b>English Definition</b>	<b>Example From the Text</b>
horrible <i>horribles</i>	Bad	These disastrous conditions, these <b>horrible</b> injuries, led some women to speak out for themselves.
independent <i>independientes</i>	not needing the support or advice of another person	They could also be more <b>independent</b> .
inspired <i>inspiro</i>	to feel the need to do something; motivated	Her speech <b>inspired</b> other mill girls to speak for themselves too and go on strike.
machines <i>máquinas</i>	pieces of equipment with a system of parts that work together to do or make something	Other problems was that the <b>machines</b> were very noisy.
mill <i>moledura</i>	a factory where materials are changed into products such as cloth	<b>Mill</b> girls are young girls.
noisy <i>ruidosas</i>	making a lot of noise; loud	Other problems was that the machines were very <b>noisy</b> .
owners <i>propietarios</i>	people who own something	Mill <b>owners</b> had built cotton mills because they needed water power to turn the gears that made the cotton mills run.
packed <i>llenaban</i>	crowded together; no space	For example, mill girls were <b>packed</b> in little boardinghouses or dorms.
right <i>justo</i>	fair and good	It teaches us to keep on going and never stop for what is <b>right</b> and always depend on yourself.

<b>Word and Translation</b>	<b>English Definition</b>	<b>Example From the Text</b>
speech <i>discurso</i>	a formal talk given in front of an audience	For example, Harriet Robinson, a mill girl, stood up and gave a <b>speech</b> to about her feelings.
strike <i>huelga</i>	a stopping of work as a protest for better pay or working conditions	Her speech inspired other mill girls to speak for themselves too and go on <b>strike</b> .
wages <i>salarios</i>	money paid at regular times to a person for doing work	The mill girls worked in the cotton mills because there were not many jobs with good <b>wages</b> .

## LESSON TWO

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher reviews the standards and objectives.

#### Common Core Learning Standard

**R.1** Read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### Student Content Objective

I will be able to answer questions about the story by **using explicit information** (information that is plain to see) **stated** (written) **in the text**. I will be able to make **inferences from the text** (reach a conclusion based on the facts).

#### Common Core Learning Standard

**L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

#### Student Content Objective

I will be able to **consult** (look at) the glossary to **determine** (find out) the meanings of words.

#### Common Core Learning Standard

**R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### Student Content Objective

I will be able to **summarize** (tell) in my own words the key ideas in the text I read.

### 2. ACQUIRING AND USING VOCABULARY

#### STUDENT GLOSSARY

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher explains how to use a glossary at the end of this module.
- **For each word in the glossary, read the definition. End of lesson glossaries include Spanish and Chinese translations.**
- If you understand the definition, circle the word.

- If you don't understand the definition, underline the word.
- See if your partner can help you with the definitions you don't understand.
- As a class, review the definitions that are still unclear.

### 3. READING FOR KEY IDEAS AND DETAILS

#### INSTRUCTIONS FOR STUDENTS

- For each section, listen to your teacher read the guiding question.
- Listen and follow along as the teacher reads the text.
- Work independently or with a partner to answer the supplementary questions.
- Use the glossary to help you understand new words.
- Correct your answers to the supplementary questions when the teacher reviews the answers.
- Work with a partner to answer the guiding question.
- Discuss your answer with the class.

#### Chapter 9 "The Weaving Room"

#### GUIDING QUESTION

Pretend you are Lyddie. How would you describe the factory on your first day of work?

#### WORD BANK

eerie	rattles	shrieks	settle
charge	machines (2)	loud noise	stood
worry	listen	clear	whistles
mind	not	run	murky
nothing	fear	deafening	loud
listen	beastly racket	machine	women
pretended	turn		

#### SUPPLEMENTARY QUESTIONS

Creation! What a noise **clatter** and clack, great shuddering **moans**, groans, creaks, and **rattles**. The **shrieks** and **whistles** of huge leather belts on wheels.

1. Which words describe the sounds of the leather belts?

The sounds from the leather belts were \_\_\_\_\_ and \_\_\_\_\_.

And when her brain cleared enough, Lyddie saw through the **murky** air row upon row

of **machines**, eerily like the old **hand loom**<sup>1</sup> in Quaker Stevens's house, but as unlike as a **nightmare**, for these **creatures** had come to life.

2. Which word describes the air in the factory?

The air in the factor was \_\_\_\_\_.

3. What does Lyddie see inside the noisy, dark factory?

Lyddie sees rows of \_\_\_\_\_.

4. The text says "the creatures had come to life." What are these creatures?

The creatures are the \_\_\_\_\_.

They seemed moved by eyes alone—the eyes of neat, **vigilant** young women—needing only the occasional, **swift** intervention of a human hand to keep them **clattering**...

5. Who makes the creatures come to life?

The young \_\_\_\_\_ make the creatures come to life.

The girls didn't seem **afraid** or even **amazed**. As she walked by with the overseer, girls glanced up. A few smiled, some stared. **No one** seemed to **mind** the **deafening din**.

How could they stand it? She had thought a single stagecoach struggling to hold back the horses on a downhill run was unbearably noisy. A single stagecoach. A factory was a hundred stagecoaches all inside one's skull, banging their wheels against the bone.

Her **impulse** was to **turn** and run to the door, down the rickety stairs, through the yard and counting room, across the narrow bridge, past the row of boardinghouses, down the street—out of this hellish city and back, back, back to the green hills and **quiet pastures**.

6. The girls were not afraid or amazed. How do you know?

The text says the girls did not seem to \_\_\_\_\_ the deafening din.

7. What does deafening din mean?

It means \_\_\_\_\_.

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<sup>1</sup> A machine powered by hand for making fabric.

8. Lyddie said “The factory was like a hundred stagecoaches all inside one’s skull...” What do you think that means?

It means the factory was very \_\_\_\_\_.

9. What did Lyddie want to do as a result of all the noise?

She wanted to \_\_\_\_\_ and \_\_\_\_\_ to the door.

But of course she didn’t move a step. She didn't even cover her ears against the assault. She just stood quietly in front of the machine that the **overseer** had led her to and **pretended** she could hear what he was saying to her. His mouth was moving, a strange little red mouth peeping out from under his bushy black **mustache**.

10. The text says she didn’t run out of the factory. What did she do instead?

She \_\_\_\_\_ quietly in front of the \_\_\_\_\_ and pretended to \_\_\_\_\_.

11. What is an overseer?

An overseer is someone who is in \_\_\_\_\_.

12. Could she hear the overseer? How do you know?

The text said she \_\_\_\_\_ to hear him.

Suddenly, to Lyddie's **astonishment**, the man put his red mouth quite close to her ear. She jerked her head away before she realized he was shouting the words: “Is that quite clear?” Lyddie stared at him in **terror**. Nothing was clear at all. What did the man mean? Did he seriously think she could possibly have heard any of his mysterious mouthings? But how could she say she had heard nothing but the beastly racket of the looms? How could she say she could see hardly anything in the morning gloom of the huge, barnlike room, the very air a soup of dust and lint?

13. It says Lyddie stared at the overseer in terror? What does *terror* mean?

Terror means \_\_\_\_\_.

14. Lyddie did not understand what the man had told her. How do you know?



- Turn to the glossary for the lesson(s) you have completed.
- Listen to your teacher explain or review the activity.
- Complete the missing parts of the glossary chart (“rewrite the word,” “your phrase,” and “is it a cognate?”).
- You may work independently or with a partner.
- Review the completed chart with your teacher and class when you are finished.

## 5: SUMMARIZING IN YOUR OWN WORDS-EXTENSION

### INSTRUCTIONS FOR STUDENTS

- Listen to your teacher explain or review the activity.
- Work with a partner to complete the graphic organizer.
- Review the information on your graphic organizer with your teacher.

### QUESTION

How does Lyddie feel about the factory when she first arrives?

### WORD BANK

might	pretended	strength	pride
racket	saying	impulse	turn and run
hear	deafening din		too fast

<u>Column A</u> Key Ideas	<u>Column B</u> Supporting Details From the Text	<u>Column C</u> Summarize Columns A and B in your own words
1. Lyddie enters the factory.	<ul style="list-style-type: none"> <li>• No one seemed to mind the _____ . How could they stand it?</li> <li>• Her _____ was to _____ to the door....</li> </ul>	<i>Example: Lyddie enters the factory and is shocked by how noisy the factory is. It is so loud that she wants to run away.</i>
2. The overseer speaks to her.	<ul style="list-style-type: none"> <li>• She stood quietly in front of the machine that the overseer had led her to, and _____ she could _____ what he was _____ to her.</li> <li>• But how could she say she</li> </ul>	

	had heard nothing but the beastly ____ of the looms?	
3. Factory work requires strength and speed.	<ul style="list-style-type: none"> <li>• She took _____ in her _____, but it took all of her _____ to yank the metal lever into place.</li> <li>• Everything happened _____....</li> </ul>	

## LESSON THREE

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher reviews the standards and objectives.

#### Common Core Learning Standard

**R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### Student Content Objective

I will be able to answer questions about the story by **using explicit information** (information that is plain to see) **stated** (written) **in the text**. I will be able to make **inferences from the text** (reach a conclusion based on the facts).

#### Common Core Learning Standard

**L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

#### Student Content Objective

I will be able to **consult** (look at) the glossary to **determine** (find out) the meanings of words.

#### Common Core Learning Standard

**R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### Student Content Objective

I will be able to **summarize** (tell) in my own words the key ideas in the text I read.

### 2. PREVIEWING/REVIEWING THE TEXT

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher asks questions.

#### QUESTION

1. What has happened in the story so far?

### 3. ACQUIRING AND USING VOCABULARY

#### STUDENT GLOSSARY

##### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher explains how to use a glossary.
- **For each word in the glossary, read the definition. End of lesson glossaries include Spanish and Chinese translations.**
- If you understand the definition, circle the word.
- If you don't understand the definition, underline the word.
- See if your partner can help you with the definitions you don't understand.
- As a class, review the definitions that are still unclear.

### 4. READING FOR KEY IDEAS AND DETAILS

#### INSTRUCTIONS FOR STUDENTS

- For each section, listen to your teacher read the guiding question.
- Listen and follow along as the teacher reads the text.
- Work independently or with a partner to answer the supplementary questions.
- Use the glossary to help you understand new words.
- Correct your answers to the supplementary questions when the teacher reviews the answers.
- Work with a partner to answer the guiding question.
- Discuss your answer with the class.

#### Chapter 9 "The Weaving Room"

#### GUIDING QUESTION

It was a difficult job to keep the looms working well. Name some things that Diana did to make them work well.

#### WORD BANK

tied	five minutes	paid	knot
dexterity	snapped	calm	work together
turn off	slammed off	yards	inches
speak			

#### SUPPLEMENTARY QUESTIONS

The overseer nodded, obviously **relieved** not to have to **deal** with Lyddie or the loom he'd **assigned** her.

"We'll work **together**," the girl shouted in her ear. "My two machines are just next to you here. I'm Diana." She motioned for Lyddie to stand close behind her right shoulder, so although Lyddie wasn't in her way as she worked, the older girl could speak into Lyddie's left ear by turning her head slightly to the right....

For the first hour or so Lyddie **watched**, trying mostly to stay out of Diana's way as she moved among the three machines, two **opposite** and one **adjoining**....Then, without warning, for no reason that Lyddie could see, Diana **slammed** off one of the looms.

1. What did Diana say to Lyddie?

She said that they would \_\_\_\_\_.

2. Why did Lyddie stand next to Diana?

So Diana could \_\_\_\_\_ into Lyddie's ear.

3. What did Diana do without warning?

Diana \_\_\_\_\_ one of the looms.

4. What does slammed off mean?

It means to \_\_\_\_\_ in a hurry.

"See," she said, pointing at the shed, "a warp thread's snapped. If we don't catch that, we're in trouble." An **empty** shuttle might **damage** a few inches of goods, she explained, but a broken warp could leave a **flaw** through **yards** of **cloth**. "We don't get **paid** when we **ruin** a piece." ... [F]ishing out the broken ends of warp, she showed Lyddie how to fasten them together with a **weaver's knot**. When Diana tied the ends, they seemed to **melt** together, leaving the knot **invisible**. She stepped aside, "Now you start it," she said.

5. Why did Diana slam off one of the looms?

A warp thread \_\_\_\_\_. This break would cause trouble.

6. Which is worse: an empty shuttle or a broken warp?

The empty shuttle might damage a few \_\_\_\_\_ of goods, but a broken warp could leave a flaw through \_\_\_\_\_ of cloth.

7. What happens when the cloth is damaged?

The girls do not get \_\_\_\_\_ when the cloth is ruined.

8. How did Diana fix the warp thread that snapped?

Diana \_\_\_\_\_ the thread together using a weaver's \_\_\_\_\_.

Lyddie was a farm girl. She took pride in her strength, but it took all of her **might** to **yank** the metal **lever** into place. She broke into a sweat like some untried plow horse.... Still, the **physical** strength the work **required** **paled** beside the **dexterity** needed to **rethread** a shuttle quickly, or, heaven help her, **tie** one of those infernal **weaver's knots**.

9. What else is required besides strength to work the looms?

\_\_\_\_\_ is needed to rethread a shuttle quickly or tie a weaver's knot.

Everything happened too fast—a bobbin of weft thread **lasted** hardly five minutes before it had to be **replaced**—and it was painfully **deafening**. But tall, quiet Diana moved from loom to loom like the silent angel in the lion's den, keeping Daniel from harm.

10. Weft threads need to be replaced very often. How do you know this?

The text says that a bobbin of weft thread lasted hardly \_\_\_\_\_.

11. The text says "but tall, quiet Diana moved from loom to loom like the silent angel...." What does this say about Diana?

Diana was \_\_\_\_\_.

RESPONSE TO GUIDING QUESTION It was a difficult job to keep the looms working well. Name some things that Diana did to make them work well.

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## 5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### INSTRUCTIONS FOR STUDENTS

- Read the excerpts again.
- Work with a partner to answer the questions.
- Use the word bank to help you.
- Review the answers with the class.

### WORD BANK

invisible

strength

### EXCERPT and QUESTIONS

1. ... [F]ishing out the broken ends of warp, she showed Lyddie how to fasten them together with a **weaver's knot**. When Diana tied the ends, they seemed to **melt** together, leaving the knot **invisible**. She stepped aside, "Now you start it," she said.

What clue in the text helps us understand the meaning of the word "melt"? The clue that helps us understand the meaning of the word "melt" is \_\_\_\_\_.

2. Lyddie was a farm girl. She took pride in her strength, but it took all of her **might** to **yank** the metal **lever** into place. She broke into a sweat like some untried plow horse.... Still, the **physical** strength the work **required** **paled** beside the **dexterity** needed to **rethread** a shuttle quickly, or, heaven help her, **tie** one of those infernal **weaver's knots**.

What clue in the text helps us understand the meaning of the word “might”? The clue that helps us understand the meaning of the word “might” is \_\_\_\_\_.

## 6. ACQUIRING AND USING VOCABULARY - EXTENSION

### OPTIONAL STUDENT GLOSSARY ACTIVITY

#### INSTRUCTIONS FOR STUDENTS

- Turn to the glossary for the lesson(s) you have completed.
- Listen to your teacher explain or review the activity.
- Complete the missing parts of the glossary chart (“rewrite the word,” “your phrase,” and “is it a cognate?”).
- You may work independently or with a partner.
- Review the completed chart with your teacher and class when you are finished.

## 7. SUMMARIZING IN YOUR OWN WORDS: EXTENSION

#### INSTRUCTIONS FOR STUDENTS

- Listen to your teacher explain or review the activity.
- Work with a partner to complete the graphic organizer.
- Review the information on your graphic organizer with your teacher.

#### QUESTION

Note the things that indicate Diana has adapted to the factory.

#### WORD BANK

angel                      noise                      read                      adapted  
 weaver’s knot              hear                      snapped                      break down

<u>Column A</u> Key Ideas	<u>Column B</u> Supporting Details From the Text	<u>Column C</u> Summarize Columns A and B in your own words
1. Diana has adapted to the environment in the factory.	<ul style="list-style-type: none"> <li>• She has _____ to the _____ of the looms.</li> <li>• She learns where to put people so she can _____ them.</li> </ul>	
2. Diana can	<ul style="list-style-type: none"> <li>• She can fix the looms when</li> </ul>	

<p>manage three looms at the same time.</p>	<p>they _____ .</p> <ul style="list-style-type: none"> <li>• For example, she tied the _____ when the warp thread _____.</li> </ul>	
<p>3. Even though the factory mill is loud and busy, Diana is calm.</p>	<ul style="list-style-type: none"> <li>• Diana even found time to _____ on the job.</li> <li>• She is described as an _____, moving from loom to loom.</li> </ul>	

## LESSON FOUR

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher reviews the standards and objectives.

#### Common Core Learning Standard

**R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### Student Content Objective

I will be able to answer questions about the story by **using explicit information** (information that is plain to see) **stated** (written) **in the text**. I will be able to make **inferences from the text** (reach a conclusion based on the facts).

#### Common Core Learning Standard

**L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

#### Student Content Objective

I will be able to **consult** (look at) the glossary to **determine** (find out) the meanings of words.

#### Common Core Learning Standard

**R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### Student Content Objective

I will be able to **summarize** (tell) in my own words the key ideas in the text I read.

### 2. PREVIEWING/REVIEWING THE TEXT

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher asks questions.

#### QUESTION

1. What has happened in the story so far?

### 3. ACQUIRING AND USING VOCABULARY

#### STUDENT GLOSSARY

##### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher explains how to use a glossary.
- For each word in the glossary, read the definition. End of lesson glossaries include Spanish and Chinese translations.**
- If you understand the definition, circle the word.
  - If you don't understand the definition, underline the word.
  - See if your partner can help you with the definitions you don't understand.
  - As a class, review the definitions that are still unclear.

### 4. READING FOR KEY IDEAS AND DETAILS

#### INSTRUCTIONS FOR STUDENTS

- For each section, listen to your teacher read the guiding question.
- Listen and follow along as the teacher reads the text.
- Work independently or with a partner to answer the supplementary questions.
- Use the glossary to help you understand new words.
- Correct your answers to the supplementary questions when the teacher reviews the answers.
- Work with a partner to answer the guiding question.
- Discuss your answer with the class.

#### Chapter 9 “The Weaving Room”

##### GUIDING QUESTION

Lyddie needed help. What kind of help did she need? How did Diana offer to help her?

##### WORD BANK

fix	ought	schooling	regulations	understand
running	moment	read	books	magazines

##### SUPPLEMENTARY QUESTIONS

There were moments when all three looms were running as they ought—all the shuttles bearing full quills, all three temples hung high on the cloth, no warp threads snapping.

During one of these **respites**, Diana **drew** Lyddie to the nearest window.

1. The text says, “during one of these respites, Diana drew Lyddie to the nearest window.” What does respite mean?

A respite is a \_\_\_\_\_ when you do not have to work.

2. When did Diana draw, or take, Lyddie to the nearest window?

Diana drew, or took, Lyddie to the nearest window when all the machines were \_\_\_\_\_ as they \_\_\_\_\_, or as they were supposed to run.

The **sill** was alive with flowers blooming in pots, and around the frame someone had pasted single pages of books and magazines. Diana pressed down a curling corner of a poem. Most of the sheets were yellowing. "Not so much time to read these days," Diana said. "We used to have more time. Do you like to read, Lyddie?..."

"I've not much schooling."

3. What did Diana find pasted or stuck near the windows?

Diana found pages of \_\_\_\_\_ and \_\_\_\_\_.

4. What did Diana ask Lyddie?

She asked her if she liked to \_\_\_\_\_.

5. Has Lyddie had a lot of schooling? How do you know?

Lyddie says, "I've not much \_\_\_\_\_."

"Well, you can **remedy** that," the older girl said. "I'll help, if you like, some evening."

6. Diana says, "you can remedy that...I'll help, if you like...." What does remedy mean?

It means you can \_\_\_\_\_ that.

7. What did Diana offer to help Lyddie do?

She offers to help Lyddie \_\_\_\_\_.

Lyddie looked up **gratefully**. She felt no need with Diana to **apologize** or to be **ashamed** of her **ignorance**. "I'm needing a bit of help with the **regulations** ...."

"I shouldn't **wonder**. They're a **trial** for us all," Diana said. "Why don't you bring the broadside over to Number Three tonight and we'll **slog** through that **wretched** thing



## INSTRUCTIONS FOR STUDENTS

- Listen as your teacher reviews the standards and objectives.

### Common Core Learning Standard

**R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

### Student Content Objective

I will be able to answer questions about the **central** (main) **ideas** about what I am reading.

I will **summarize the text** (rewrite the main ideas in my own words).

### Common Core Learning Standard

**L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

### Student Content Objective

I will be able to **consult** (look at) the glossary to **determine** (find out) the meanings of words.

## 2. PREVIEWING/REVIEWING THE TEXT

### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher asks questions.

### QUESTION

1. Tell a partner what has happened so far.

## 3. ACQUIRING AND USING VOCABULARY

### STUDENT GLOSSARY

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher explains how to use a glossary.

**For each word in the glossary, read the definition. End of lesson glossaries include Spanish and Chinese translations.**

- If you understand the definition, circle the word.
- If you don't understand the definition, underline the word.
- See if your partner can help you with the definitions you don't understand.
- As a class, review the definitions that are still unclear.

## 4. READING FOR KEY IDEAS AND DETAILS

### Chapter 9 “The Weaving Room”

#### INSTRUCTIONS FOR STUDENTS

- For each section, listen to your teacher read the guiding question.
- Listen and follow along as the teacher reads the text.
- Work independently or with a partner to answer the supplementary questions.
- Use the glossary to help you understand new words.
- Correct your answers to the supplementary questions when the teacher reviews the answers.
- Answer the guiding question.
- Discuss your answer with the class.

#### GUIDING QUESTION

Why did Lyddie want to visit Diana? How did the other girls feel about this?

#### WORD BANK

evening

kind

change

competent

understand

good (2)

study

set

money

#### SUPPLEMENTARY QUESTIONS

Amelia was not pleased that evening after supper when she realized that Lyddie was getting ready to go out. “Your first day. You ought to rest.”

“I’m all right,” said Lyddie. And, indeed, once the noise of the weaving room was out of her ears, she did feel quite all right. A bit tired, but certainly not **overweary**. “I aim to do a bit of studying,” she said. It made her feel proud to say such a thing.

“Studying? With whom?”

“The girl I’m working with in the weaving room. Diana—” She realized that she didn’t know Diana’s **surname**.

Amelia, Prudence, and Betsy worked in the **spinning** room on the third floor, so she **supposed** they did not know Diana. Betsy looked up from her ever-present novel.

“Diana Goss?” she asked.

“I don’t know. Just Diana. She was very kind to me today.”

“Diana Goss” echoed Amelia “Oh Lyddie, don’t be taken.”

Lyddie couldn’t believe her ears. “Ey?”

“If it’s Diana Goss,” Prudence said, “she’s a known ‘**radical**,’ and Amelia is **concerned**...”

1. In this section of the story, Lyddie has left the factory. What time of day is it?  
The time was in the \_\_\_\_\_ after supper.
2. Why does Lyddie want to visit Diana?  
She wants Diana to help her \_\_\_\_\_ the regulations so she can \_\_\_\_\_ them.
3. How does Lyddie describe Diana?  
Lyddie says that Diana was very \_\_\_\_\_ to her.
4. Prudence says that Diana is a known radical. What does radical mean in this sentence?  
A radical is someone who wants to \_\_\_\_\_ society.

Lyddie didn’t quite know what to do. She had no **desire** to **anger** her **roommates**, but she was quite **set** on going to see Diana. It wasn’t just the foolish **regulations**. She wanted to learn everything—to become as quietly **competent** as the tall girl. She knew enough about factory life already to **realize** that good workers in the weaving room made good money. It wasn’t like being a **maid** where hard work only earned you a **bonus** in **exhaustion**.

“Well,” she said, tying her bonnet, “I’ll be back soon.”

5. How do you know Lyddie wanted to see Diana?  
It says Lyddie was quite \_\_\_\_\_ on going to see Diana.



Diana

rest

1. The text says, "Amelia was not pleased that evening after supper when she realized that Lyddie was getting ready to go out. 'Your first day. You ought to rest.'"

Later in the text Prudence says, "If it's Diana Goss, Prudence says she's a known radical and Amelia is concerned."

Lyddie wants to go out to see Diana. What does Amelia tell Lyddie?

Amelia tells Lyddie to stay home after work to \_\_\_\_\_ because it is Lyddie's first day of work.

2. What is Amelia's real point of view?

Amelia's real point of view is that Lyddie should \_\_\_\_\_ see \_\_\_\_\_ because Diana is a \_\_\_\_\_.

## 6. ACQUIRING AND USING VOCABULARY - EXTENSION

### OPTIONAL STUDENT GLOSSARY ACTIVITY

#### INSTRUCTIONS FOR STUDENTS

- Turn to the glossary for the lesson(s) you have completed.
- Listen to your teacher explain or review the activity.
- Complete the missing parts of the glossary chart ("rewrite the word," "your phrase," and "is it a cognate?").
- You may work independently or with a partner.
- Review the completed chart with your teacher and class when you are finished.

## 7. SUMMARIZING IN YOUR OWN WORDS-EXTENSION

#### INSTRUCTIONS FOR STUDENTS

- Work with a partner to complete the graphic organizer.
- Review the information on your graphic organizer with your teacher.

#### QUESTION

Why does Lyddie want to be like Diana?

#### WORD BANK

kind

studying

set

competent

stagecoaches money	murky workers	factory skull	eerie proud
<b><u>Column A</u></b> <b>Key Ideas</b>	<b><u>Column B</u></b> <b>Supporting Details From the Text</b>	<b><u>Column C</u></b> <b>Summarize Columns A and B in your own words</b>	
1. Lyddie wants to know more about how the looms work.	<ul style="list-style-type: none"> <li>• “I aim to do a bit of _____,” she said.</li> <li>• It made her feel _____ to say such a thing.</li> </ul>		
2. Lyddie likes Diana.	<ul style="list-style-type: none"> <li>• “She was very _____ to me today.”</li> <li>• ... she was quite _____ on going to see Diana.</li> </ul>		
3. Lyddie wants to be as capable at working the looms as Diana.	<ul style="list-style-type: none"> <li>• She wanted to learn everything—to become as quietly _____ as the tall girl.</li> <li>• She knew enough about _____ life already to realize that good _____ in the weaving room made good _____.</li> </ul>		

## LESSON SIX

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher reviews the standards and objectives.

#### Common Core Learning Standard

**R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### Student Content Objective

I will be able to answer questions about the story by **using explicit information** (information that is plain to see) **stated** (written) **in the text**. I will be able to make **inferences from the text** (reach a conclusion based on the facts).

#### Common Core Learning Standard

**L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

#### Student Content Objective

I will be able to **consult** (look at) the glossary to **determine** (find out) the meanings of words.

#### Common Core Learning Standard

**R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### Student Content Objective

I will be able to **summarize** (tell) in my own words the key ideas in the text I read.

### 2. PREVIEWING/REVIEWING THE TEXT

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher asks questions.

#### QUESTION

Tell a partner what has happened so far.

### 3. ACQUIRING AND USING VOCABULARY

## STUDENT GLOSSARY

### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher explains how to use a glossary.
- **For each word in the glossary, read the definition. End of lesson glossaries include Spanish and Chinese translations.**
- If you understand the definition, circle the word.
- If you don't understand the definition, underline the word.
- See if your partner can help you with the definitions you don't understand.
- As a class, review the definitions that are still unclear.

## 4. READING FOR KEY IDEAS AND DETAILS

### INSTRUCTIONS FOR STUDENTS

- For each section, listen to your teacher read the guiding question.
- Listen and follow along as the teacher reads the text.
- Work independently or with a partner to answer the supplementary questions.
- Use the glossary to help you understand new words.
- Correct your answers to the supplementary questions when the teacher reviews the answers.
- Work with a partner to answer the guiding question.
- Discuss your answer with the class.

### Chapter 9 "The Weaving Room"

#### GUIDING QUESTIONS

Diana talked about their working conditions. What two things did Diana talk about? Did Diana think the working conditions were fair? Did Lyddie think the working conditions were fair? Explain your answers.

#### WORD BANK

girls talking	quiet	imposing	ran out
lived	shout	curfew	fair
invited	famous	afraid	talk
took	done	bad	came
fiercely	shy	wages	turned red
working conditions	rose	place	freedom
slave	hour	curfew	tables
living	sewing	reading	friends

accustomed to

slaves

chairs

chatting

### SUPPLEMENTARY QUESTIONS

Diana's boardinghouse was only two houses away from her own....

1. It says, "Diana's **boardinghouse** was only two houses away from her own."

What does boardinghouse mean?

It means a \_\_\_\_\_ where factory girls \_\_\_\_\_.

The front door was unlocked, so she walked into the large front room, like Mrs. Bedlow's, nearly filled with two large dining tables but with the **semblance** of a living **area** on one side. And just as in Mrs. Bedlow's **parlor**, chairs had been pulled away from the tables and girls were **chatting** and **sewing** and reading in the living **area**. It was as noisy and busy as a chicken yard. Peddlers had come off the street to tempt the girls with ribbons and cheap jewelry.

2. What did Lyddie see as she walked into the front room of Diana's boardinghouse?

Lyddie saw two large dining room \_\_\_\_\_ on one side of the room and the \_\_\_\_\_ pulled away on the other side of the room to make a \_\_\_\_\_ area.

3. What were the girls doing?

They were \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

Lyddie pushed the door shut but stood just inside, uncertain how to **proceed**. How could she ask for Diana when she wasn't even sure of her proper name?

But she needn't have worried. Out of the chattering mass of bodies, Diana **rose** from her chair in the corner and came to where Lyddie stood. She smiled and her long, serious face creased into dimples. "I'm so glad you came. Let's go **upstairs** where we can speak in something less than a shout."

4. What did Diana do when she saw Lyddie come inside?

Diana \_\_\_\_\_ from her chair, \_\_\_\_\_ to where Lyddie stood, and \_\_\_\_\_ Lyddie upstairs.

5. Diana invites Lyddie upstairs where they can “speak in something less than a shout.” What does this mean?

It means that upstairs they could \_\_\_\_\_ not \_\_\_\_\_.

What a relief it was to climb the stairs and leave most of the **racket** two floors behind. There was no one else in Diana’s room. “What a treat: “Diana said, as though reading Lyddie’s mind. Sometimes I’d sell my soul for a moment of **quiet** wouldn’t you?”

6. What word describes Diana’s room?

Diana’s room was \_\_\_\_\_.

Lyddie nodded. She **suddenly** felt **shy** around Diana, who seemed even more **imposing** away from the looms when her lovely, **elegant** voice was pitched rich and low like the call of a mourning dove.

7. How did Lyddie feel around Diana?

Lyddie felt \_\_\_\_\_.

8. Why did Lyddie feel shy?

Diana seemed even more \_\_\_\_\_.

“First, we need to get properly introduced,” she said. “I’m Diana Goss.” She must have noted a flicker of something in Lyddie’s face, because she added, “The **infamous** Diana Goss,” and dimpled into her lovely smile.

9. Diana introduced herself as the “infamous Diana Goss.” What does *infamous* mean?

*Infamous* means someone is \_\_\_\_\_ for doing something \_\_\_\_\_.

Lyddie **reddened**.

10. The text says Lyddie reddened. What does reddened mean in this sentence?

It means Lyddie’s face \_\_\_\_\_.

“So you’ve been warned.”

“Not really.”

“Well, then, you will be. I’m a friend of Sarah Bagley’s.” She watched Lyddie’s face for a **reaction** to the name, and when she got none tried another. “Amelia Sargeant? Mary Emerson? Huld Stone? No? Well, you’ll hear those names soon enough. Our crime has been to speak out for better working conditions.” She looked at Lyddie again. “Yes, why, then, should the operatives themselves fear us? It is, dear Lyddie, the nature of slavery to make the slave fear freedom.”

11. What did Diana warn Lyddie about?

Diana told Lyddie she was \_\_\_\_\_ with Sarah Bagley, Amelia Sargent, Mary Emerson, Huld Stone.

12. Diana said they all committed a crime. What was it?

Their crime was to speak out for better \_\_\_\_\_.

13. Diana said the operatives or the girls who worked in the factories were afraid of Diana and her friends? What did she call these girls who were afraid?

She called them \_\_\_\_\_ who were afraid of \_\_\_\_\_.

“I’m not a slave,” Lyddie said, more fiercely than she intended.

14. What is Lyddie’s reaction to being called a slave?

Lyddie said she was not a \_\_\_\_\_. She said it very \_\_\_\_\_.

“You’re not here for a **lecture**. I’m sorry... But,” she said, “I don’t think I need to worry about you. You don’t know what it is not to work hard, do you?”

15. Diana does not have to worry about Lyddie. Why?

Diana does not have to worry about Lyddie because she is not \_\_\_\_\_ of hard work.

“I don’t mind work. The noise-”

Diana laughed. “Yes, the noise is terrible at the beginning, but you get accustomed to it

somehow.”

Lyddie found that hard to believe, but if Diana said so . . .

16. What did Lyddie find hard to believe?

She found it hard to believe that she would get \_\_\_\_\_ or used to the noise.

“And I don’t suppose you think a thirteen-hour day overly long, either.”

Lyddie’s days had never been run on clocks. “I just work until the work is done,” she said. “But I never had leave to go paying calls in the evenings before.”

17. Lyddie did not mind working long days? Why?

Lyddie was used to working until the work was \_\_\_\_\_.

[Note to students: In a previous job Lyddie worked as a maid and had to work as many hours as she was needed.]

“And the **wages** seem **fair**?”

“I ain’t been paid yet, but from what I hear-” ...

18. Diana asked Lyddie about the wages or amount of money she was paid for mill work. What did Diana ask Lyddie about the wages?

She asked if they were \_\_\_\_\_.

The bell rang for **curfew**. “We haven’t looked at the silly **regulations**,” Diana said.

“Well, another time . . . .”

19. Why did Diana and Lyddie not read the regulations like they planned?

The bell rang for \_\_\_\_\_ and Lyddie had to leave.

### RESPONSE TO GUIDING QUESTIONS

Diana talked about their working conditions. What two things did Diana talk about? Did Diana think the working conditions were fair? Did Lyddie think the working conditions were fair? Explain your answers.



rich and low like the call of a mourning dove.

The figurative language is \_\_\_\_\_.

It describes the \_\_\_\_\_.

In my own words, the figurative language means \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

## LESSON SEVEN

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher reviews the standards and objectives.

#### Common Core Learning Standard

**R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### Student Content Objective

I will be able to answer questions about the story by **using explicit information** (information that is plain to see) **stated** (written) **in the text**. I will be able to make **inferences from the text** (reach a conclusion based on the facts).

#### Common Core Learning Standard

**R9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Student Content Objective

I will be able to **analyze** (closely study) how two texts present similar ideas.

### 2. PREVIEWING/REVIEWING THE TEXT

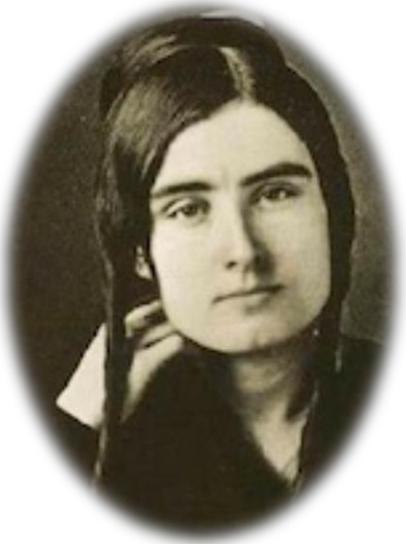
#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher reviews the events of Chapter 9.
- Listen as your teacher previews a selection from *Loom and Spindle or Life Among the Early Mill Girl*.

Chapter 9 *The Weaving Room* describes Lyddie's first day at work in the factory. She is afraid of the noise, darkness, and the overseer. She meets Diana, a competent worker who makes friends with her. Diana shows Lyddie how to run the machines like a good worker. She also helps Lyddie learn the regulations. When Lyddie visits with Diana, she learns about Diana's interest in speaking out about better working conditions.

The next passage is non-fiction. It is a selection from *Loom and Spindle or Life Among the Early Mill Girl*. It was written in 1898 by Harriet Robinson. She was a cotton factory worker in Lowell, Massachusetts, in the early 1800s. She is famous for speaking out against poor **working conditions** at the factory mills. She participated in the first

worker **strike**. She would be considered **infamous** and a **radical**. The picture below is Harriet Robinson at a young age.



### 3. ACQUIRING AND USING VOCABULARY

#### STUDENT GLOSSARY

##### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher explains how to use a glossary.
- For each word in the glossary, read the definition. End of lesson glossaries include Spanish and Chinese translations.**
- If you understand the definition, circle the word.
  - If you don't understand the definition, underline the word.
  - See if your partner can help you with the definitions you don't understand.
  - As a class, review the definitions that are still unclear.

### 4. READING FOR KEY IDEAS AND DETAILS

##### INSTRUCTIONS FOR STUDENTS

- Listen to your teacher read the guiding question.
- Listen and follow along as your teacher reads the selection from *Loom and Spindle or Life Among the Early Mill Girls* by Harriet Robinson (1898).
- Work independently or with a partner to answer the supplementary questions.
- Use the glossary to help you understand new words.

- Correct your answers to the supplementary questions when the teacher reviews the answers.
- Answer the guiding question.
- Discuss your answer with the class.

**Selection from *Loom and Spindle or Life Among the Early Mill Girls* by Harriet Robinson (1898)**

**GUIDING QUESTIONS**

What important thing did Harriet Robinson do? What connections can you make between the character Diana in the book *Lyddie* and the author of this passage, Harriet Robinson?

**WORD BANK**

passion	oppressive	impatient	agreed with
strong feelings	smiled	took sides	vote
suffrage	walked out	shut down	strikers
freedom	13-hour day	proud	marched out
proud	strike	wages	slavery
to turn out	followed	fairness	rights
working conditions	badly	courage	

**QUESTIONS**

My own **recollection** of this first **strike** (or “turn out” as it was called) is very vivid. I worked in a lower room, where I had heard the proposed strike fully, if not **vehemently**, discussed.

1. What did Harriet hear discussed or talked about?  
She heard people talking about a \_\_\_\_\_ or turn out.

I had been an **ardent** listener to what was said against this attempt at “**oppression**” on the part of the corporation, and naturally I took sides with the strikers.

2. Harriet was listening to a conversation or discussion. Why were the workers planning to strike?  
They were planning to strike because of the corporation’s \_\_\_\_\_.
3. Harriet said she took sides with the strikers. What does this mean?  
It means she \_\_\_\_\_ the strikers.

When the day came on which the girls were to turn out, those in the upper rooms started first, and so many of them left that our mill was at once shut down.

4. The girls in the upper rooms turned out. What does this mean?

It means that they \_\_\_\_\_ of the mill.

5. What did the mill do when so many of the girls left?

The mill \_\_\_\_\_ immediately.

Then, when the girls in my room stood **irresolute**, uncertain what to do, asking each other, "Would you?" or "Shall we turn out?" and not one of them having the courage to lead off, I, who began to think they would not go out, after all their talk, became impatient, and started on ahead, saying, with childish bravado, "I don't care what you do, I am going to turn out, whether any one else does or not;" and I marched out, and was followed by the others.

6. The girl's in Harriet's room were uncertain what to do. Why were they uncertain?

They were uncertain because no-one had the \_\_\_\_\_ to walk off first.

7. What did Harriet say?

Harriet said," I am going \_\_\_\_\_ whether anyone else does or not.

8. What did Harriet do?

Harriet \_\_\_\_\_ first.

9. What did the girls do when Harriet marched out?

They \_\_\_\_\_ her.

As I looked back at the long line that followed me, I was more proud than I have ever been since at any success I may have achieved, and more proud than I shall ever be again until my own beloved State gives to its women citizens the right of suffrage.

10. How did Harriet feel when she looked at the line of girls following her?

Harriet felt very\_\_\_\_\_.

The text says "...and more proud than I shall ever be again until my own beloved State gives to its women citizens the right of suffrage.

11. When would Harriett be as proud again?



- Listen to your teacher explain or review the activity.
- Complete the missing parts of the glossary chart (“rewrite the word,” “your phrase,” and “is it a cognate?”).
- You may work independently or with a partner.
- Review the completed chart with your teacher and class when you are finished.

# Student Glossary: Module B

Selections from *Lyddie*

and

*Loom and Spindle or Life Among the Early  
Mill Girls*

## Student Glossary: Module B

### Lesson 2 Student Glossary - Lyddie, Chapter 9 The Weaving Room

Word <i>Translation</i>	Re-write the Word	Definition	Example From the Text	Your Phrase	Is it a Cognate?
afraid <i>asustadas</i> 害怕		feeling fear	The girls didn't seem <b>afraid</b> or even amazed. As he walked by with the overseer, girls glanced up.		
amazed <i>sorprendiadas</i> 惊奇		surprised	The girls didn't seem afraid or even <b>amazed</b> . As he walked by with the overseer, girls glanced up.		
clatter <i>traquetear</i> 框唧声		loud rattling sound	What a noise <b>clatter</b> and clack, great shuddering moans, groans, creaks, and rattles.		
creatures <i>criaturas</i> 生物		living person or animal	And when her brain cleared enough, Lyddie saw through the murky air row upon row of machines, eerily like the old hand loom in Quaker Stevens's house, but as unlike as a nightmare, for these <b>creatures</b> had come to life.		
deafening <i>ensorcedor</i> 震耳欲聋的		loud noise	No one seemed to mind the <b>deafening</b> din.		
din <i>estruendo</i>		loud, steady noise	No one seemed to mind the <b>deafening</b> <b>din</b> .		

Word <i>Translation</i>	Re-write the Word	Definition	Example From the Text	Your Phrase	Is it a Cognate?
eerily <i>de forma</i> <i>escalofriante</i> 詭異的 喧囂		mysterious and frightening	And when her brain cleared enough, Lyddie saw through the murky air row upon row of machines, <b>eerily</b> like the old hand loom in Quaker Stevens s house, but as unlike as a nightmare, for these creatures had come to life.		
hand loom <i>telar manual</i> 手動織布機		a machine for weaving cloth that is operated by hand	And when her brain cleared enough, Lyddie saw through the murky air row upon row of machines, eerily like the old <b>hand loom</b> in Quaker Stevens s house, but as unlike as a nightmare, for these creatures had come to life.		
impulse <i>impulse</i> 本能的衝動		a sudden desire that makes a person what to do something	Her <b>impulse</b> was to turn and run to the door, down the rickety stairs, through the yard and counting room, across the narrow bridge, past the row of boardinghouses, down the street-out of this hellish city and back, back, back to the green hills and quiet pastures.		

Word <i>Translation</i>	Re-write the Word	Definition	Example From the Text	Your Phrase	Is it a Cognate?
mind <i>importer</i> 介意		to think something is bad or not pleasant	No one seemed to <b>mind</b> the deafening din.		
moans <i>genidos</i> 呻吟		howl; sigh	What a noise clatter and clack, great shuddering <b>moans</b> , groans, creaks, and rattles.		
murky <i>turbio</i> 陰鬱		dark; gloomy	And when her brain cleared enough, Lyddie saw through the <b>murky</b> air row upon row of machines, eerily like the old hand loom in Quaker Stevens s house, but as unlike as a nightmare, for these creatures had come to life.		
nightmare <i>pesadilla</i> 惡夢		scary dream	And when her brain cleared enough, Lyddie saw through the murky air row upon row of machines, eerily like the old hand loom in Quaker Stevens s house, but as unlike as a <b>nightmare</b> , for these creatures had come to life.		
no one <i>nadie</i> 沒有人		no person; nobody	<b>No one</b> seemed to mind the deafening din.		

Word <i>Translation</i>	Re-write the Word	Definition	Example From the Text	Your Phrase	Is it a Cognate?
pastures <i>pasturas</i> 牧地		land covered with grass and other low plants suitable for grazing animals	Her impulse was to turn and run to the door, down the rickety stairs, through the yard and counting room, across the narrow bridge, past the row of boardinghouses, down the street-out of this hellish city and back, back, back to the green hills and <b>quiet pastures</b> .		
quiet <i>tranquilos</i> 安靜		calm; peaceful	Her impulse was to turn and run to the door, down the rickety stairs, through the yard and counting room, across the narrow bridge, past the row of boardinghouses, down the street-out of this hellish city and back, back, back to the green hills and <b>quiet pastures</b> .		
rattles <i>traqueteos</i> 喀拉喀啦聲		series of hard, short knocking sounds	What a noise clatter and clack, great shuddering moans, groans, creaks, and <b>rattles</b> .		
settles <i>calma</i> 安靜下來		make calm	Her head was close enough to Lyddie's left ear so that Lyddie could hear her say to the overseer, "Don't worry, Mr. Marsden, I'll see she <b>settles</b> in."		

Word <i>Translation</i>	Re-write the Word	Definition	Example From the Text	Your Phrase	Is it a Cognate?
shrank <i>se escogio</i> 縮水		became smaller	She <b>shrank</b> again from the touch before she saw it was one of the young women who tended the looms.		
shrieks <i>chillidos</i> 尖叫聲		loud sharp cry	The <b>shrieks</b> and whistles of huge leather belts on wheels.		
turn <i>girar</i> 轉身		change position of one's body so that one is facing in a different direction	Her impulse was to <b>turn</b> and run to the door, down the rickety stairs, through the yard and counting room, across the narrow bridge, past the row of boardinghouses, down the street-out of this hellish city and back, back, back to the green hills and quiet pastures.		
whistles <i>chifflidos</i> 尖銳的高音		high sound similar to the sound of a bird	The shrieks and <b>whistles</b> of huge leather belts on wheels.		
worry <i>preocupe</i> 擔憂		feel fear or anxiety	Her head was close enough to Lyddie's left ear so that Lyddie could hear her say to the overseer, "Don't <b>worry</b> , Mr. Marsden, I'll see she settles in."		

### Lesson 3 Student Glossary - *Lyddie*, Chapter 9 The Weaving Room

Word	Re-write the Word	Definition	Example From the Text	Your Phrase	Is it a Cognate?
<p>cloth</p> <p>tela</p> <p>織布</p>		material made by weaving	An empty shuttle might damage a few inches of goods, she explained, but a broken warp could leave a flaw through yards of <b>cloth</b> .		
<p>damage</p> <p>dañar</p> <p>損害</p>		harm	An empty shuttle might <b>damage</b> a few inches of goods, she explained, but a broken warp could leave a flaw through yards of cloth.		
<p>deal</p> <p>encargarse</p> <p>處理</p>		handle	The overseer nodded, obviously relieved not to have to <b>deal</b> with Lyddie or the loom he'd assigned her.		
<p>dexterity</p> <p>habilidad</p> <p>靈巧</p>		grace and easy quickness using the hands; skill	Still, the physical strength the work required paled beside the <b>dexterity</b> needed to rethread a shuttle quickly, or, heaven help her, tie one of those infernal weaver's knots.		
<p>empty</p> <p>vacío</p> <p>空的</p>		containing nothing	An <b>empty</b> shuttle might damage a few inches of goods, she explained, but a broken warp could leave a flaw through yards of cloth.		

Word <i>Translation</i>	Re-write the Word	Definition	Example From the Text	Your Phrase	Is it a Cognate?
flaw <i>defecto</i> 裂縫		defect	An empty shuttle might damage a few inches of goods, she explained, but a broken warp could leave a <b>flaw</b> through yards of cloth.		
invisible <i>invisible</i> 看不見的		not able to be seen	When Diana tied the ends, they seemed to melt together, leaving the knot <b>invisible</b> .		
lasted <i>duró</i> 持續		continued	Everything happened too fast—a bobbin of weft thread <b>lasted</b> hardly five minutes before it had to be replaced—and it was painfully deafening.		
lever <i>palanca</i> 把手		a handle or tool for lifting	She took pride in her strength, but it took all of her might to yank the metal <b>lever</b> into place.		
melt <i>derritirse</i> 融化		change from solid to liquid through heat;	When Diana tied the ends, they seemed to <b>melt</b> together, leaving the knot invisible.		
might <i>poderio</i> 能力		force	She took pride in her strength, but it took all of her <b>might</b> to yank the metal lever into place.		
paled <i>paldecer en</i> comparación		inferior, compared to something else	Still, the physical strength the work required <b>paled</b> beside the dexterity needed to rethread a shuttle quickly, or, heaven help		

Word <i>Translation</i>	Re-write the Word	Definition	Example From the Text	Your Phrase	Is it a Cognate?
相形失色 physical <i>física</i> 體能的		of the body	her, tie one of those infernal weaver's knots. Still, the <b>physical</b> strength the work required paled beside the dexterity needed to rethread a shuttle quickly, or, heaven help her, tie one of those infernal weaver's knots.		
relieved <i>tranquilizado</i> 緩解		take away pain, worry, or stress	The overseer nodded, obviously <b>relieved</b> not to have to deal with Lyddie or the loom he'd assigned her.		
replaced <i>reemplazado</i> 替換		put something in the place of another thing	Everything happened too fast—a bobbin of weft thread lasted hardly five minutes before it had to be <b>replaced</b> —and it was painfully deafening.		
required <i>requerida</i> 需要		needed	Still, the physical strength the work <b>required</b> paled beside the dexterity needed to rethread a shuttle quickly, or, heaven help her, tie one of those infernal weaver's knots.		
rethread <i>volver a enhebrar</i> 重織		thread again	Still, the physical strength the work required paled beside the dexterity needed to <b>rethread</b> a shuttle quickly, or, heaven help		

Word Translation	Re-write the Word	Definition	Example From the Text	Your Phrase	Is it a Cognate?
ruin <i>arruinamos</i> 毀壞		destroy or damage	"We don't get paid when we <b>ruin</b> a piece."		
slammed <i>golpeo</i> 摔壞		shut with force and loud noise	Then, without warning, for no reason that Lyddie could see, Diana <b>slammed</b> off one of the looms.		
tie <i>atar</i> 綁起來		fasten something like a string	Still, the physical strength the work required paled beside the dexterity needed to rethread a shuttle quickly, or, heaven help her, <b>tie</b> one of those infernal weaver's knots.		
together <i>juntas</i> 一起		at the same time	"We'll work <b>together</b> ," the girl shouted in her ear.		
watched <i>observaba</i> 監看		looked closely; carefully	For the first hour or so Lyddie <b>watched</b> , trying mostly to stay out of Diana's way as she moved among the three machines, two opposite and one adjoining....		
weaver's knot <i>nudo de un telar</i> 織工結		a hook of rope used to tie the two ropes together	Then fishing out the broken ends of warp, she showed Lyddie how to fasten them		

Word	Re-write the Word	Definition	Example From the Text	Your Phrase	Is it a Cognate?
<i>Translation</i>			together with a weaver's knot.		
yank <i>estirón</i> 拽出		pull or take out suddenly	She took pride in her strength, but it took all of her might to yank the metal lever into place.		
yards <i>yardas</i> 碼		standard unit used to measure length	An empty shuttle might damage a few inches of goods, she explained, but a broken warp could leave a flaw through yards of cloth.		

## Lesson 4 Student Glossary - Lyddie, Chapter 9 The Weaving Room

Word <i>Translation</i>	Re-write the Word	Definition	Example From the Text	Your Phrase	Is it a Cognate?
apologize <i>disculparse</i> 道歉		say sorry	She felt no need with Diana to <b>apologize</b> or to be ashamed of her ignorance.		
ashamed <i>avergonzarse</i> 羞愧		feeling bad about yourself	She felt no need with Diana to apologize or to be <b>ashamed</b> of her ignorance.		
drew <i>sacó</i> 拉出來		pull out; remove	During one of these respites, Diana <b>drew</b> Lyddie to the nearest window.		
gratefully <i>agradecidamente</i> 感恩		Feeling the value of what one has been given	Lyddie looked up <b>gratefully</b> .		
ignorance <i>ignorancia</i> 無知		lack of education or information	She felt no need with Diana to apologize or to be ashamed of her <b>ignorance</b> .		
regulations <i>regulaciones</i> 規定		a rule or law that controls or directs people's actions	"I'm needing a bit of help with the <b>regulations</b> ...."		
remedy <i>solucionar</i> 修理		fix	"Well, you can <b>remedy</b> that," the older girl said. "I'll help, if you like, some evening."		
respites <i>descanso</i> 休息時間		a period of rest, from something difficult or unpleasant	During one of these <b>respites</b> , Diana drew Lyddie to the nearest window.		

Word <i>Translation</i>	Re-write the Word	Definition	Example From the Text	Your Phrase	Is it a Cognate?
sill <i>alféizar</i> 窗沿		the bottom of a window or door frame	The <b>sill</b> was alive with flowers blooming in pots, and around the frame someone had pasted single pages of books and magazines.		
slog <i>esforzamos</i> 埋頭苦幹		work hard for long periods	"Why don't you bring the broadside over to Number Three tonight and we'll <b>slog</b> through that wretched thing together."		
trial <i>prueba</i> 試煉		test	"I shouldn't <b>wonder</b> . They're a <b>trial</b> for us all," Diana said.		
wonder <i>preguntarme</i> 懷疑		question	"I shouldn't <b>wonder</b> . They're a <b>trial</b> for us all," Diana said.		
wretched <i>miserable</i> 悲慘的		miserable	"Why don't you bring the broadside over to Number Three tonight and we'll slog through that <b>wretched</b> thing together."		

## Lesson 5 Student Glossary - *Lyddie*, Chapter 9 The Weaving Room

Word <i>Translation</i>	Re-write the Word	Definition	Example From the Text	Your Phrase	Is it a Cognate?
bonus <i>bono</i> 獎賞		reward	It wasn't like being a maid where hard work only earned you a <b>bonus</b> in exhaustion.		
concerned <i>preocupada</i> 憂慮		worried	"If it's Diana Goss," Prudence said, "she's a known 'radical,' and Amelia is <b>concerned</b> ...."		
desire <i>deseo</i> 慾望		want; wish for	She had no <b>desire</b> to anger her roommates, but she was quite set on going to see Diana.		
exhaustion <i>agotamiento</i> 筋疲力盡		extreme fatigue	It wasn't like being a maid where hard work only earned you a bonus in <b>exhaustion</b> .		
maid <i>sirvienta</i> 女僕		a girl or woman whose job is to take care of and clean a house	It wasn't like being a <b>maid</b> where hard work only earned you a bonus in exhaustion.		
overweary <i>más de cansada</i> 過度疲勞		so tired as to be totally exhausted	A bit tired, but certainly not <b>overweary</b> .		
radical <i>radical</i> 激進派		in favor of extreme changes in government or society	"If it's Diana Goss," Prudence said, "she's a known ' <b>radical</b> ,' and Amelia is concerned." "Ey?"		

Word <i>Translation</i>	Re-write the Word	Definition	Example From the Text	Your Phrase	Is it a Cognate?
realize <i>darse cuenta</i> 了解		understand	She knew enough about factory life already to <b>realize</b> that good workers in the weaving room made good money.		
roommates <i>compañeras de piso</i> 室友		a person who shares another's room, apartment, or home	She had no desire to anger her <b>roommates</b> , but she was quite set on going to see Diana.		
set <i>determinada</i> 決意		determined	She had no desire to anger her roommates, but she was quite <b>set</b> on going to see Diana.		
spinning <i>hilando</i> 抽絲		process of making thread or yarn from fibers	Amelia, Prudence, and Betsy worked in the <b>spinning</b> room on the third floor, so she supposed they did not know Diana.		
supposed <i>pretendíó</i> 假設		assumed; guess	Amelia, Prudence, and Betsy worked in the spinning room on the third floor, so she <b>supposed</b> they did not know Diana.		
surname <i>apellido</i> 姓		last name	She realized that she didn't know Diana's <b>surname</b> .		

## Lesson 6 Student Glossary - *Lyddie*, Chapter 9 The Weaving Room

Word	Re-write the Word	Definition	Example From the Text	Your Phrase	Is it a Cognate?
<p>Translation</p> <p>area <i>area</i> 空間</p>		a place	The front door was unlocked, so she walked into the large front room, like Mrs. Bedlow's, nearly filled with two large dining tables but with the semblance of a living area on one side.		
<p>boardinghouse <i>casa de huéspedes</i> 宿舍</p>		a residence that provides rooms and meals to paying lodgers	Diana's <b>boardinghouse</b> was only two houses away from her own.		
<p>chatting <i>charlando</i> 聊天</p>		talking in a friendly or easy manner	And just as in Mrs. Bedlow's parlor, chairs had been pulled away from the tables and girls were <b>chatting</b> and sewing and reading in the living area.		
<p>elegant <i>elegante</i> 優雅</p>		having especial refinement	She suddenly felt shy around Diana, who seemed even more imposing away from the looms when her lovely, <b>elegant</b> voice was pitched rich and low like the call of a mourning dove.		
<p>imposing <i>imponente</i> 讓人不得不從的</p>		something that needs to be followed, done, or obeyed	She suddenly felt shy around Diana, who seemed even more <b>imposing</b> away from the looms when her lovely, elegant voice was pitched rich and low		

Word <i>Translation</i>	Re-write the Word	Definition	Example From the Text	Your Phrase	Is it a Cognate?
infamous <i>infame</i> 名聲不好		bad reputation	She must have noted a flicker of something in Lyddie's face, because she added, "The infamous Diana Goss," and dimpled into her lovely smile.		
lecture <i>sermonear</i> 教訓		warn or scold	"You're not here for a lecture. I'm sorry... But," she said, "I don't think I need to worry about you."		
parlor <i>sala</i> 起居室		room in a house, hotel, restaurant, or the like for conversation or for entertaining guests	And just as in Mrs. Bedlow's parlor, chairs had been pulled away from the tables and girls were chatting and sewing and reading in the living area.		
proceed <i>proceder</i> 繼續進行		to move forward after a stop	Lyddie pushed the door shut but stood just inside, uncertain how to proceed.		
quiet <i>silencio</i> 安靜		little or no noise	"I'd sell my soul for a moment of quiet wouldn't you?"		
racket <i>ruido</i> 吵雜聲		a loud; confusing noise	What a relief it was to climb the stairs and leave most of the racket two floors behind.		

Word <i>Translation</i>	Re-write the Word	Definition	Example From the Text	Your Phrase	Is it a Cognate?
reaction <i>reacción</i> 反應		an action or response to something that has happened or has been done	"Well, then, you will be. I'm a friend of Sarah Bagley's." She watched Lyddie's face for a <b>reaction</b> to the name, and when she got none tried another.		
reddened <i>enrojeció</i> 臉紅		to blush	<b>Lyddie reddened.</b>		
rose <i>se levantó</i> 站起來		to stand up	But she needn't have worried. Out of the chattering mass of bodies, Diana <b>rose</b> from her chair in the corner and came to where Lyddie stood.		
semblance <i>apariencia</i> 好似		resemblance to something else	The front door was unlocked, so she walked into the large front room, like Mrs. Bedlow's, nearly filled with two large dining tables but with the <b>semblance</b> of a living area on one side.		
sewing <i>cosiendo</i> 縫紉		working with a needle and thread	And just as in Mrs. Bedlow's parlor, chairs had been pulled away from the tables and girls were chatting and <b>sewing</b> and reading in the living area.		

Word Translation	Re-write the Word	Definition	Example From the Text	Your Phrase	Is it a Cognate?
shy <i>tímida</i> 害羞		quiet and not comfortable with other people	She suddenly felt <b>shy</b> around Diana, who seemed even more imposing away from the looms when her lovely, elegant voice was pitched rich and low like the call of a mourning dove.		
suddenly <i>de repente</i> 忽然		unexpectedly	She <b>suddenly</b> felt shy around Diana, who seemed even more imposing away from the looms when her lovely, elegant voice was pitched rich and low like the call of a mourning dove.		
upstairs <i>el piso de arriba</i> 樓上		upper floor; up the stairs	"I'm so glad you came. Let's go <b>upstairs</b> where we can speak in something less than a shout."		

Lesson 6 Student Glossary - Selection from *Loom and Spindle or Life Among the Early Mill Girls*

Word <i>Translation</i>	Re-write the Word	Definition	Example From the Text	Your Phrase	Is it a Cognate?
ardent <i>ardiente</i> 熱切的		intense	I worked in a lower room, where I had heard the proposed strike fully, if not vehemently, discussed; I had been an <b>ardent</b> listener to what was said against this attempt at “oppression” on the part of the corporation, and naturally I took sides with the strikers.		
corporation <i>empresa</i> 企業		an organization formed by a group of people to operate a business	I worked in a lower room, where I had heard the proposed strike fully, if not vehemently, discussed; I had been an ardent listener to what was said against this attempt at “oppression” on the part of the <b>corporation</b> , and naturally I took sides with the strikers.		
courage <i>valor</i> 勇氣		ability to face fear or danger	Then, when the girls in my room stood irresolute, uncertain what to do, asking each other, “Would you?” or “Shall we turn out?” and not one of them having the <b>courage</b> to lead off, I, who began to think they would not go out, after all their talk, became impatient, and started		

Word <i>Translation</i>	Re-write the Word	Definition	Example From the Text	Your Phrase	Is it a Cognate?
irresolute <i>irresolute</i> 猶疑不定		uncertain	on ahead, saying, with childish bravado, "I don't care what you do, I am going to turn out, whether anyone else does or not," and I marched out, and was followed by the others.		
oppression <i>oppression</i> 壓迫		unjust treatment	Then, when the girls in my room stood <b>irresolute</b> , uncertain what to do, asking each other, "Would you?" or "Shall we turn out?" and not one of them having the courage to lead off, I, who began to think they would not go out, after all their talk, became impatient, and started on ahead, saying, with childish bravado, "I don't care what you do, I am going to turn out, whether anyone else does or not," and I marched out, and was followed by the others.		
			I worked in a lower room, where I had heard the proposed strike fully, if not vehemently, discussed; I had been an ardent listener to what was said against this attempt at " <b>oppression</b> " on the part of the		

Word <i>Translation</i>	Re-write the Word	Definition	Example From the Text	Your Phrase	Is it a Cognate?
proposed <i>propuesta</i> 提議		presented or suggested as an idea to be considered	I worked in a lower room, where I had heard the <b>proposed</b> strike fully, if not vehemently, discussed; I had been an ardent listener to what was said against this attempt at “oppression” on the part of the corporation, and naturally I took sides with the strikers.		
recollection <i>recuerdo</i> 回憶		remembering	My own <b>recollection</b> of this first strike (or “turn out” as it was called) is very vivid.		
strike <i>huelga</i> 罷工		a stopping of work as a protest for better pay or working conditions	My own recollection of this first <b>strike</b> (or “turn out” as it was called) is very vivid.		
suffrage <i>sufragio</i> 投票權		right to vote	As I looked back at the long line that followed me, I was more proud than I have ever been since at any success I may have achieved, and more proud than I shall ever be again until my own beloved State gives to its		

Word Translation	Re-write the Word	Definition	Example From the Text	Your Phrase	Is it a Cognate?
uncertain <i>indecisa</i> 不確定		not sure	Then, when the girls in my room stood irresolute, <b>uncertain</b> what to do, asking each other, "Would you?" or "Shall we turn out?" and not one of them having the courage to lead off, I, who began to think they would not go out, after all their talk, became impatient, and started on ahead, saying, with childish bravado, "I don't care what you do, I am going to turn out, whether anyone else does or not," and I marched out, and was followed by the others.		
vehemently <i>intensamente</i> 激烈的		intensely emotional; impassioned; heated	My own recollection of this first strike (or "turn out" as it was called) is very vivid. I worked in a lower room, where I had heard the proposed strike fully, if not <b>vehemently</b> , discussed; I had been an ardent listener to what was said against this attempt at "oppression" on the part of the corporation, and		

Word	Re-write the Word	Definition	Example From the Text	Your Phrase	Is it a Cognate?
<i>Translation</i>					
vivid <i>vivida</i> 生动的		clear images in the mind	naturally I took sides with the strikers. My own recollection of this first strike (or "turn out" as it was called) is very <b>vivid</b> .		

MODULE C:  
COMMONWEALTH CLUB ADDRESS  
STUDENT MATERIALS

## LESSON ONE

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher reviews the standards and objectives.

#### Common Core Learning Standard

**R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### Student Content Objective

I will integrate (bring together) photographs and text and evaluate (study them with care) to help me understand what I read.

#### Common Core Learning Standard

**L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

#### Student Content Objective

I will be able to **consult** (look at) the glossary to **determine** (find out) the meanings of words.

#### Common Core Learning Standard

**R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### Student Content Objective

I will be able to answer questions about the story by **using explicit information** (information that is plain to see) **stated** (written) in the text.

### 2. PREVIEWING THE TEXT

#### LOOKING AT THE PHOTOGRAPHS

#### INSTRUCTIONS FOR STUDENTS

- In this lesson you will read about the life of Cesar Chavez and his work with farm workers in California.
- Look at the photographs below.
- Listen and respond to your teacher. She will ask you questions about the

photographs.

### QUESTIONS

1. Look at photograph 1. Who is this? Can you describe the person in the picture?

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2. Look at photograph 3. Who is this and what is he doing?

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3. What do you see in the other two photographs (numbers 2. and 4.)?

I see \_\_\_\_\_.

Who are the people?

The people are \_\_\_\_\_.

4. What else do you notice about the people in photographs 2. and 4.?

Can you describe the work they are doing?

The people are \_\_\_\_\_

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Can you describe the two people in photograph 2.?

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### 3. ACQUIRING AND USING VOCABULARY

#### STUDENT GLOSSARY

##### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher explains how to use the side-by-side glossary.  
**For each word in the glossary, read the definition. End of lesson glossaries include Spanish and Chinese translations.**
- If you understand the definition, circle the word.
- If you don't understand the definition, underline the word.
- See if your partner can help you with the definitions you don't understand.

- As a class, review the definitions that are still unclear.

#### 4. ENHANCING BACKGROUND KNOWLEDGE - PART 1

##### INSTRUCTION FOR STUDENTS

- Listen to your teacher read the text about Cesar Chavez . Follow along as your teacher reads.
- Work with a partner to answer the questions.
- Use the glossary to help you understand new words.
- Discuss your answers with the class.

1.



2.



3.



4.



##### Biography of Cesar Chávez:

##### Young Cesar

Cesar Chavez grew up in an adobe house built by his grandfather in Arizona. He lived with his mother, his father, and his two brothers and two sisters. His family had a **farm** and a small **grocery store**. Cesar was happy **growing up** with his brothers and sisters and many cousins around him.

##### Glossary:

**farm** (*granja*)—a place where people grow crops or raise animals

**grocery store** (*supermercado*)—a store in which food and other supplies for the household are sold

**growing up** (*creciendo*)—to become an adult

### Cesar's Life Suddenly Changes

When Cesar was about 10 years old, a **drought** came to Arizona. Without water, the **fruits** and **vegetables** on the ranch died and the family had nothing to sell. They lost their farm. The family didn't know what to do. They **packed up** all they owned and **moved to** California to find work where there was no drought.

### Cesar's Family's Life in California

Cesar's family became **migrant farm workers**. They moved back and forth across the state, **picking** fruits and vegetables on other people's farms. Everyone in the family had to work, including the children. The days were long and the work was very hard. Although the family worked so hard, they often did not have enough to eat and had to live in **shacks**.

Because Cesar's family moved so much, he could not **attend** school very often. Within a few years, he had attended 35 different schools. Children were **prohibited** from using Spanish in school. One time when Cesar didn't speak English, a teacher made him wear a sign that read "I am a **clown**. I speak Spanish."

**drought** (*sequía*)—a long period with little or no rain

**fruits** (*frutas*)—the part of a plant that has seeds and flesh

**vegetables** (*vegetales*)—a plant or part of a plant that is used for food, such as potato, broccoli, or onion

**packed up** (*empacaron*)—filled (suitcases or bags), especially with clothes and other items needed when away from home

**moved** (*mudaron*)—changed the place of one's home

**migrant farm workers** (*trabajadores agrícolas migrantes*)—people who move from place to place to get work in places where people grow crops or raise animals

**picking** (*cosechando*)—gathering by pulling off or out

**shacks** (*chozas*)—a small, cheaply constructed building, used as a house

**attend** (*asistir*)—be present at a place for a particular purpose

**prohibited** (*prohibidos*)—not allowed

**clown** (*payaso*)—fool

## A Horrible Life

Working in the fields to pick fruit and vegetables was **horrible** for Cesar and his family. The **farm owners** **treated** the farm workers, like the Chavez family, very badly. They had to do **back-breaking** work for long hours with no **breaks**, there weren't any bathrooms for them, and they didn't have clean water to drink. Workers who **complained** were **fired**, **beaten**, and sometimes even **murdered**.

## Cesar's Life-Long Activism

**As a result of** Cesar's and his family's experiences as migrant farm workers and his **identification** with the many Mexican Americans in the United States who suffered because of unjust treatment, Cesar became a **political organizer** and an **activist** for the **civil rights** of Hispanics. From his mid-twenties until the end of his life, Cesar fought **tirelessly** for **fairness** and justice.

**horrible** (*horrible*)—very bad  
**farm owners** (*propietarios de granjas*)—people who have a place to grow crops or raise animals  
**treated** (*trataban*)—act toward someone in a particular way  
**back-breaking** (*agotador*)—requiring physical effort; exhausting  
**breaks** (*descansos*)—pauses in work  
**complained** (*quejaron*)—to say something is wrong or that you are not happy with something  
**fired** (*despedido*)—dismissed from a job  
**beaten** (*golpeados*)—hit again and again  
**murdered** (*asesinados*)—killed by a person

**as a result of** (*como resultado de*)—something that happens because of something else  
**identification** (*identificación*)—a person's sense of identity  
**political organizer** (*organizador político*)—bringing people together around a common goal  
**activist** (*activista*)—one who advocates a cause with vigor and militance  
**civil rights** (*derechos civiles*)—things that every person should be allowed to do, such as the right to vote and the right to own property  
**tirelessly** (*incansablemente*)—not easily wearied; with great energy  
**fairness** (*imparcialidad*)—equal treatment

## WORD BANK

fruits	grocery store	vegetables	drought
clean water	Arizona	bathrooms	understand
fired	sell	farm	money
four			

## QUESTIONS

1. Where did Cesar grow up?  
Cesar grew up in \_\_\_\_\_.
2. How many brothers and sisters did Cesar have?  
Cesar had \_\_\_\_\_ brothers and sisters.
3. How did Cesar's family earn a living?  
Cesar's family earned a living from their \_\_\_\_\_ and \_\_\_\_\_.
4. Why did Cesar's family have to move to California?  
The fruits and vegetables dried up because there was a \_\_\_\_\_ in Arizona.  
Cesar's family had no fruits and vegetables to sell.  
They had no \_\_\_\_\_. They had to \_\_\_\_\_ their farm.
5. What do migrant farm workers do?  
Migrant farm workers pick \_\_\_\_\_ and \_\_\_\_\_ on many different farms.
6. The family often \_\_\_\_\_ (did/did not) have enough to eat.
7. Cesar \_\_\_\_\_ (could/could not) speak Spanish in school.
8. How did the farm owners treat the farm workers?  
The farm owners \_\_\_\_\_ (treated/did not treat) the farm workers very badly.  
The farm workers did not have \_\_\_\_\_ and \_\_\_\_\_.  
Farm workers were \_\_\_\_\_ if they complained.

9. Why did Cesar spend his life fighting for the civil rights of Hispanics in the United States?

Cesar grew up in a family of farm workers.

He was able to \_\_\_\_\_ the suffering and unjust treatment of Mexicans and other Hispanics working in the United States.

## 5. ENHANCING BACKGROUND KNOWLEDGE, PART 2

### INSTRUCTIONS FOR STUDENTS

- Listen to your teacher read the text about Cesar Chavez 's address. Follow along as your teacher reads.
- Work with a partner to answer the questions.
- Use the glossary to help you understand new words.
- Discuss your answers with the class.

### Cesar Chavez Gives an Address

We are going to learn more about Cesar Chavez and the farm workers.

We are going to read an **address**, or **speech**, that Cesar gave to a group of people in San Francisco, California, in 1984.

In his **address**, Cesar told the people about the hard lives of the farm workers. He also told them about his **hopes and dreams**. He had a **vision** of a better life for all farm workers. He had a **vision** for a better life for all **Hispanic** people.

Cesar worked very hard to make the **vision** come true.

Word and Translation	Definition
*address <i>discurso</i>	a talk given in front of a group of people
*speech <i>discurso</i>	a talk given in front of a group of people
hopes and dreams <i>esperanzas y sueños</i>	strong wishes; desires

<b>Word and Translation</b>	<b>Definition</b>
*vision <i>visión</i>	idea for how things should be in the future
Hispanic <i>hispanas</i>	Spanish or of Spanish descent or origin

\*Address and \*speech are synonyms; the two words have the same, or almost the same, meanings. Speech is used more often today; address was used more often in the past.

\* Vision is a word with multiple meanings. One meaning is “idea for how things should be in the future.” The other meaning is our ability to see; our eyesight.

California <i>California</i>	One of the 50 states in the United States 
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### QUESTIONS

4. What do address and speech mean?  
Both words mean \_\_\_\_\_.
5. What do we call words that have the same or almost the same meanings? We call them \_\_\_\_\_.
6. What do we call words that have more than one meaning? We call words with more than one meaning \_\_\_\_\_.

## LESSON TWO

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher reviews the standards and objectives.

#### Common Core Learning Standard

**L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

#### Student Content Objective

I will be able to **consult** (look at) the glossary to **determine** (find out) the meanings of words.

#### Common Core Learning Standard

**R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### Student Content Objective

I will be able to answer questions about the story by **using explicit information** (information that is plain to see) **stated** (written) in the text.

#### Common Core Learning Standard

**R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### Student Content Objective

I will be able to **summarize** (tell) in my own words the key ideas in the text I read.

### 2. PREVIEWING/REVIEWING

- Listen as your teacher reviews what you did in lesson one.
- You will now watch a video that will help you better understand Cesar Chavez's speech to prepare for lesson three.

### 3. ENHANCING BACKGROUND KNOWLEDGE

#### INSTRUCTION FOR STUDENTS

- For each section of the video, listen to your teacher read the guiding question.
- Watch the video segments that your teacher shows you.
- After watching, listen and follow along as the teacher reads the text.
- Work independently or with a partner to answer the supplementary questions.
- Use the glossary to help you understand new words.
- Correct your answers to the supplementary questions when the teacher reviews the answers.
- Answer the guiding question independently or in pairs.
- Discuss your answer to the guiding question with the class.

#### SECTION I. GUIDING QUESTION

How would you describe Cesar Chavez’s childhood in your own words?

[Narrator is speaking.]

Born from **humble** beginnings, Cesar Chavez was raised on his family’s Arizona farm and he **attained** no more than an eighth-grade education. He was forced to **quit** school when his family lost their farm during the **Great Depression**. The family moved to California and began a new life as **migrant workers**. Despite these **hardships**, Cesar Chavez rose to become one of the most **respected civil rights** leaders of the twentieth century.

#### Glossary:

**humble** (*humildes*)—not proud; modest

**attained** (*logro*)—achieved

**quit** (*dejar*)— stop doing something

**Great Depression** (*Gran Depresión*)—a period of economic difficulty in the United States

**migrant workers** (*trabajadores migrantes*)—people who move from place to place to get work

**hardship** (*dificultades*)—great suffering or difficulty

**respected** (*respetados*)— held in honorable esteem

**civil rights** (*derechos civiles*)—things that every person should be allowed to do, the right to speak freely, the right to practice your own religion, the right to vote, and the right to own property

#### WORD BANK

California

civil rights

eighth grade

lost

farm

#### SECTION I. SUPPLEMENTARY QUESTIONS

1. Where was Cesar Chavez raised?

Cesar Chavez was raised on his family’s Arizona \_\_\_\_\_.

2. How much education did Cesar Chavez attain?

He finished the \_\_\_\_\_.

3. Why was Cesar Chavez forced to quit school?

He was forced to quit school because his family \_\_\_\_\_ their farm during the Great Depression.

4. Where did his family go to find work?

His family moved to \_\_\_\_\_ to work as migrant farm workers.

5. What did Cesar Chavez accomplish?

Cesar Chavez became one of the most respected \_\_\_\_\_ leaders of the twentieth century.

### RESPONSE TO GUIDING QUESTION

How would you describe Cesar Chavez's childhood in your own words?

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### SECTION II. GUIDING QUESTION

What was Cesar Chavez's vision?

[Martin Sheen is speaking.]

"Here was a guy [Cesar Chavez] whose **opinions** were **created** on the job, in the fields, with the people, and [Cesar's words] **evoked** a spirit and **challenge** to all of us to do what is right for its own sake: Do it [what is right] so that you're [so that you will be] free."

#### **Glossary:**

**opinions** (*opiniones*)-what you think about something or someone

**created** (*creadas*)-bring into being

**evoked** (*evocó*)-brought to mind; called

**challenge** (*reto*)-invite; inspire

**envisioned** (*imagino*)-pictured in the mind; imagined

**movement** (*movimiento*)-groups of people acting like one

**crusade** (*cruzada*)-a fight

**organize** (*organizarse*)-build a union of workers

**conditions** (*condiciones*)-things that affect comfort or safety



vans (*camionetas*)—covered trucks

[The narrator is speaking.]

Cesar Chavez **envisioned** a **movement**, a **crusade** that would inspire farm workers to join together to **organize** themselves, and by doing so [by organizing, it] changed their lives forever. His vision would become the United Farm Workers of America.

[Ed Begley is speaking.]

“The work of Cesar Chavez is so extraordinary it must not be forgotten. Certainly not the fights that we [union organizers] continue to have, in [working against] unsafe **conditions** and [against] **vans** without seatbelts. It’s extraordinary that we still fight these battles.”

### WORD BANK

field

organize

right

unsafe

movement

United Farm Workers of America

### SUPPLEMENTARY QUESTIONS

1. How did Cesar Chavez form his opinions?

His opinions were created on the job, in the \_\_\_\_\_, with the people.

2. What did Cesar Chavez challenge people to do?

His challenge to all of us was to do what is \_\_\_\_\_ for its own sake.

3. What did Cesar Chavez envision?

Cesar Chavez envisioned a \_\_\_\_\_ that would inspire farm workers and other American laborers to join together to \_\_\_\_\_ themselves.

4. What was the result of his vision?

His vision resulted in the creation of the \_\_\_\_\_ union.

5. What did Cesar Chavez fight for that continues to be a problem?

Farm workers continue to fight because they still work in \_\_\_\_\_ conditions.

**RESPONSE TO GUIDING QUESTION**

What was Cesar Chavez’s vision?

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**SECTION III. GUIDING QUESTION**

What did Cesar Chavez fight for?

[Voice of female narrator]

Chavez also fought for the **legal right** of farm workers to form their own **union**, a right enjoyed by other workers in the United States. He fought for the right to have clean drinking water in the fields. The right to have **access** to bathrooms. And the right to stop work and enjoy a simple lunch break. He fought for the right to a **fair wage**, the right to collect **unemployment insurance** and he fought for the right [for farm

**Glossary:**

**legal right** (*derecho legal*)-a right based in law

**union** (*union*)-an organization of workers

**access** (*acceso*)-the right to enter or use something

**fair wage** (*salario justo*)-equal treatment for paying money to people for doing work

**unemployment insurance** (*seguro de desempleo*)-a promise of a company to pay money to you if you lose your job

**challenged** (*desafió*)-calling into question; request for an explanation or proof

**unjust** (*injusto*)-not fair

<p>workers] to send their children to proper schools to finish their education. Cesar Chavez <b>challenged</b> the <b>unjust normalcy</b> of that not long ago past [the way things were not long ago when <b>injustice</b> was acceptable]. He challenged what was then a <b>commonplace injustice</b> and in so doing changed the face of America.</p>	<p><b>normalcy</b> (<i>normalidad</i>)—condition of being normal  <b>commonplace</b> (<i>común</i>)—ordinary; not special  <b>injustice</b> (<i>injusticia</i>)—unfairness; lack of justice</p>
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**WORD BANK**

bathrooms	lunch	union	water
injustice	schools	unemployment insurance	

**SUPPLEMENTARY QUESTIONS**

1. What rights did Cesar Chavez fight for?

Cesar Chavez fought for:

- the right of farm workers to form their own \_\_\_\_\_.
- the right to have clean drinking \_\_\_\_\_ in the fields.
- the right to have access to \_\_\_\_\_.
- the right to stop work to have a \_\_\_\_\_ break.
- the right to collect \_\_\_\_\_.
- the right to send their children to proper \_\_\_\_\_.

2. How did Cesar Chavez change America?

He challenged \_\_\_\_\_.

**RESPONSE TO GUIDING QUESTION**

What rights did Cesar Chavez fight for?

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**SECTION IV. GUIDING QUESTION**

Did Cesar Chavez believe the changes would come easily? Why or why not?

[Voice of Ed Begley]

“He cared about white workers and workers’ rights and **issues**, and he also was the first one to really bring our attention to the **perils** of **pesticides**.”

[Voice of Edward James Olmos]

“He gave a voice to everyone that really needed to be understood.”



[Voice of female narrator.]

His would be a hard-fought battle, for he did not promise his followers **comfort** and **ease**. What he did promise was **hardship**, **weariness**, and suffering, and with these the promise of victory.

**Glossary:**

**issues** (*asuntos*)—a point or subject in question or being talked about

**perils** (*peligros*)—dangers

**pesticides** (*pesticidas*)—chemical substances used to kill insects that harm plants and crops

**comfort** (*comodidad*)—well-being; freedom from pain or difficulty

**ease** (*facilidad*)—having no problems, effort, or pain

**hardship** (*dificultades*)—great suffering or difficulty

**weariness** (*cansancio*)—being tired in body or mind

**WORD BANK**

hardship

pesticides

suffering

everyone

**SUPPLEMENTARY QUESTIONS**

1. What perils did Cesar Chavez bring to our attention for the first time?

He was the first one to bring our attention to the dangers of \_\_\_\_\_.

2. Who did Cesar Chavez give a voice to?

He gave a voice to \_\_\_\_\_ that really needed to be understood.

3. What did Cesar Chavez promise together with victory?

He promised \_\_\_\_\_, weariness, and \_\_\_\_\_, and with these the promise of victory.

### RESPONSE TO GUIDING QUESTION

Did Cesar Chavez believe the changes would come easily? Why or why not?

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### SECTION V. GUIDING QUESTION

Why was Cesar Chavez a great world leader?

[Voice of Edward James Olmos]

“People who have touched our hearts and our souls so well, and in such a **profound** way that we move into a higher level of understanding within ourselves, are names [people] like Gandhi and Mother Teresa. Cesar Chavez was this tool [person] in [for] all of us.”



[Voice of Edward Begley]

#### Glossary:

**profound** (*profunda*)-great depth

**leader** (*lider*)-a person who directs or guides others

**civil disobedience** (*desobediencia civil*)-a peaceful

<p>He was a great world <b>leader</b>: fighting a battle of <b>civil disobedience</b>, <b>fasting</b>, and <b>protest</b> that caught the attention of the nation and indeed the world.</p>	<p>form of protest where people refuse to obey laws that are unfair  <b>fasting</b> (<i>ayundando</i>)—eating no food  <b>protest</b> (<i>protesta</i>)—formal action of a group of people who want something to be changed</p>
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**WORD BANK**

civil disobedience                      hearts                      protest                      understanding

**SUPPLEMENTARY QUESTIONS**

- In what way was Cesar Chavez like Gandhi and Mother Teresa?  
 He was like them because he touched our \_\_\_\_\_ and our souls so well and in such a profound way that we move into a higher level of \_\_\_\_\_ within ourselves.
  
- How did he fight the injustices he witnessed?  
 He fought the battle with \_\_\_\_\_, fasting, and \_\_\_\_\_.

**RESPONSE TO GUIDING QUESTION**

Why was Cesar Chavez a great world leader?

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## LESSON THREE

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher reviews the standards and objectives.

#### Common Core Learning Standard

**R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### Student Content Objective

I will be able to answer questions about the story by **using explicit information** (information that is plain to see) **stated** (written) **in the text**. I will be able to make **inferences from the text** (reach a conclusion based on the facts).

#### Common Core Learning Standard

**R. 4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### Student Content Objective

I will be able to tell how the author chooses to use words and phrases in the text to add special meaning to what I read.

#### Common Core Learning Standard

**R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

#### Student Content Objective

I will be able to tell how two paragraphs in the text **relate to each other and the whole** (are connected to each other and to the text overall).

### 2. PREVIEWING THE TEXT

#### INSTRUCTIONS FOR STUDENTS

- Your teacher will share information about the title of the text you will read.
- Listen as your teacher asks questions.

- Respond to the teachers' questions.
- Write the correct responses in the space provided.

### QUESTIONS AND DISCUSSION

In Lessons 1 and 2, we learned about Cesar Chavez and the struggle to help farm workers in California.

1. We will now read about an **address** Cesar Chavez gave in San Francisco at the Commonwealth Club. In this case, as you may remember, address is not the place you live. What does address mean in this case?

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2. The people were members of the Commonwealth Club. The Commonwealth Club members are an elite group of people. These people are elite because they have a lot of money, and they have influence in government and business. What do you think the speech is about?

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3. Why do you think he is telling the elite people about the farm workers?

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### 3. ACQUIRING AND USING VOCABULARY

#### STUDENT GLOSSARY

##### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher explains how to use a glossary.  
**For each word in the glossary, read the definition. End of lesson glossaries include Spanish and Chinese translations.**
- If you understand the definition, circle the word.

- If you don't understand the definition, underline the word.
- See if your partner can help you with the definitions you don't understand.
- As a class, review the definitions that are still unclear.

#### 4. READING FOR KEY IDEAS AND DETAILS

##### INSTRUCTIONS FOR STUDENTS

- Listen to your teacher read the guiding question.
- Listen and follow along as the teacher reads the text.
- Work independently or with a partner to answer the supplementary questions.
- Use the glossary to help you understand new words.
- Correct your answers to the supplementary questions when the teacher reviews the answers.
- Answer the guiding question in writing independently or with a partner.
- Discuss your answer with the class.

**Commonwealth Club Address  
San Francisco, November 9, 1984  
Cesar Chavez**

##### **Paragraph 1**

1 Twenty-one years ago, this last September, on a lonely stretch of railroad track  
2 paralleling U.S. Highway 101 near Salinas, 32 **Bracero** farm workers **lost their**  
3 **lives** in a tragic **accident**. The Braceros had been imported from Mexico to  
4 work on California farms. They died when their bus, which was **converted**  
5 from a flatbed truck, drove in front of a freight train. **Conversion** of the bus  
6 had not been **approved** by any **government agency**. The driver had **tunnel**  
7 **vision**. Most of the bodies lay **unidentified** for days. No one, including the  
8 **grower** who **employed** the workers, even knew their names.

##### **Paragraph 2**

9 Today, thousands of farm workers live under **savage** conditions, beneath trees  
10 and amid **garbage** and **human excrement** near tomato fields in San Diego  
11 County: tomato fields, which use the most modern **farm technology**. Vicious  
12 rats **gnaw** at them as they sleep. They walk miles to buy food at **inflated prices**  
13 and they carry in water from **irrigation ditches**.

##### **GUIDING QUESTION**

Cesar Chavez wants the people at the Commonwealth Club to know about working conditions for migrant farm workers.

What does he want the elite people to know about the working conditions?

Who is responsible for these conditions?

### WORD BANK

see	driving	train	equipment
<b>garbage</b>	<b>living conditions</b>	bus	<b>irrigation ditches</b>
died	<b>human excrement</b>	names	<b>gnaw</b>
<b>tunnel vision</b>	farm workers (2)	<b>converted</b>	food
<b>approved</b>			

### SUPPLEMENTARY QUESTIONS

1. Cesar begins his speech by telling about a terrible accident that happened twenty one years before his speech.  
What happened?  
A \_\_\_\_\_ drove in front of a \_\_\_\_\_.  
Who was on the bus?  
Thirty-two Bracero \_\_\_\_\_ were on the bus.
2. What does it mean that the Bracero farm workers *lost their lives*?  
They \_\_\_\_\_.  
What might have caused the accident?  
The bus had been \_\_\_\_\_ from a truck into a bus. The conversion was not \_\_\_\_\_ by the government.  
The driver had \_\_\_\_\_.  
What is tunnel vision?  
Tunnel vision means that the driver could not \_\_\_\_\_ well.
3. Why were the bodies of the workers unidentified for days?  
For many days, no one knew the \_\_\_\_\_ of the workers.  
Did the grower know their names?  
The grower \_\_\_\_\_ (did/did not) know their names.  
What does this tell us?  
The grower did not care at all about the \_\_\_\_\_.

4. List four examples of farm workers living in savage conditions:  
 The farm workers live in the middle of \_\_\_\_\_ and \_\_\_\_\_.  
 Rats \_\_\_\_\_ at them when they sleep.  
 They have to walk many miles to buy \_\_\_\_\_ that costs a lot.  
 They drink water from \_\_\_\_\_.
5. Why does Cesar say that at the time of the speech the tomato fields where the farm workers sleep used “the most modern farm technology?”  
 This shows that the farm owners choose to spend money on the most modern farm \_\_\_\_\_ but they don’t choose to spend money for good \_\_\_\_\_ for their workers.

**RESPONSE TO GUIDING QUESTION**

Cesar Chavez wants the elite people to know about working conditions for migrant farm workers.

What does he want the elite people to know about the working conditions?

Who is responsible for these conditions?

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**Commonwealth Club Address**  
**Paragraph 3**

1 Child labor is **still common** in many farm areas. As much as 30 percent of  
 2 Northern California's **garlic** harvesters are **underage** children... Some 800,000  
 3 **underage** children work with their families **harvesting crops** across America.  
 4 Babies born to migrant workers suffer 25 percent higher **infant mortality**  
 5 **rates** than the rest of the **population**. **Malnutrition** among migrant workers'  
 6 children is 10 times higher than the national rate. Farm workers' **average**  
 7 **life expectancy** is still 49 years, compared to 73 years for the **average** American.

**GUIDING QUESTION**

In paragraph 3, what other evidence does Cesar give for the savage conditions of the farm workers?

**WORD BANK**

length	<b>underage</b>	eat	children
24 years	25 percent	<b>harvest crops</b>	49 years
<b>population</b>	<b>infant mortality</b>	<b>qualify</b>	
73 years	die		

**SUPPLEMENTARY QUESTIONS**

1. What is still common in many farm areas?  
 Many farm areas still use \_\_\_\_\_ to do work on the farms.
  
2. What evidence does Cesar give for making the statement that many children do farm work?  
 Thirty percent of garlic in Northern California is harvested by \_\_\_\_\_ children.  
 Children as young as six years old \_\_\_\_\_ as workers.  
 About 800,000 underage children \_\_\_\_\_ in America.
  
3. What does Cesar say about babies born to migrant workers?  
 Babies born to migrant workers have a much higher \_\_\_\_\_ rate than the rest of the \_\_\_\_\_.  
 What does this mean?  
 This means that many more babies of migrant workers \_\_\_\_\_ when they are babies than babies of other people who live in the United States.  
 How much higher is the infant mortality rate for migrant workers?  
 The infant mortality rate is \_\_\_\_\_ higher.



- Read the speech again.
- Work with a partner to answer the questions.
- Use the word bank and glossary to help you.
- Review the answers with the class.

### WORD BANK

cruel                      horrible                      sorry                      today  
still common

### QUESTIONS

1. Cesar uses the word “**savage**” to describe the conditions of the farm workers. What does “savage” mean?  
Savage means \_\_\_\_\_.  
Why does Cesar use this word?  
Cesar uses this word to emphasize that the working conditions were \_\_\_\_\_.
2. Why does Cesar share the story of the dead farm workers at the beginning of his speech?  
Cesar begins his speech by trying to make his audience feel \_\_\_\_\_ for the farm workers.
3. How does Cesar craft paragraphs 1 and 2 to show that conditions for workers have not changed even though it has been 21 years since the Bracero workers’ accident?  
Paragraph 2 begins with, “\_\_\_\_\_.”  
Paragraph 3 begins with, “Child labor is \_\_\_\_\_ in many farm areas.”

## 6. ACQUIRING AND USING VOCABULARY - EXTENSION

### OPTIONAL STUDENT GLOSSARY ACTIVITY

#### INSTRUCTIONS FOR STUDENTS

- Turn to the glossary for the lesson(s) you have completed.
- Listen to your teacher explain or review the activity.
- Complete the missing parts of the glossary chart (“rewrite the word,” “your

phrase,” and “is it a cognate?”).

- You may work independently or with a partner.
- Review the completed chart with your teacher and class when you are finished.

## LESSON FOUR

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher reviews the standards and objectives.

#### Common Core Learning Standard

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

#### Student Content Objective

**L.4** I will be able to **consult** (look at) the glossary to **determine** (find out) the meanings of words.

#### Common Core Learning Standard

**R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### Student Content Objective

I will be able to answer questions about the story by using **explicit information** (information that is plain to see) **stated** (written) in the text.

### 2. PREVIEWING/REVIEWING THE TEXT

#### INSTRUCTIONS FOR STUDENTS

- Listen to your teacher. Your teacher will share with you what you are going to do in this lesson.
- Your teacher will review key ideas from lessons 1, 2, and 3.

### 3. ACQUIRING AND USING VOCABULARY

#### PART A. STUDENT GLOSSARY

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher explains how to use a glossary.  
**For each word in the glossary, read the definition. End of lesson glossaries include Spanish and Chinese translations.**
- If you understand the definition, circle the word.

- If you don't understand the definition, underline the word.
- See if your partner can help you with the definitions you don't understand.
- As a class, review the definitions that are still unclear.

**PART B. KEY VOCABULARY**  
**INSTRUCTIONS FOR STUDENTS**

- Listen as your teacher pre-teaches a key word.
- Follow along.
- Complete the sentence frame with a partner.



Rage

La Rabia

**Sentence Frame:** I felt \_\_\_\_\_ when \_\_\_\_\_.

**Picture:** Look at the picture of the woman. She is very, very angry. She is feeling rage.

**Explanation:** Let's talk about the word *rage*. *Rage* means to feel very, very angry. *Rage* in Spanish is *la rabia*. Let's say *rage*. Let's spell *rage* [r,a,g,e]. What word have we spelled? [*rage*].

**Partner talk:** Tell your partner about a time you felt *rage*.

**Text connection:** In Cesar's speech, Cesar tells his audience that he felt *rage* when he saw that restaurants and movies did not let people of his color enter.

**4. READING FOR KEY IDEAS AND DETAILS**

**INSTRUCTIONS FOR STUDENTS**

- Listen to your teacher read the guiding question.

- Listen and follow along as the teacher reads the text.
- Work independently or with a partner to answer the supplementary questions.
- Use the glossary to help you understand new words.
- Correct your answers to the supplementary questions when the teacher reviews the answers.
- Answer the guiding question in writing independently or with a partner.
- Discuss your answer with the class.

### “Commonwealth Club Address”

#### Paragraph 4

1 All my life, I have been driven by one dream, one **goal**, one **vision**: to  
 2 **overthrow** a farm **labor system** in this nation that treats farm workers as if  
 3 they were not important human beings. Farm workers are not **agricultural**  
 4 **implements**; they are not **beasts of burden** to be used and **discarded**. That  
 5 dream was born in my **youth**, it was **nurtured** in my early days of organizing....

#### Paragraph 5

6 I’m not very different from anyone else who has ever tried to **accomplish**  
 7 something with his life. My **motivation** comes from my personal life, from  
 8 watching what my mother and father went through when I was growing up,  
 9 from what we **experienced** as migrant workers in California. That **dream**, that  
 10 vision grew from my own **experience** with **racism**, with **hope**, with a desire to  
 11 be treated fairly, and to see my people treated as human beings and not as  
 12 **chattel**. It grew from **anger** and **rage**, **emotions** I felt 40 years ago when people  
 13 of my color were **denied** the right to see a movie or eat at a restaurant in many  
 14 parts of California. It grew from the **frustration** and **humiliation** I felt as a boy  
 15 who couldn’t understand how the growers could **abuse** and **exploit** farm  
 16 workers when there were so many of us and so few of them.

#### Paragraph 6

17 Later in the 50s, I experienced a different kind of **exploitation**. In San Jose, in  
 18 Los Angeles and in other **urban communities**, we, the Mexican-American  
 19 people, were **dominated** by a **majority** that was **Anglo**. I began to realize what  
 20 other minority people had discovered; that the only answer, the only hope was  
 21 in **organizing**. More of us had to become **citizens**, we had to **register to vote**,

22 and people like me had to **develop the skills** it would take to **organize**, to  
23 **educate**, to help **empower** the **Chicano** people.

### GUIDING QUESTION

Why does Cesar Chavez want to help farm workers so much? What is his only hope?

### WORD BANK

farm workers	free	growers	movie
restaurant	badly	personal	<b>overthrow</b>
young	<b>experiences</b>	<b>youth</b>	

### SUPPLEMENTARY QUESTIONS I. (Paragraphs 4 and 5)

1. What does Cesar say is his one **goal** in life?

Cesar's goal in life is to \_\_\_\_\_ the farm labor system.

What does "overthrow" mean?

"Overthrow" means to get rid of or to be \_\_\_\_\_ of.

Why did he want to change the farm labor system?

He wanted to change the farm labor system because the system treated farm workers very, very \_\_\_\_\_.

2. When was Cesar's dream born?

Cesar's dream began when he was \_\_\_\_\_.

What phrase tells you this?

The phrase that tells me this is on \_\_\_\_\_ (line 3/ line 5):

"That dream was born in my \_\_\_\_\_ ..."

3. From where did Cesar's **motivation** come?

His motivation came from his \_\_\_\_\_ life and the \_\_\_\_\_ he and his family had as migrant farm workers.

4. What did Cesar see when he was young that made him angry?

People like him could not see a \_\_\_\_\_ or eat at a \_\_\_\_\_ in many places in California.

He could not understand how the \_\_\_\_\_ could treat the \_\_\_\_\_ so badly.

### WORD BANK

<b>organize</b>	taking advantage	<b>empover</b>	<b>citizens</b>
<b>educate</b>	<b>urban</b>	<b>develop the skills</b>	<b>register to vote</b>
city	<b>communities</b>		

**SUPPLEMENTARY QUESTIONS II. (Paragraph 6)**

1. What does **exploitation** mean?

Exploitation means \_\_\_\_\_ of people and benefitting from the work of other people.

Were the farm workers the only Mexican-American people that Cesar saw exploited in California?

No, Cesar also saw that Mexican Americans were being exploited for the work they did in the \_\_\_\_\_.

What is another name for *urban community*?

Another name for urban community is \_\_\_\_\_.

2. What did Cesar see as the only hope for changing the system of exploitation?

Mexican-Americans needed to \_\_\_\_\_:

they needed to become \_\_\_\_\_;

they needed to \_\_\_\_\_ and

people like Cesar needed to \_\_\_\_\_ to organize, to

\_\_\_\_\_, and to \_\_\_\_\_ the Mexican-American, or

Chicano, people.

**RESPONSE TO GUIDING QUESTION**

Why does Cesar Chavez want to help farm workers so much? What is his only hope?

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**5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE**

**INSTRUCTIONS FOR STUDENTS**

- Read the speech again.

- Work with a partner to answer the questions.
- Use the word bank to help you.
- Review the answers with the class.

## WORD BANK

slaves                      implements                      chattel                      tools  
property

## QUESTIONS

1. In paragraphs 4 and 5, Cesar uses special images to let his audience know how badly the owners treated the farm workers. What two objects does he compare the farm workers to?

Cesar compares the farm workers to agricultural \_\_\_\_\_.

What is another word for implements?

Another word for implements is \_\_\_\_\_.

He also compares the farm workers to \_\_\_\_\_.

What does this word mean?

The word “chattel” means \_\_\_\_\_. In other words, the owners treated the farm workers like \_\_\_\_\_.

2. Cesar uses strong words in his speech like **rage, frustration, humiliation, abuse, and exploit**? Why does he use these powerful words?

Cesar uses these words to make his audience feel \_\_\_\_\_ (more/less) emotional about the treatment of the farm workers.

## 6. ACQUIRING AND USING VOCABULARY - EXTENSION

### OPTIONAL STUDENT GLOSSARY ACTIVITY

#### INSTRUCTIONS FOR STUDENTS

- Turn to the glossary for the lesson(s) you have completed.
- Listen to your teacher explain or review the activity.
- Complete the missing parts of the glossary chart (“rewrite the word,” “your phrase,” and “is it a cognate?”).
- You may work independently or with a partner.
- Review the completed chart with your teacher and class when you are finished.

## LESSON FIVE

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher reviews the standards and objectives.

#### Common Core Learning Standard

**L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

#### Student Content Objective

I will be able to **consult** (look at) the glossary to determine (find out) the meanings of words.

#### Common Core Learning Standard

**R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### Student Content Objective

I will be able to answer questions about the story by using **explicit information** (information that is plain to see) stated (written) in the text.

#### Common Core Learning Standard

**R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### Student Content Objective

I will be able to show how phrases are used in the text to add special meaning to the text.

#### Common Core Learning Standard

**R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

#### Student Content Objective

I will be able to tell how two paragraphs in the text **relate to each other and the whole**

(are connected to each other and to the text overall).

## 2. PREVIEWING/REVIEWING THE TEXT

### INSTRUCTION FOR STUDENTS

- Listen as your teacher reads.
- Then answer the questions with your teacher.

Cesar Chavez's strong beliefs and motivation to help the farm workers led him to organize a **union** for them. A union is an organization of workers who join together to be sure that they are being treated fairly by their employers. For the farm workers, their employers were the growers. The farm workers' union that Cesar helped to organize was very successful. The union helped obtain better living and working conditions for the farm workers. The name of the union was the **United Farm Workers (UFW) Union**.

### QUESTIONS

1. What is a union?

\_\_\_\_\_.

2. Who were the employers of the farm workers?

The employers of the farm workers were the \_\_\_\_\_.

What did the growers own?

The growers owned the \_\_\_\_\_.

3. What did the union help the farm workers with?

The union helped the farm workers obtain \_\_\_\_\_

\_\_\_\_\_.

4. What was the name of the union?

The name of the union was the \_\_\_\_\_.

## 3. ACQUIRING AND USING VOCABULARY

### PART A. STUDENT GLOSSARY

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher explains how to use a glossary.

**For each word in the glossary, read the definition. End of lesson glossaries**

**include Spanish and Chinese translations.**

- If you understand the definition, circle the word.
- If you don't understand the definition, underline the word.
- See if your partner can help you with the definitions you don't understand.
- As a class, review the definitions that are still unclear.

#### PART B. INSTRUCTIONS FOR STUDENTS

- Listen as your teacher pre-teaches a key word.
- Follow along
- Complete the sentence frame with a partner.

## Bill of Rights

## Declaración de Derechos



**Sentence Frame:** The \_\_\_\_\_ protects the rights of people in the U.S. One of the rights is \_\_\_\_\_.

**Picture:** Look at the document in the picture. You can see that it is written with fancy letters. The original *Bill of Rights* was written in 1789.

**Explanation:** Let's talk about the words *Bill of Rights*. The *Bill of Rights* is a statement that lists the basic rights of people in the United States. It protects the rights of the people. For example, the right to free speech is in the *Bill of Rights*. This means that

people have a right to express themselves without fear. Freedom of religion is in the *Bill of Rights*. This means everyone has the right to practice whatever religion they want. *Bill of Rights* in Spanish is *Declaración de Derechos*. Let's spell *Bill of Rights*. What word have we spelled? [*Bill of Rights*]

**Partner talk:** Tell your partner why you believe it is important for people to have rights like freedom of speech and freedom of religion.

**Text connection:** In his speech, Cesar says that the farm workers' union is not dangerous. The farm workers have the right to express themselves. The right of freedom of speech is in the United States *Bill of Rights*.

#### 4. READING FOR KEY IDEAS AND DETAILS

##### INSTRUCTIONS FOR STUDENTS

- Listen to your teacher read the guiding question.
- Listen and follow along as the teacher reads the text.
- Work independently or with a partner to answer the supplementary questions.
- Use the glossary to help you understand new words.
- Correct your answers to the supplementary questions when the teacher reviews the answers.
- Answer the guiding question in writing independently or with a partner.
- Discuss your answer with the class.

##### "Commonwealth Club Address"

###### Paragraph 7

- 1 I spent many years before we founded the **union** learning how to work with
- 2 people. We experienced some **successes** in **voter registration**, in **politics**, in
- 3 **battling racial discrimination**—successes in an **era** where Black Americans were
- 4 just beginning to **assert** their **civil rights** and when **political awareness** among
- 5 Hispanics was almost **non-existent**. But deep in my heart, I knew I could never be
- 6 happy unless I tried organizing the farm workers. I didn't know if I would
- 7 succeed,
- 8 but I had to try.

###### Paragraph 8

- 8 Those who **attack** our union often say it's not really a union. It's something else, a

9 social **movement**, a civil rights **movement**—it’s something **dangerous**. They’re  
 10 half  
 11 right. The **United Farm Workers (UFW)** is first and foremost a union, a union like  
 12 any other, a union that either produces for its members on the **bread-and-butter**  
 13 **issues** or doesn’t **survive**. But the UFW has always been something more than a  
 14 union, although it's never been **dangerous**, if you believe in the **Bill of Rights**.

**Paragraph 9**

14 The UFW was the beginning. We **attacked** that **historical source** of **shame** and  
 15 **infamy** that our people in this country lived with. We attacked that **injustice**, not  
 16 by **complaining**, not by **seeking handouts**, not by becoming **soldiers** in the **war**  
 17 **on**  
 18 **poverty**; we organized.

**GUIDING QUESTION (Paragraph 7)**

What did Cesar Chavez believe he had to do to be happy?  
 Why wasn’t what he had done before been enough?

**WORD BANK**

<b>civil rights</b>	organize	fighting	vote
<b>assert</b>	government	business	work with people

**SUPPLEMENTARY QUESTIONS I.**

1. What did Cesar do for many years?  
 He learned how to \_\_\_\_\_.
  
2. What successes did the farm workers’ union have?  
 There were successes in voter registration. What does voter registration mean?  
 Voter registration means getting people to sign up to \_\_\_\_\_. The union  
 was getting Hispanics to sign up to vote.  
 There were successes in politics. What does that mean?  
 Success in politics means that Hispanics were getting positions of power in  
 \_\_\_\_\_ and \_\_\_\_\_.  
 There were successes in battling racial discrimination. What does that mean?  
 Battling racial discrimination means \_\_\_\_\_ against discrimination  
 based on race and skin color.



half

attack

houses

### SUPPLEMENTARY QUESTIONS II.

1. How do we know that not all people like the union?

We know that not all people like the union because the first line in paragraph 8 says, “those who \_\_\_\_\_ our union...”

2. Why do the people who do not like the union say the union is dangerous?

The people think the union is dangerous because it is something more than a union. They believe the union is a \_\_\_\_\_ movement.

3. Does Cesar believe that the union is a civil rights movement?

He \_\_\_\_\_ believes the union is a civil rights movement.

What does this mean?

Cesar believes that the union must do two things.

4. First, the union takes care of the “bread and butter issues” of the people who belong to the union.

What does this mean?

The union takes care of the basic needs of the people, like \_\_\_\_\_ and \_\_\_\_\_.

5. Second, the union is a civil rights movement, but the union is not dangerous.

Why does Cesar believe that the union is not dangerous?

The union is not dangerous because it represents people’s rights under the \_\_\_\_\_.

6. How did the union fight injustice against Hispanic people (“our people,” line 14)?

He fought injustice by \_\_\_\_\_ the farm workers.

He fought injustice by making a union.

### RESPONSE TO GUIDING QUESTION

Does Cesar Chavez believe the farm workers’ union is dangerous? Why or why not?

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## 5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### INSTRUCTIONS FOR STUDENTS

- Read the speech again.
- Work with a partner to answer the questions.
- Review the answers with the class.

### QUESTIONS

1. In paragraph 7, Cesar uses phrases like “deep in my heart” and “I could never be happy” when he talks about organizing farm workers.

Why does Cesar use these phrases? (RL.7.4)

Cesar uses these phrases to show \_\_\_\_\_

\_\_\_\_\_.

2. In paragraph 8, Cesar says that people who attacked the union were “half right.” The people said that the United Farm Workers (UFW) was not really a union. On which lines does he show that it is a union (RL.7.5)?

On lines \_\_\_\_\_ Cesar says that the UFW \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

On which lines does he show that it is more than just a union?

On lines \_\_\_\_\_ Cesar says, \_\_\_\_\_

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## 6. ACQUIRING AND USING VOCABULARY - EXTENSION

### OPTIONAL STUDENT GLOSSARY ACTIVITY

#### INSTRUCTIONS FOR STUDENTS

- Turn to the glossary for the lesson(s) you have completed.
- Listen to your teacher explain or review the activity.
- Complete the missing parts of the glossary chart (“rewrite the word,” “your phrase,” and “is it a cognate?”).
- You may work independently or with a partner.
- Review the completed chart with your teacher and class when you are finished.

## LESSON SIX

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher reviews the standards and objectives.

#### Common Core Learning Standard

**R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

#### Student Content Objective

I will be able to tell how two paragraphs in the text **relate to each other and the whole** (are connected to each other and to the text overall).

#### Common Core Learning Standard

**L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

#### Student Content Objective

I will be able to **consult** (look at) the glossary to **determine** (find out) the meanings of words.

#### Common Core Learning Standard

**R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### Student Content Objective

I will be able to answer questions about the story by using **explicit information** (information that is plain to see) **stated** (written) in the text.

#### Common Core Learning Standard

**R. 4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### Student Content Objective

I will be able to tell how the author chooses to use words and phrases in the text to add

special meaning to what I read.

## 2. PREVIEWING/REVIEWING THE TEXT

### INSTRUCTION FOR STUDENTS

- In the previous section of the speech, you learned how strongly Cesar believed in the union.
- You also learned that the union was more than a union.
- Review what you learned in the previous section of the speech using the questions below.

### QUESTIONS

1. How do you know that Cesar felt so strongly about the union?

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2. Why was the union more than a union?

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## 3. ACQUIRING AND USING VOCABULARY

### STUDENT GLOSSARY

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher explains how to use a glossary.  
**For each word in the glossary, read the definition. End of lesson glossaries include Spanish and Chinese translations.**
- If you understand the definition, circle the word.
- If you don't understand the definition, underline the word.
- See if your partner can help you with the definitions you don't understand.
- As a class, review the definitions that are still unclear.

## 4. READING FOR KEY IDEAS AND DETAILS

### INSTRUCTIONS FOR STUDENTS

- Listen to your teacher read the guiding question.
- Listen and follow along as the teacher reads the text.

- Work independently or with a partner to answer the supplementary questions.
- Use the glossary to help you understand new words.
- Correct your answers to the supplementary questions when the teacher reviews the answers.
- Answer the guiding question in writing independently or with a partner.
- Discuss your answer with the class.

**“Commonwealth Club Address”**

**Paragraph 10**

1 The UFW’s survival, its existence, were not in doubt in my mind when the time  
 2 began to come — after the union became visible, when Chicanos started entering  
 3 college in greater numbers, when Hispanics began running for public office in  
 4 greater numbers, when our people started asserting their rights on a broad range  
 5 of issues and in many communities across this land

**Paragraph 11**

6 The union survival, its very existence, sent out a signal to all Hispanics that we  
 7 were fighting for our dignity, that we were challenging and overcoming injustice,  
 8 that we were empowering the least educated among us, the poorest among us.  
 9 The message was clear. If it could happen in the fields, it could happen anywhere:  
 10 in the cities, in the courts, in the city councils, in the state legislatures. I didn't  
 11 really appreciate it at the time, but the coming of our union signaled the start of  
 12 great changes among Hispanics that are only now beginning to be seen.

**Paragraph 12**

13 I’ve traveled through every part of this nation. I have met and spoken with  
 14 thousands of Hispanics from every walk of life, from every social and economic  
 15 class. And one thing I hear most often from Hispanics, regardless of age or  
 16 position, and for many non-Hispanics as well, is that the farm workers gave them  
 17 the hope that they could succeed and the inspiration to work for change.

**GUIDING QUESTION**

How did the struggle for the rights of farm workers help all Hispanics in the United States?

**WORD BANK**

poorest

power

hope

inspiration

<b>dignity</b>	<b>injustice</b>	<b>education</b>	<b>running for office</b>
<b>thousands</b>	Hispanics	college	
rights	United States	government	

### SUPPLEMENTARY QUESTIONS

1. What were the signs that the union had success?

More Chicanos were going to \_\_\_\_\_.

More Hispanics were \_\_\_\_\_.

What does Hispanics were “running for office” mean?

Hispanics were trying to get elected to \_\_\_\_\_ positions.

Hispanic people started asserting their \_\_\_\_\_ across the land.

What does “across the land” mean?

“Across the land” means “all over the \_\_\_\_\_.”
2. What signal did the farm workers’ union send to all Hispanics in the United States?

The union signaled that Hispanics were fighting for their \_\_\_\_\_.

They were overcoming \_\_\_\_\_.

How were they overcoming injustice?

They were overcoming injustice by giving \_\_\_\_\_ to the farm workers who had little \_\_\_\_\_ and who were the \_\_\_\_\_ of all the Hispanics.
3. What does it mean when Cesar says, “if it could happen in the fields, it could happen anywhere?”

Cesar meant that if farm workers could fight for better rights, then \_\_\_\_\_ in the cities could also fight for their rights.
4. What other evidence does Cesar give for his claim that the farm workers’ union helped all Hispanics?

He spoke with many \_\_\_\_\_ of Hispanic people.

People told him that the farm workers gave them \_\_\_\_\_ and the \_\_\_\_\_ to work for change.

### RESPONSE TO GUIDING QUESTION

How did the struggle for the rights of farm workers help all Hispanics in the United States?

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## 5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### INSTRUCTIONS FOR STUDENTS

- Read the speech again.
- Work with a partner to answer the questions.
- Use the word bank to help you.
- Review the answers with the class.

### WORD BANK

hopeful

sad

### QUESTIONS

1. At this place in the speech, Cesar uses more positive words like *dignity*, *overcoming injustice*, *empowering*, *hope*, and *inspiration*. Why does Cesar use these words?  
These words change the feeling or mood of the speech from \_\_\_\_\_ to \_\_\_\_\_.
2. How do you think the audience felt when Cesar spoke these words?  
The words probably made the audience feel \_\_\_\_\_  
(positive/negative).
3. In which paragraph from this section does Cesar show that “the coming of our

union signaled the start of great changes among Hispanics?”

In paragraph \_\_\_\_\_, Cesar talks about the many people who have told him that the farm workers “gave them the hope that they could succeed and the inspiration to work for change.”

## 6. ACQUIRING AND USING VOCABULARY - EXTENSION

### OPTIONAL STUDENT GLOSSARY ACTIVITY

#### INSTRUCTIONS FOR STUDENTS

- Turn to the glossary for the lesson(s) you have completed.
- Listen to your teacher explain or review the activity.
- Complete the missing parts of the glossary chart (“rewrite the word,” “your phrase,” and “is it a cognate?”).
- You may work independently or with a partner.
- Review the completed chart with your teacher and class when you are finished.

## LESSON SEVEN

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher reviews the standards and objectives.

#### Common Core Learning Standard

**R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

#### Student Content Objective

I will be able to tell how two paragraphs in the text **relate to each other and the whole** (are connected to each other and to the text overall).

### 2. PREVIEWING/REVIEWING THE TEXT

#### INSTRUCTION FOR STUDENTS

- Listen as your teacher reviews the last section of the speech.
- Listen as your teacher previews the final section of the speech.
- In this section of the speech, you will learn more about the successes of the union.

### 3. ACQUIRING AND USING VOCABULARY

#### STUDENT GLOSSARY

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher explains how to use a glossary.  
**For each word in the glossary, read the definition. End of lesson glossaries include Spanish and Chinese translations.**
- If you understand the definition, circle the word.
- If you don't understand the definition, underline the word.
- See if your partner can help you with the definitions you don't understand.
- As a class, review the definitions that are still unclear.

### 4. READING FOR KEY IDEAS AND DETAILS

#### INSTRUCTIONS FOR STUDENTS

- Listen to your teacher read the guiding question.
- Listen and follow along as the teacher reads the text.

- Work independently or with a partner to answer the supplementary questions.
- Use the glossary to help you understand new words.
- Correct your answers to the supplementary questions when the teacher reviews the answers.
- Answer the guiding question.
- Discuss your answer with the class.

**“Commonwealth Club Address”**

**Paragraph 13**

1 Tens of thousands of children and grandchildren of farm workers and the  
 children  
 2 and grandchildren of poor Hispanics are moving out of the fields and out of the  
 3 barrios and into the professions and into business and into politics, and that  
 4 movement cannot be reversed. Our union will forever exist as an empowering  
 5 force among Chicanos in the Southwest. That means our power and our  
 influence  
 6 will grow and not diminish.

**Paragraph 14**

7 At companies where farm workers are protected by union contracts, we have  
 8 made progress in overcoming child labor, in overcoming miserable wages and  
 9 working conditions, in overcoming sexual harassment of women workers, in  
 10 overcoming discrimination in employment, in overcoming dangerous pesticides,  
 11 which poison our people and poison the food we all eat. Where we have  
 12 organized, these injustices soon passed into history.

**GUIDING QUESTION**

What does Cesar say are the achievements of the union? In other words, what did the union do for the farm workers? How did the union do this?

**WORD BANK**

wages	professions	jobs	sexual harassment
running for office	poison	pesticides	discrimination
working conditions	child labor	business	children
politics	pay		

**SUPPLEMENTARY QUESTIONS I. Paragraph 13-14**

1. What is an indication of union success that we read about in paragraph 13?

Children and grandchildren of farm workers are moving out of the fields and barrios and into \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

What does this mean?

This means that Hispanics are getting better \_\_\_\_\_, opening businesses, and \_\_\_\_\_.

2. What other injustices has the union helped farm workers to overcome (paragraph 14)?

For example, the union has helped farm workers overcome \_\_\_\_\_.

What does that mean?

The union helped stop growers from using \_\_\_\_\_ to work on the farms.

The union has helped the farm workers overcome miserable \_\_\_\_\_.

What does this mean?

The union helped the farm workers get better \_\_\_\_\_.

The union has helped the farm workers get better \_\_\_\_\_.

The union helped to stop \_\_\_\_\_ of women.

The union helped to stop \_\_\_\_\_ in employment.

The union helped to stop the use of dangerous \_\_\_\_\_.

Why are pesticides dangerous?

Pesticides \_\_\_\_\_ the workers who pick the fruits and vegetables and the food we eat.

**RESPONSE TO GUIDING QUESTION**

What does Cesar say are the achievements of the union? In other words, what did the union do for the farm workers? How did the union do this?

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## 5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

### INSTRUCTIONS FOR STUDENTS

- Read the speech again.
- Work with a partner to answer the questions.
- Review the answers with the class.

### QUESTIONS

1. In paragraph 14, Cesar repeats one word to give the text special meaning. What word does Cesar repeat?  
Cesar repeats the word \_\_\_\_\_ to show the achievements of the union.
2. In the last section we read (paragraphs 10-12), Cesar mentioned that the UFW was not just a union, but that it also inspired people to work for lasting change. How does he continue to emphasize that idea in these two paragraphs?  
In paragraph 13 on lines \_\_\_\_\_ Cesar says, “ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.”

## 6. ACQUIRING AND USING VOCABULARY - EXTENSION

### OPTIONAL STUDENT GLOSSARY ACTIVITY

#### INSTRUCTIONS FOR STUDENTS

- Turn to the glossary for the lesson(s) you have completed.
- Listen to your teacher explain or review the activity.
- Complete the missing parts of the glossary chart (“rewrite the word,” “your phrase,” and “is it a cognate?”).
- You may work independently or with a partner.
- Review the completed chart with your teacher and class when you are finished.

## Student Glossary: Module C

### *Chavez 's Commonwealth Club Address*

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
abuse <i>abuser</i> 虐待		cruel; harmful treatment	It grew from the frustration and humiliation I felt as a boy who couldn't understand how the growers could <b>abuse</b> and exploit farm workers when there were so many of us and so few of them.		
accomplish <i>lograr</i> 成就		achieve; get something done	I'm not very different from anyone else who has ever tried to <b>accomplish</b> something with his life.		
address <i>discurso</i> 地址		a formal speech	Cesar Chavez, "Commonwealth Club <b>Address</b> ," San Francisco, November 9, 1984		
agricultural implements <i>herramientos agrícolas</i> 農耕用具		tools used for farming	Farm workers are not <b>agricultural implements</b> ; they are not beasts of burden to be used and discarded.		
anger <i>ira</i> 發怒		a strong emotion that causes one great pain or trouble	It grew from <b>anger</b> and rage, emotions I felt 40 years ago when people of my color were denied the right to see a movie or eat		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
Anglo <i>Angloamericana</i> 美國白人		a white American not of Hispanic descent	at a restaurant in many parts of California. In San Jose, in Los Angeles, and in other urban communities, we, the Mexican-American people, were dominated by a majority that was <b>Anglo</b> .		
appreciate <i>aprecié</i> 感激		value	I didn't really <b>appreciate</b> it at the time, but the coming of our union signaled the start of great changes among Hispanics that are only now beginning to be seen.		
approved <i>aprobada</i> 允許		accepted	Conversion of the bus had not been <b>approved</b> by any government agency.		
assert <i>afirmar</i> 主張擁有		to say in a strong and confident way	We experienced some successes in voter registration, in politics, in battling racial discrimination—successes in an era where Black Americans were just beginning to <b>assert</b> their		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
asserting <i>afirmando</i> 堅持		saying in a strong and confident way	The UFW's survival, its existence, were not in doubt in my mind when the time began to come—after the union became visible, when Chicanos started entering college in greater numbers, when Hispanics began running for public office in greater numbers, when our people started <b>asserting</b> their rights on a broad range of issues and in many communities across this land.		
attack <i>atacan</i> 攻擊		oppose; fight against	Those who <b>attack</b> our union often say it's not really a union. It's something else, a social movement, a civil rights movement—it's something		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
attacked <i>atacamos</i> 攻擊		opposed; fought against	dangerous.  The UFW was the beginning. We <b>attacked</b> that historical source of shame and infamy that our people in this country lived with.		
average <i>promedio</i> 平均		usual or typical; ordinary	Farm workers' <b>average</b> life expectancy is still 49 years, compared to 73 years for the <b>average</b> American.		
barrios <i>barrios</i> 西語區		sections of U.S. cities inhabited mostly by Spanish speakers or persons of Hispanic origin	Tens of thousands of children and grandchildren of farm workers and the children and grandchildren of poor Hispanics are moving out of the fields and out of the <b>barrios</b> and into the professions and into business and into politics, and that movement cannot be reversed.		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
battling <i>luchando contra</i> 對抗		struggling against	We experienced some successes in voter registration, in politics, in <b>battling</b> racial discrimination—successes in an era where Black Americans were just beginning to assert their civil rights and when political awareness among Hispanics was almost non-existent.		
Bill of Rights <i>Declaración de Derechos</i> 人權法案		a written statement that lists the basic rights of U.S. citizens	But the UFW has always been something more than a union, although it's never been dangerous, if you believe in the <b>Bill of Rights</b> .		
Bracero farm workers; Braceros <i>Bracero</i> 短期農場工人		Mexican workers who were brought to the U.S. between 1942 and 1964 to do work, especially on farms.	<b>Bracero</b> farm workers lost their lives in a tragic accident. The <b>Braceros</b> had been imported from Mexico to work on California farms.		

Word <i>Translation</i>	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
bread-and-butter issues <i>problemias</i> <i>cotidianos</i> 生計問題		problems that people have in their everyday lives, like having good living and working conditions	The United Farm Workers is first and foremost a union, a union like any other, a union that either produces for its members on the <b>bread-and-butter issues</b> or doesn't survive.		
business <i>negocios</i> 公司		companies	Tens of thousands of children and grandchildren of farm workers and the children and grandchildren of poor Hispanics are moving out of the fields and out of the barrios and into the professions and into <b>business</b> and into politics, and that movement cannot be reversed.		
challenging <i>desafinado</i> 質疑		calling into question; request for an explanation or proof	The union survival, its very existence, sent out a signal to all Hispanics that we were fighting for our dignity, that we were <b>challenging</b> and overcoming injustice, that		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
chattel <i>ensures</i> 所有物		slaves; something a person owns; their property	we were empowering the least educated among us, the poorest among us.  That dream, that vision grew from my own experience with racism, with hope, with a desire to be treated fairly, and to see my people treated as human beings and not as <b>chattel</b> .		
Chicano <i>Chicanos</i> 墨裔後代		American people whose parents or grandparents came from Mexico	More of us had to become citizens, we had to register to vote, and people like me had to develop the skills it would take to organize, to educate, to help empower the <b>Chicano</b> people.		
child labor <i>trabajo de menores</i> 童工		the full-time employment of children under a minimum age specified by law	At companies where farm workers are protected by union contracts, we have made progress in overcoming <b>child labor</b> , in overcoming miserable wages and working conditions, in overcoming		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
citizens <i>ciudadanos</i> 國民		members of a country	sexual harassment of women workers, in overcoming discrimination in employment, in overcoming dangerous pesticides, which poison our people and poison the food we all eat. Where we have organized these injustices soon passed into history.		
city council <i>concejo municipal</i> 市議會		the elected governing body of a city	The message was clear. If it could happen in the fields, it could happen anywhere: in the cities, in the courts, in the <b>city councils</b> , in the state legislatures.		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
civil rights <i>derechos civiles</i> 公民權		things that every person should be allowed to do, such as the right to vote and the right to own property (every person should have these rights regardless of their sex, race, or religion)	We experienced some successes in voter registration, in politics, in battling racial discrimination—successes in an era where Black Americans were just beginning to assert their <b>civil rights</b> and when political awareness among Hispanics was almost non-existent.		
common <i>común</i> 普遍		typical	Child labor is still <b>common</b> in many farm areas.		
companies <i>empresas</i> 公司行號		business firms or organizations	At <b>companies</b> where farm workers are protected by union contracts, we have made progress in overcoming child labor, in overcoming miserable wages and working conditions, in overcoming sexual harassment of women workers, in overcoming discrimination		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
complaining <i>quejando</i> 抱怨		saying that something is wrong or that you are not happy with something	We attacked that injustice, not by <b>complaining</b> , not by seeking handouts, not by becoming soldiers in the war on poverty; we organized.		
conversion <i>la conversión</i> #轉變		act or process of changing	<b>Conversion</b> of the bus had not been approved by any government agency.		
converted <i>convertido</i> 改成		changed	They died when their bus, which was <b>converted</b> from a flatbed truck, drove in front of a freight train.		
courts <i>tribunals</i> 法庭		a place where legal cases are heard	If it could happen in the fields, it could happen anywhere: in the cities, in the <b>courts</b> , in the city councils, in the state legislatures.		
dangerous <i>peligroso</i>		not safe	Those who attack our union often say it's not		

Word	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
<p>危险的 <i>Translation</i></p>			<p>really a union. It's something else, a social movement, a civil rights movement—it's something <b>dangerous</b>.</p>		
<p>denied <i>negó</i> 否认</p>		<p>refuse to give, provide, or grant</p>	<p>It grew from anger and rage, emotions I felt 40 years ago when people of my color were <b>denied</b> the right to see a movie or eat at a restaurant in many parts of California.</p>		
<p>develop the skills <i>desarrollar las habilidades</i> 习得技巧</p>		<p>learn to have the ability</p>	<p>More of us had to become citizens, we had to register to vote, and people like me had to <b>develop the skills</b> it would take to organize, to educate, to help empower the Chicano people.</p>		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
dignity <i>dignidad</i> 尊嚴		your own value or worth	The union survival, its very existence, sent out a signal to all Hispanics that we were fighting for our <b>dignity</b> , that we were challenging and overcoming injustice, that we were empowering the least educated among us, the poorest among us.		
diminish <i>disminuir</i> 消逝		decrease	Our union will forever exist as an empowering force among Chicanos in the Southwest. That means our power and our influence will grow and not <b>diminish</b> .		
discarded <i>desechadas</i> 丟棄		thrown away	Farm workers are not agricultural implements; they are not beasts of burden to be used and <b>discarded</b> .		
discrimination <i>discriminación</i> 歧視		treating some people worse than others	We experienced some successes in voter registration, in politics, in battling racial		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
dominated <i>dominados</i> 被統治		controlled by the use of power; ruled	in San Jose, in Los Angeles, and in other urban communities, we, the Mexican-American people, were <b>dominated</b> by a majority that was Anglo.		
dream <i>sueño</i> 夢想		hope or wish	That <b>dream</b> , that vision grew from my own experience with racism, with hope, with a desire to be treated fairly, and to see my people treated as human beings and not as chattel.		
educate <i>educar</i> 教育		give knowledge or understanding of something	More of us had to become citizens, we had to register to vote, and people like me had to develop the skills it		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
emotions <i>emocions</i> 情緒		through teaching or training  strong feelings such as love, hatred, or fear	would take to organize, to <b>educate</b> , to help empower the Chicano people.  It grew from anger and rage, <b>emotions</b> I felt 40 years ago when people of my color were denied the right to see a movie or eat at a restaurant in many parts of California.		
employment <i>empleo</i> 工作		job	At companies where farm workers are protected by union contracts, we have made progress in overcoming child labor, in overcoming miserable wages and working conditions, in overcoming sexual harassment of women workers, in overcoming discrimination in <b>employment</b> , in overcoming dangerous pesticides, which poison our people and poison the food we all eat. Where we		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
empower <i>fortalecer</i> 赋予力量		enable; give power to	And people like me had to develop the skills it would take to organize, to educate, to help <b>empower</b> the Chicano people.		
empowering <i>fortaleciendo</i> 赋予力量		enabling; giving power to	The union survival, its very existence, sent out a signal to all Hispanics that we were fighting for our dignity, that we were challenging and overcoming injustice, that we were <b>empowering</b> the least educated among us, the poorest among us.		
era <i>época</i> 时代		a period of time in history	We experienced some successes in voter registration, in politics, in battling racial discrimination—successes in an <b>era</b> where Black Americans were just beginning to assert their		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
every walk of life <i>todos los ámbitos de la vida</i> 各式各樣的背景		very different backgrounds	I've traveled through every part of this nation. I have met and spoken with thousands of Hispanics from <b>every walk of life</b> , from every social and economic class.		
existence <i>existencia</i> 存在		being	The UFW's survival, its <b>existence</b> , were not in doubt in my mind when the time began to come—after the union became visible, when Chicanos started entering college in greater numbers, when Hispanics began running for public office in greater numbers, when our people started asserting their rights on a broad range of issues and in many communities across this		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
experience <i>experiencia</i> 經驗		something a person has done or lived through	That dream, that vision grew from my own <b>experience</b> with racism, with hope, with a desire to be treated fairly, and to see my people treated as human beings and not as chattel.		
experienced <i>experimentado</i> 經歷到		something a person has done or lived through	My motivation comes from my personal life, from watching what my mother and father went through when I was growing up, from what we <b>experienced</b> as migrant workers in California.		
exploit <i>explotar</i> 剝削		use for one's own advantage and in a way that is unfair	It grew from the frustration and humiliation I felt as a boy who couldn't understand how the growers could abuse and <b>exploit</b> farm workers when there were so many of us and so few of them.		
exploitation		using for one's	Later in the 50s, I		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
<i>explotación</i> 剝削		own advantage and in a way that is unfair	experienced a different kind of <b>explotación</b> .		
farm technology <i>tecnología</i> <i>agrícola</i> 農耕技術		farm equipment or tools	Today, thousands of farm workers live under savage conditions, beneath trees and amid garbage and human excrement near tomato fields in San Diego County; tomato fields, which use the most modern <b>farm technology</b> .		
fields <i>campos</i> 田地		a wide area of open land	Tens of thousands of children and grandchildren of farm workers and the children and grandchildren of poor Hispanics are moving out of the <b>fields</b> and out of the barrios and into the professions and into business and into politics, and that movement cannot be reversed.		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
force <i>fuerza</i> 力量		someone or something with the power to influence or cause change	Our union will forever exist as an empowering <b>force</b> among Chicanos in the Southwest. That means our power and our influence will grow and not diminish.		
forever <i>siempre</i> 永遠		always	Our union will <b>forever</b> exist as an empowering force among Chicanos in the Southwest. That means our power and our influence will grow and not diminish.		
freight train <i>tren de carga</i> 貨運列車		a train that carries products or equipment	They died when their bus, which was converted from a flatbed truck, drove in front of a <b>freight train</b> .		
frustration <i>frustración</i> 挫折		an annoying feeling that comes when something is stopping you from getting something or doing	It grew from the <b>frustration</b> and humiliation I felt as a boy who couldn't understand how the growers could abuse and exploit farm workers when there were so many of us and so few of them.		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
garbage <i>basura</i> 垃圾		trash something	Today, thousands of farm workers live under savage conditions, beneath trees and amid <b>garbage</b> and human excrement near tomato fields in San Diego County; tomato fields, which use the most modern farm technology.		
garlic <i>ajo</i> 大蒜		a strong smelling plant related to the onion used in cooking	Child labor is still common in many farm areas. As much as 30 percent of Northern California's <b>garlic</b> harvesters are underage children.		
gnaw <i>roer</i> 咬嚼		bite or chew again and again	Vicious rats <b>gnaw</b> at them as they sleep.		
goal <i>meta</i> 目標		aim or purpose	All my life, I have been driven by one dream, one <b>goal</b> , one vision: to overthrow a farm labor system in this nation that treats farm workers as if they were not important		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
grow <i>crecer</i> 成長		become larger; increase	human beings. Our union will forever exist as an empowering force among Chicanos in the Southwest. That means our power and our influence will <b>grow</b> and not diminish.		
grower <i>agricultor</i> 種植者		a person who grows plants or crops; farmer	No one, including the <b>grower</b> who employed the workers, even knew their names.		
handouts <i>donaciones</i> 救濟物資		food, clothing, or money that is given to someone who is poor	We attacked that injustice, not by complaining, not by seeking <b>handouts</b> , not by becoming soldiers in the war on poverty. We organized!		
harvesters <i>recolectores</i> 收割者		people who collect crops; farmworkers	As much as 30 percent of Northern California's garlic <b>harvesters</b> are underage children.		
harvesting crops <i>cosechando</i> <i>cultivos</i> 收割莊稼		gathering of ripe farm products	Some 800,000 underage children work with their families <b>harvesting crops</b> across America.		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
Hispanics Hispanos 西語裔		Spanish-speaking people living in the United States, especially people from Latin America or Spain	We experienced some successes in voter registration, in politics, in battling racial discrimination—successes in an era where Black Americans were just beginning to assert their civil rights and when political awareness among <b>Hispanics</b> was almost non-existent.		
historical source <i>fuentes histórica</i> 歷史來源		an artifact, a document, a recording, or other source of information that was created at the time in history	The UFW was the beginning. We attacked that <b>historical source</b> of shame and infamy that our people in this country lived with.		
hope <i>esperanza</i> 希望		a wish for something that one thinks could come true; desire	That dream, that vision grew from my own experience with racism, with <b>hope</b> , with a desire to be treated fairly, and to see my people treated as		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
human excrement <i>excrementos</i> <i>humanos</i> 人類排泄物		solid waste passed out of the body	human beings and not as chattel. Today, thousands of farm workers live under savage conditions, beneath trees and amid garbage and <b>human excrement</b> near tomato fields in San Diego County; tomato fields, which use the most modern farm technology.		
humiliation <i>humillación</i> 羞辱		embarrassment; being made to feel very bad about one's self	It grew from the frustration and <b>humiliation</b> I felt as a boy who couldn't understand how the growers could abuse and exploit farm workers when there were so many of us and so few of them.		
implements <i>herramientas</i> 工具		tools	Farm workers are not agricultural <b>implements</b> ; they are not beasts of burden to be used and discarded.		
infamy <i>infamia</i>		famous for something bad;	We attacked that historical source of shame and		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
惡名 infant mortality <i>mortalidad</i> <i>infantile</i> 嬰兒死亡率		bad reputation  the death of children under the age of one year	<b>infamy</b> that our people in this country lived with.  Babies born to migrant workers suffer 25 percent higher <b>infant mortality</b> rates than the rest of the population.		
inflated <i>inflación</i> 哄抬		increased	They walk miles to buy food at <b>inflated</b> prices and they carry in water from irrigation ditches.		
influence <i>influencia</i> 影響力		having an effect on; impact	Our union will forever exist as an empowering force among Chicanos in the Southwest. That means our power and our <b>influence</b> will grow and not diminish.		
injustice <i>injusticia</i> 不公義		not just, not legal, or not moral; a wrong	We attacked that <b>injustice</b> , not by complaining, not by seeking handouts, not by becoming soldiers in the war on poverty; we organized.		
inspiration <i>inspiración</i>		motivation	And one thing I hear most often from Hispanics,		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
靈感			regardless of age or position, and for many non-Hispanics as well, is that the farm workers gave them the hope that they could succeed and the <b>inspiration</b> to work for change.		
irrigation ditches <i>canales de irrigación</i> 灌溉溝渠		long narrow openings in the ground that artificially supply water to an area of dry land	They walk miles to buy food at inflated prices and they carry in water from <b>irrigation ditches</b> .		
labor system <i>sistema laboral</i> 勞動系統		system of working conditions	All my life, I have been driven by one dream, one goal, one vision: to overthrow a farm <b>labor system</b> in this nation that treats farm workers as if they were not important human beings.		
legislatures <i>asambleas</i> legislatures		a group of people with the power to make	If it could happen in the fields, it could happen anywhere: in the cities, in		

Word	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
<p>Translation</p> <p>立法機關</p>		or change laws	the courts, in the city councils, in the state legislatures.		
<p>life expectancy</p> <p><i>expectativa de vida</i></p> <p>預期壽命</p>		the average number of years that a person can expect to live	Farm workers' average <b>life expectancy</b> is still 49 years, compared to 73 years for the average American.		
<p>majority</p> <p><i>mayoría</i></p> <p>大多數</p>		more than half	In San Jose, in Los Angeles, and in other urban communities, we, the Mexican-American people, were dominated by a <b>majority</b> that was Anglo.		
<p>malnutrition</p> <p><i>desnutrición</i></p> <p>營養不良</p>		not having enough food or not having the right kind of food for good health	<b>Malnutrition</b> among migrant workers' children is 10 times higher than the national rate.		
<p>Mexican-American</p> <p><i>estadounidenses de ascendencia mexicana</i></p> <p>墨裔美國人</p>		citizen or resident of the United States of Mexican birth or descent	In San Jose, in Los Angeles, and in other urban communities, we, the <b>Mexican-American</b> people, were dominated by a majority that was Anglo.		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
migrant <i>migrantes</i> 移民		moving from place to place	Babies born to <b>migrant</b> workers suffer 25 percent higher infant mortality rates than the rest of the population.		
migrant workers <i>trabajadores</i> <i>migrantes</i> 移工		people who move from place to place to get work	Babies born to <b>migrant workers</b> suffer 25 percent higher infant mortality rates than the rest of the population.		
minority <i>minoría</i> 少數		a group of people who are different from the larger population in some way	I began to realize what other <b>minority</b> people had discovered; that the only answer, the only hope was in organizing.		
miserable wages <i>salarios miserables</i> 極少的工資		little money	At companies where farm workers are protected by union contracts, we have made progress in overcoming child labor, in overcoming <b>miserable wages</b> and working conditions, in overcoming sexual harassment of women workers, in		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
mortality <i>mortalidad</i> 死亡率		death	Babies born to migrant workers suffer 25 percent higher infant <b>mortality</b> rates than the rest of the population.		
motivation <i>motivación</i> 動力		inspiration	My <b>motivation</b> comes from my personal life, from watching what my mother and father went through when I was growing up, from what we experienced as migrant workers in California.		
movement <i>movimiento</i> 運動		groups of people acting as one	Those who attack our union often say it's not really a union. It's something else, a social <b>movement</b> , a civil rights <b>movement</b> —it's something dangerous.		

Word <i>Translation</i>	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
moving <i>mudando</i> 搬遷		change location	Tens of thousands of children and grandchildren of farm workers and the children and grandchildren of poor Hispanics are <b>moving</b> out of the fields and out of the barrios and into the pro-fessions and into business and into politics, and that movement cannot be reversed.		
non-existent <i>inexistente</i> 不存在		not existing	We experienced some successes in voter registration, in politics, in battling racial discrimination—successes in an era where Black Americans were just beginning to assert their civil rights and when political awareness among Hispanics was almost <b>non-existent</b> .		
nurtured <i>fomento</i> 滋長		developed	That dream was born in my youth, it was <b>nurtured</b> in my early days of		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
organize <i>organizer</i> 組織		join together into a group or movement	organizing. More of us had to become citizens, we had to register to vote, and people like me had to develop the skills it would take to <b>organize</b> , to educate, to help empower the Chicano people.		
organizing <i>organizando</i> 組織		joining together in a group or movement	I began to realize what other minority people had discovered; that the only answer, the only hope was in <b>organizing</b> .		
overthrow <i>derrocar</i> 推翻		remove from power by force	All my life, I have been driven by one dream, one goal, one vision: to <b>overthrow</b> a farm labor system in this nation that treats farm workers as if they were not important human beings.		
passed into history <i>pasó a la historia</i> 成為歷史		no longer exists	At companies where farm workers are protected by union contracts, we have made progress in overcoming child labor, in		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
pesticides <i>pesticidas</i> 殺虫劑		chemical substances used to kill insects that harm plants and crops	<p>overcoming miserable wages and working conditions, in overcoming sexual harassment of women workers, in overcoming discrimination in employment, in overcoming dangerous pesticides, which poison our people and poison the food we all eat. Where we have organized these injustices soon <b>passed into history.</b></p> <p>At companies where farm workers are protected by union contracts, we have made progress in overcoming child labor, in overcoming miserable wages and working conditions, in overcoming sexual harassment of women workers, in overcoming discrimination in employment, in</p>		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
poison <i>envenenar</i> 毒害		a substance that can kill or seriously harm	overcoming dangerous <b>pesticides</b> , which poison our people and poison the food we all eat.  At companies where farm workers are protected by union contracts, we have made progress in overcoming child labor, in overcoming miserable wages and working conditions, in overcoming sexual harassment of women workers, in overcoming discrimination in employment, in overcoming dangerous pesticides, which <b>poison</b> our people and <b>poison</b> the food we all eat.		
political awareness <i>conciencia politica</i> 政治意識		understanding the power groups of people can have when they join together/	We experienced some successes in voter registration, in politics, in battling racial discrimination—successes in an era where Black		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
politics <i>política</i> 政治		government activities and the way these activities affect the people	We experienced some successes in voter registration, in <b>politics</b> , in battling racial discrimination—successes in an era where Black Americans were just beginning to assert their civil rights and when political awareness among Hispanics was almost non-existent.		
poorest <i>más pobres</i> 最穷困的		people without money, possessions, or other basic needs	The union survival, its very existence, sent out a signal to all Hispanics that we were fighting for our dignity, that we were challenging and overcoming injustice, that we were empowering the		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
population <i>poblacion</i> 人口		the total number of people living in a country, city, or other area	least educated among us, the <b>poorest</b> among us. Babies born to migrant workers suffer 25 percent higher infant mortality rates than the rest of the <b>population</b> .		
power <i>poder</i> 力量		ability to act, function, or cause things to happen	That means our <b>power</b> and our influence will grow and not diminish.		
produces <i>produce</i> 產出果實		to cause to happen	The United Farm Workers is first and foremost a union, a union like any other, a union that either <b>produces</b> for its members on the bread-and-butter issues or doesn't survive.		
professions <i>profesiones</i> 職業		jobs or type of work that needs special training or study	Tens of thousands of children and grandchildren of farm workers and the children and grandchildren of poor Hispanics are moving out of the fields and out of the barrios and into the <b>professions</b> and		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
progress <i>progreso</i> 進展		advancement	At companies where farm workers are protected by union contracts, we have made <b>progress</b> in overcoming child labor, in overcoming miserable wages and working conditions, in overcoming sexual harassment of women workers, in overcoming discrimination in employment, in overcoming dangerous pesticides, which poison our people and poison the food we all eat. Where we have organized these injustices soon passed into history.		
protected <i>protegidos</i> 受保障的		kept safe	At companies where farm workers are <b>protected</b> by union contracts, we have		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
<p>racial discrimination <i>discriminación racial</i> 種族歧視</p>		<p>treating some people worse than others on the basis of their race</p>	<p>made progress in overcoming child labor, in overcoming miserable wages and working conditions, in overcoming sexual harassment of women workers, in overcoming discrimination in employment, in overcoming dangerous pesticides, which poison our people and poison the food we all eat. Where we have organized these injustices soon passed into history.</p> <p>We experienced some successes in voter registration, in politics, in battling <b>racial discrimination</b>—successes in an era where Black Americans were just beginning to assert their civil rights and when political awareness among</p>		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
racism <i>racism</i> 種族偏見		unfair treatment of people based on the opinion that one race is better than another race or races	Hispanics was almost non-existent.  That dream, that vision grew from my own experience with <b>racism</b> , with hope, with a desire to be treated fairly, and to see my people treated as human beings and not as chattel.		
rage <i>rabia</i> 憤怒		extreme anger	It grew from anger and <b>rage</b> , emotions I felt 40 years ago when people of my color were denied the right to see a movie or eat at a restaurant in many parts of California.		
register to vote <i>registrar para votar</i> 登記投票		sign up in order to make a choice in an election	More of us had to become citizens, we had to <b>register to vote</b> , and people like me had to develop the skills it would take to organize, to educate, to help empower the Chicano people.		
reversed <i>revertido</i>		changed	Tens of thousands of children and grandchildren		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
反轉 running for public office <i>postularse para cargos publicos</i> 競選公職		competing for a position in government	of farm workers and the children and grandchildren of poor Hispanics are moving out of the fields and out of the barrios and into professions and into business and into politics, and that movement cannot be <b>reversed</b> .		
savage <i>brutales</i> 嚴酷的		cruel	Today, thousands of farm workers live under <b>savage</b> conditions, beneath trees and amid garbage and human excrement near		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
seeking handouts <i>pitiendo limosna</i> 尋求救濟		asking for food, clothing, or money	tomato fields in San Diego County; tomato fields, which use the most modern farm technology.  We attacked that injustice, not by complaining, not by <b>seeking handouts</b> , not by becoming soldiers in the war on poverty; we organized.		
sexual harassment <i>acoso sexual</i> 性騷擾		unwanted sexual attentions	At companies where farm workers are protected by union contracts, we have made progress in overcoming child labor, in overcoming miserable wages and working conditions, in overcoming <b>sexual harassment</b> of women workers, in overcoming discrimination in employment, in overcoming dangerous pesticides, which poison our people and poison the food we all eat. Where we		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
shame <i>desgracia</i> 可恥的		disgrace	We attacked that historical source of <b>shame</b> and infamy that our people in this country lived with.		
signal <i>llamado</i> 信號		an understood movement or other sign that is meant to start some action	The union survival, its very existence, sent out a <b>signal</b> to all Hispanics that we were fighting for our dignity, that we were challenging and overcoming injustice, that we were empowering the least educated among us, the poorest among us.		
social and economic class <i>clases sociales y económicas</i> 社經地位		a group in society having common economic, cultural, or political status	I've traveled through every part of this nation. I have met and spoken with thousands of Hispanics from every walk of life, from every <b>social and economic class</b> .		
soldiers <i>soldados</i>		a person who serves in the	We attacked that injustice, not by complaining, not by		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
士兵		army	seeking handouts, not by becoming <b>soldiers</b> in the war on poverty; we organized.		
state legislatures <i>legislaturas</i> <i>estatales</i> 市府立法機關		representatives for the people living in a state	The message was clear. If it could happen in the fields, it could happen anywhere: in the cities, in the courts, in the city councils, in the <b>state legislatures</b> .		
still common <i>aún común</i> 仍然普遍		even now typical	Child labor is <b>still common</b> in many farm areas.		
successes <i>éxitos</i> 成功		good results from doing something well	We experienced some <b>successes</b> in voter registration, in politics, in battling racial discrimination—successes in an era where Black Americans were just beginning to assert their civil rights and when political awareness among Hispanics was almost non-existent.		
survival		continuing to	The UFW's <b>survival</b> , its		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
<i>supervivencia</i> 生存		live through hard conditions	existence, were not in doubt in my mind when the time began to come—after the union became visible, when Chicanos started entering college in greater numbers, when Hispanics began running for public office in greater numbers, when our people started asserting their rights on a broad range of issues and in many communities across this land.		
survive <i>sobrevivir</i> 生存		continue to exist	The United Farm Workers (UFW) is first and foremost a union, a union like any other, a union that either produces for its members on the bread-and-butter issues or doesn't <b>survive</b> .		
thousands miles 成千上百		numbers from 1,000 through 999,999	I've traveled through every part of this nation. I have met and spoken with <b>thousands</b> of Hispanics		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
traveled <i>viajado</i> 旅行週		going from place to place	I've <b>traveled</b> through every part of this nation. I have met and spoken with thousands of Hispanics from every walk of life, from every social and economic class.		
tunnel vision <i>visión limitada</i> 視野狹窄		only seeing things that are straight ahead of you but not on the side	The driver had <b>tunnel vision</b> .		
underage <i>menores de edad</i> 未成年		too young to do something legally	As much as 30 percent of Northern California's garlic harvesters are <b>underage</b> children.		
underage children <i>niños menores de edad</i> 未成年兒童		children too young to do something legally	As much as 30 percent of Northern California's garlic harvesters are <b>underage</b> children.		
unidentified <i>no identificados</i>		not identified	Most of the bodies laid <b>unidentified</b> for days.		

Word <i>Translation</i>	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
union <i>sindicato</i> 公會		an organization of workers	I spent many years before we founded the <b>union</b> learning how to work with people.		
union contracts <i>contrato syndical</i> 公會合約		legal document that has clauses related to workers' rights and benefits	At companies where farm workers are protected by <b>union contracts</b> , we have made progress in overcoming child labor, in overcoming miserable wages and working conditions, in overcoming sexual harassment of women workers, in overcoming dis-crimination in employment, in overcoming dangerous pesticides, which poison our people and poison the food we all eat. Where we have organized these injustices soon passed into history.		
United Farm Workers		a union for agricultural	The <b>United Farm Workers</b> is first and foremost a		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
Unión de <i>Campesinos</i> 農場工人聯合		laborers	union, a union like any other, a union that either produces for its members on the bread-and-butter issues or doesn't survive.		
urban <i>urbanas</i> 都市		in the city	In San Jose, in Los Angeles, and in other <b>urban</b> communities, we, the Mexican-American people, were dominated by a majority that was Anglo.		
urban communities <i>comunidades</i> <i>urbanas</i> 都市社群		big city or town	In San Jose, in Los Angeles, and in other <b>urban communities</b> , we, the Mexican-American people, were dominated by a majority that was Anglo.		
visible <i>visible</i> 引人注目的		seen; noticed	The UFW's survival, its existence, were not in doubt in my mind when the time began to come—after the union became <b>visible</b> , when Chicanos started entering college in greater numbers, when Hispanics began running		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
vision <i>vision</i> 遠見		the power to see future events or ideas	All my life, I have been driven by one dream, one goal, one <b>vision</b> : to overthrow a farm labor system in this nation that treats farm workers as if they were not important human beings.		
voter registration <i>Inscripción de votantes</i> 投票人登記		the requirement of citizens to become registered in order to vote	We experienced some successes in <b>voter registration</b> , in politics, in battling racial discrimination—successes in an era where Black Americans were just beginning to assert their civil rights and when political awareness among Hispanics was almost non-		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
wages salaries 工資		money for doing work	At companies where farm workers are protected by union contracts, we have made progress in overcoming child labor, in overcoming miserable <b>wages</b> and working conditions, in overcoming sexual harassment of women workers, in overcoming discrimination in employment, in overcoming dangerous pesticides, which poison our people and poison the food we all eat.		
war on poverty <i>guerra contra la pobreza</i> 對抗貧窮之戰		a set of government programs, designed to help poor Americans, begun by President Lyndon Johnson in 1964.	We attacked that injustice, not by complaining, not by seeking handouts, not by becoming soldiers in the <b>war on poverty</b> ; we organized.		

Word	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
<b>Translation</b> youth <i>juventud</i> 年輕時代		time of life when you are young	That dream was born in my <b>youth</b> , it was nurtured in my early days of organizing....		

MODULE D:  
PUTTING IT ALL TOGETHER: WRITING  
ABOUT WORKING CONDITIONS  
STUDENT MATERIALS

## LESSON ONE

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS

Listen as your teacher reviews the standards and objectives.

#### Common Core Learning Standard

**L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

#### Student Content Objective

I will be able to **consult** (look at) the glossary to **determine** (find out) the meanings of words.

#### Common Core Learning Standard

**R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### Student Content Objective

I will be able to answer questions about the story by **using explicit information** (information that is plain to see) **stated** (written) **in the text**. I will be able to make **inferences from the text** (reach a conclusion based on the facts).

#### Common Core Learning Standard

**R. 4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### Student Content Objective

I will be able to tell how the author chooses to use words and phrases in the text to add special meaning to what I read

## 2. PREVIEWING/REVIEWING THE TEXT

### INSTRUCTION FOR STUDENTS

- You will now read a text called, “Child workers are getting sick while harvesting tobacco on U.S. farms.”
- What do you think the article will be about?
- Discuss with the class.
- You can read the article at different levels of reading difficulty. Your teacher will recommend the reading level you should use.

## 3. ACQUIRING AND USING VOCABULARY

### STUDENT GLOSSARY

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher explains how to use a glossary.  
**For each word in the glossary, read the definition. End of lesson glossaries include Spanish and Chinese translations.**
- If you understand the definition, circle the word.
- If you don’t understand the definition, underline the word.
- See if your partner can help you with the definitions you don’t understand.
- As a class, review the definitions that are still unclear.

## 4. READING FOR KEY IDEAS AND DETAILS

### INSTRUCTIONS FOR STUDENTS

- Listen to your teacher read the guiding question.
- Listen and follow along as the teacher reads the text.
- Work independently or with a partner to answer the supplementary questions.
- Use the glossary to help you understand new words.
- Correct your answers to the supplementary questions when the teacher reviews the answers.
- Answer the guiding question in writing independently or with a partner.
- Discuss your answer with the class.

**Newsela Article “Child workers are getting sick while harvesting tobacco on U.S. farms”**

### GUIDING QUESTION

How can working in the tobacco fields hurt children’s health? Do you agree with Erick

Garcia or with Senator Paul Hornback? Why?

**WORD BANK**

morning	children	harvesting	Kentucky
getting sick	remove	plants	July 10, 2008
hoeing weeds	gather the leaves		tobacco

**SUPPLEMENTARY QUESTIONS I. (Photograph, Headline, and Caption)**

6. What do you see in the **photograph**?  
Farm workers are working in a field of \_\_\_\_\_.
7. What does the **headline** tell us about the kind of plants in the photograph?  
The plants are \_\_\_\_\_ plants.  
What does the headline tell us about who is working on the tobacco farms?  
\_\_\_\_\_ are working on the tobacco farms.  
What do the children do on the tobacco farms?  
The children are \_\_\_\_\_ the tobacco.  
What does "harvesting" mean?  
It means that the children \_\_\_\_\_ of the tobacco plants.  
What is the problem?  
The children are \_\_\_\_\_.
3. Look at the **caption** under the photograph.  
What does the caption say the farm workers are doing?  
The farm workers are \_\_\_\_\_.  
What does "hoeing weeds" mean?  
"Hoeing weeds" means to \_\_\_\_\_ the plants that are not tobacco.  
Where is the tobacco farm?  
The tobacco farm is in \_\_\_\_\_.  
What time of day was the picture taken?  
The photo was taken during the \_\_\_\_\_.  
On what date was the photo taken?  
The photo was taken on \_\_\_\_\_.

**WORD BANK**

eighteen	work	protect children	hot
seven	pesticides	<b>sweltering</b>	dangerous
<b>hazardous</b>	<b>interviews</b>	work hard	<b>nicotine</b>
tobacco			

### **SUPPLEMENTARY QUESTIONS II. (Introductory Paragraphs)**

1. How old do you have to be to buy cigarettes in the United States?

You have to be \_\_\_\_\_ years old.

Can you work on a tobacco farm if you are younger than eighteen? How do you know?

\_\_\_\_\_ (Yes, you can/No, you can't). A **report** says that children as young as \_\_\_\_\_ are working in tobacco fields.

What does "toil" mean?

"Toil" means to \_\_\_\_\_.

What words tell you about the working conditions of the children?

The working conditions are \_\_\_\_\_ and \_\_\_\_\_.

What does "hazardous" mean?

"Hazardous" means \_\_\_\_\_.

What does "sweltering" mean?

"Sweltering" means \_\_\_\_\_.

Why is the work hazardous?

The work is hazardous because the tobacco leaves contain \_\_\_\_\_ and \_\_\_\_\_.

2. Where did the information in the report come from?

The report came from \_\_\_\_\_ with 140 children.

Where do these children work?

They work on \_\_\_\_\_ farms.

3. What does the report **recommend** (say should happen)?

The report recommends that state governments and tobacco companies should \_\_\_\_\_.

### **WORD BANK**

any age                      **feeling nauseous**                      tobacco plants                      40 hours

<b>vomiting</b>	Green Tobacco Sickness	<b>headaches</b>	12 years old
<b>health</b>	<b>safety</b>	pesticides	clothes
<b>masks</b>	long hours	<b>protective gear</b>	

**SUPPLEMENTARY QUESTIONS III. (“So Sick That They Throw Up”)**

1. Is the United States protecting child farmworkers? How do you know?  
 \_\_\_\_\_ (Yes, the U.S. does /No, the U.S. does not) protect child farmworkers enough.

The texts says, “it [the U.S. government] is not meaningfully protecting farmworkers from dangers to **their** [the children’s] \_\_\_\_\_ and \_\_\_\_\_.”

Why do children working on tobacco farms get sick?

They get sick because they get covered by \_\_\_\_\_ and they have no \_\_\_\_\_.

What is “protective gear”?

Protective gear are special \_\_\_\_\_ and \_\_\_\_\_ that protect workers from dangerous conditions.

2. What are three symptoms of nicotine poisoning?

Three symptoms of nicotine poisoning are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

What is the name for nicotine poisoning?

Nicotine poisoning is called \_\_\_\_\_.

How do workers get this sickness?

They get the sickness when they touch the \_\_\_\_\_.

3. What did the children say about their working conditions?

They said they work \_\_\_\_\_ without overtime pay.

What is “overtime pay”?

“Overtime pay” is money that a worker should get when they work more than \_\_\_\_\_ a week.

4. How young can children be to work on any size farms?

Children can be as young as \_\_\_\_\_ to work on any size farm.

How young can children be to work on a small farm?

Children can work on a small farm at \_\_\_\_\_.

### WORD BANK

cruel

school

**cigarette makers**

tobacco farms

**manual labor**

**tobacco suppliers**

**inhumane**

**withdrawn**

### SUPPLEMENTARY QUESTIONS IV. "Not a Place for Children"

1. The Labor Department of the U.S. government wanted to make changes in 2011 so that children under 16 would not have to work on tobacco farms.

Were these changes made? How do you know?

These changes \_\_\_\_\_ (were made/were not made). The text says, "these suggested changes were \_\_\_\_\_ in 2012."

2. The people who wrote the report want to see more protection for children.

Who did the people who wrote the report meet with?

The people met with the world's biggest \_\_\_\_\_ and \_\_\_\_\_.

3. What did seventeen-year-old Erick Garcia say about conditions in the tobacco fields?

He said they are \_\_\_\_\_.

What does "inhumane" mean?

"Inhumane" means that the conditions are \_\_\_\_\_.

Where does Garcia think kids should be?

Garcia thinks that kids should be in \_\_\_\_\_ and not in the tobacco fields.

4. Sen. Paul Hornback \_\_\_\_\_ (does/does not) believe that the farm laws should be more protective of children.

What does he say?

He says, "It's hard manual labor, but there's nothing wrong with hard \_\_\_\_\_."

What does "it" mean in the sentence above?

It means children working on \_\_\_\_\_.

**RESPONSE TO GUIDING QUESTION**

How can working in the tobacco fields hurt children’s health? Do you agree with Erick Garcia or with Sen. Paul Hornback? Why?

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**5. ACQUIRING AND USING VOCABULARY - EXTENSION**

**OPTIONAL STUDENT GLOSSARY ACTIVITY**

**INSTRUCTIONS FOR STUDENTS**

- Turn to the glossary for the lesson(s) you have completed.
- Listen to your teacher explain or review the activity.
- Complete the missing parts of the glossary chart (“rewrite the word,” “your phrase,” and “is it a cognate?”).
- You may work independently or with a partner.
- Review the completed chart with your teacher and class when you are finished.

## LESSON TWO

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher reviews the standards and objectives.

#### Common Core Learning Standard

**W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Student Content Objective

I will be able to organize my writing so that my writing is **appropriate** (right) for my **purpose** (what I am trying to say) and for my **audience** (the people who will read my writing).

### 2. PREPARING TO WRITE - DISCUSSION

#### INSTRUCTIONS FOR STUDENTS

- Think about everything you have read in this unit about working conditions.
- Discuss with your teacher and the class what you have learned in the texts you have read about working conditions in the U.S.
- Use the questions below to guide the discussion.

#### DISCUSSION QUESTIONS

- What were working conditions like at the time that the book *Lyddie* took place?
- What were the working conditions like for Hispanic farm workers in California at the time Cesar delivered his address?
- What are the working conditions like today for the children who work on tobacco farms?
- Based on what we read, are there still problems with working conditions in the United States today?

### 3. PREPARING TO WRITE – USING PARAGRAPH FRAMES

#### INSTRUCTIONS FOR STUDENTS

- After the discussion, complete the paragraph frames independently or with a partner.

- The paragraph frames will help you prepare to write a five-paragraph essay (an introduction, three body paragraphs, and a conclusion) about working conditions in the U.S. over time.
- Review the answers with the class.

**WORD BANK**

hours	safe	working conditions	United States
noisy	suffering	eat	children
little	long hours	hazardous	money
pesticides	gnaw	safe	pay
extreme heat	school	healthy	farm workers

**PARAGRAPH FRAME I.**

	<u>Working Conditions in the U.S.: The Late 1800s to Today</u>
Introduction	<p>Working conditions _____ (have/have not) changed much over time for many workers in the _____.</p> <ul style="list-style-type: none"> <li>• Detail: In the late 1800s when Lyddie took place, _____ were not good for workers, especially children, who worked in the textile mills.</li> <li>• Detail: In the late 1900s when Cesar Chavez worked with the _____ in California, working conditions were not good.</li> <li>• Detail: Today, many workers still _____ (do/do not) have good working conditions. For example, children are _____ on tobacco farms.</li> </ul>
Body 1. What we learned from Lyddie	<p>Working conditions _____ (were/were not) good for textile workers in the late 1800s.</p> <ul style="list-style-type: none"> <li>• Detail: The factories were very _____.</li> <li>• Detail: Many of the workers were _____.</li> <li>• Detail: The workers worked _____ and were paid very _____.</li> </ul>
Body 2. What we learned	<p>Working and living conditions were _____ (good/bad) for the farm workers in the late 1900s.</p> <ul style="list-style-type: none"> <li>• Detail: Farm workers were exposed to dangerous _____ in the fields.</li> <li>• Detail: They lived in terrible places where rats could</li> </ul>

from Cesar Chavez's speech	<p>_____ at their feet.</p> <ul style="list-style-type: none"> <li>• Detail: They made such little _____ that they often did not have enough to _____.</li> </ul>
Body 3. What we learned about children working on tobacco farms	<p>Working conditions are _____ (good/bad) today for workers like the children who work on tobacco farms.</p> <ul style="list-style-type: none"> <li>• Detail: Children who work on tobacco farms get sick from the _____ conditions.</li> <li>• Detail: They work in _____.</li> <li>• <u>Detail</u>: Many people think that children should not work on the farms. They should be in _____.</li> </ul>
Conclusion	<p>Many workers in the past and many workers today _____ (have/do not have) good working conditions.</p> <ul style="list-style-type: none"> <li>• Detail: The workers do not have _____ and _____ working environments.</li> <li>• Detail: The workers do not have fair work _____.</li> <li>• Detail: The workers do not receive fair _____ for the work they do.</li> </ul>

PARAGRAPH FRAME II.

Introduction	<p style="text-align: center;"><u>Working Conditions in the U.S.: The Late 1800s to Today</u></p> <p>Working conditions _____ (have/have not) changed much over time for many workers in United States.</p> <ul style="list-style-type: none"> <li>• Detail: _____</li> <li>• Detail: _____</li> <li>• Detail: _____</li> </ul>
Body 1. What we learned	<p>Working conditions _____ (were/were not) good for textile workers in the late 1800s.</p> <ul style="list-style-type: none"> <li>• Detail: _____</li> </ul>

from Lyddie	<p>_____</p> <ul style="list-style-type: none"> <li>• Detail: _____</li> <li>_____</li> <li>• Detail _____</li> <li>_____</li> </ul>
Body 2. What we learned from Cesar Chavez's speech	<p>Working and living conditions were _____ (good/bad) for the <u>farm workers</u> in the late 1900s.</p> <ul style="list-style-type: none"> <li>• Detail: _____</li> <li>_____</li> <li>• Detail: _____</li> <li>_____</li> <li>• Detail: _____</li> <li>_____</li> </ul>
Body 3. What we learned about children working on tobacco farms	<p>Working conditions are _____ (good/bad) today for workers like the children who work on tobacco farms.</p> <ul style="list-style-type: none"> <li>• Detail: _____</li> <li>_____</li> <li>• Detail: _____</li> <li>_____</li> <li>• Detail: _____</li> <li>_____</li> </ul>
Conclusion	<p>Many workers in the past and many workers today _____ (have/do not have) good working conditions.</p> <ul style="list-style-type: none"> <li>• Detail: _____</li> <li>_____</li> <li>• Detail: _____</li> <li>_____</li> <li>• Detail: _____</li> <li>_____</li> </ul>

### 3. PREPARING TO WRITE AND WRITING – THE FINAL PRODUCT

#### INSTRUCTIONS FOR STUDENTS

- Use your completed paragraph frame to write about working conditions in the United States over time.

- Write a five-paragraph essay.
- The first paragraph has been written for you.





## LESSON THREE

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher reviews the standards and objectives.

#### Common Core Learning Standard

**SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### Student Content Objectives

I will be able to prepare for and **participate** (take part) in conversation. I will be able to clearly express (retell) and build on the ideas of other people.

#### Common Core Learning Standard

**W.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

#### Student Content Objectives

I will be able to do **research** (gather information) using questions and show my understanding in writing of what I am researching.

### 2. ACQUIRING AND USING VOCABULARY

#### INSTRUCTIONS FOR STUDENTS

- You will learn more about working conditions in the U.S. by interviewing a family member or family friend about their working conditions.
- To prepare for the assignment, read the directions below with your teacher and use the glossary to help you with the unknown words.

#### Directions:

Choose a family member or a family friend **to interview** about their working conditions. You are the **interviewer**. The person you interview is the **interviewee**. Explain to your interviewee why you are **conducting** the interview. Tell them about the **information** you have learned in school about working conditions in the United States. Ask your interviewee to **give you permission** to ask questions about his or her work. Be sure that your interviewee is **comfortable** answering your questions.

Do *not* use the name of your interviewee when you **share** your interview **results** with the class. Use a **pseudonym** instead.

<b>Word and Translation</b>	<b>English Definition</b>	<b>Example From the Text</b>
to interview <i>entrevistar</i>	to ask questions of a person to learn more about that person	Choose a family member or a family friend <b>to interview</b> about their working conditions.
interviewer <i>entrevistador</i>	a person who asks questions during an interview	You are the <b>interviewer</b> .
interviewee <i>entrevistado</i>	a person who answers the questions during an interview	The person you interview is the <b>interviewee</b> .
conducting <i>conduciendo</i>	leading	Explain to your interviewee why you are <b>conducting</b> the interview.
information <i>información</i>	knowledge or facts	Tell them about the <b>information</b> you have learned in school about working conditions in the United States.
Give permission <i>Dar permiso</i>	allow	Ask your interviewee to <b>give</b> you <b>permission</b> to ask questions about his or her work.
comfortable <i>cómoda/a</i>	feels at ease	Be sure that your interviewee is <b>comfortable</b> answering your questions.
share <i>compartir</i>	tell someone about, especially something personal	Do <i>not</i> use the name of your interviewee when you <b>share</b> your interview results with the class.

<b>Word and Translation</b>	<b>English Definition</b>	<b>Example From the Text</b>
results <i>resultados</i>	the final or significant pieces of information gained from an investigation	Do <i>not</i> use the name of your interviewee when you share your interview <b>results</b> with the class.
pseudonym <i>seudónimo</i>	a false name	Use a <b>pseudonym</b> instead.

### 3. DEVELOPING SPEAKING AND LISTENING

#### INSTRUCTIONS FOR STUDENTS

- You will interview a family member or family friend about their working conditions.
- Listen as your teacher explains the assignment.
- Listen as your teacher reviews the interview questions.

#### THE INTERVIEW

- Ask your interviewee about his or her work conditions.
- Use the interview form below. Add more questions, if you would like.
- Listen to your interviewee's answers and write their answers in the notes section.

Name of Interviewer: \_\_\_\_\_

Name of Interviewee: \_\_\_\_\_ (pseudonym)

	<b>Working Conditions Interview Questions</b>	<b>Notes</b>
A. Type of Work	<ol style="list-style-type: none"><li>1. What is the title of the work you do?</li><li>2. Please describe the work you do. What do you do?</li><li>3. Are you an employer/owner or an employee?</li></ol>	<ol style="list-style-type: none"><li>1. The interviewee works as _____.</li><li>2. The work of the interviewee includes _____.</li><li>3. The interviewee is an _____.</li></ol>
B. The Work Environment	<ol style="list-style-type: none"><li>4. Is there anything dangerous about your work? For example, are you exposed to any of the following things?<ol style="list-style-type: none"><li>a. Loud noises</li><li>b. Hazardous chemicals</li><li>c. Dangerous heights</li><li>d. Dangerous machines</li><li>e. Hot temperatures</li><li>f. Cold temperatures</li><li>g. Other: _____</li></ol></li></ol>	<ol style="list-style-type: none"><li>4. The interviewee _____ (does/does not) have dangerous work. My interviewee's workplace has (circle the letter or letters—you can circle as many as you want):<ol style="list-style-type: none"><li>a. loud noises</li><li>b. hazardous chemicals</li><li>c. dangerous heights</li><li>d. dangerous machines</li><li>e. hot temperatures</li><li>f. cold temperatures</li><li>g. other: _____</li><li>h. nothing dangerous</li></ol></li></ol>

<p>C. The Schedule</p>	<p>5. How many days in the week do you usually work?</p> <p>6. How many hours in a day do you usually work?</p> <p>7. Do you usually work in the daytime or the nighttime?</p> <p>8. Do you get breaks? If so, please describe. (For example, for every four hours you work, how many breaks do you get?)</p>	<p>5. The interviewee usually works _____ days in a week.</p> <p>6. The interviewee usually works _____ hours in a day.</p> <p>7. He or she usually works in the _____.</p> <p>8. He or she gets _____ breaks every _____ hours.</p>
<p>D. The Pay</p>	<p>9. Do you believe you are paid fairly for the work you do? Why or why not?</p> <p>10. Do you receive overtime pay if you work more than 40 hours in a week?</p> <p>11. Are you paid on federal or local holidays if you have to work on those days?</p>	<p>9. The interviewee believes he or she _____ (is/is not) paid fairly for the work because _____.</p> <p>10. He or she _____ (does/does not) receive overtime pay when he or she works more than 40 hours a week.</p> <p>11. He or she _____ (is/is not) paid if he or she has to work on holidays.</p>

<p>E. The Benefits</p>	<p>12. Do you have health insurance?  13. Do you have dental insurance?  14. Do you have holidays off (like the Fourth of July and Thanksgiving?)  15. Do you have paid time off for when you get sick?  16. Do you have paid time off to go on vacation?</p>	<p>12. The interviewee _____ (does/does not) have health insurance.  13. He or she _____ (does/does not) have dental insurance.  14. He or she _____ (does/does not) have holidays off.  15. He or she _____ (does/does not) get paid when he or she is sick.  16. He or she _____ (does/does not) get paid for vacation time.</p>
<p>F. Discrimination</p>	<p>17. Do you believe everyone at your workplace is treated the same no matter what age, race, ethnicity, or gender they are? Why or why not?</p>	<p>17. The interviewee believes that everyone at work _____ (is/is not) treated equally because _____  _____  _____  _____.</p>

## LESSON FOUR

### 1. REVIEWING STANDARDS AND OBJECTIVES

#### INSTRUCTIONS FOR STUDENTS

- Listen as your teacher reviews the standards and objectives.

#### Content Standard

CCSS.ELA-Literacy.CCRA.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### Student Objective

I will be able to write about what I learned from the research (interview) I did about working conditions.

### 2. WRITING

#### INSTRUCTIONS FOR STUDENTS

- Fill in the paragraph frame. Use your interview answers to help you.
- Add additional details, if you would like.
- Use your own words to write the report.

Name of Interviewer: \_\_\_\_\_

PARAGRAPH FRAME – WORKING CONDITIONS REPORT

	Working Conditions Interview Questions	Notes
A. Type of Work	<p>The name of my interviewee is _____ (pseudonym).</p> <ul style="list-style-type: none"><li>• Detail 1. _____</li><li>• Detail 2. _____</li><li>• Details 3. _____</li></ul>	
B. The Work Environment	<ul style="list-style-type: none"><li>• _____ He (or She) _____ (does/does not) have dangerous work. My interviewee's workplace has</li><li>• Details 4. (a.-h.) _____</li></ul> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

<p>C. The Schedule</p>	<p>_____ (pseudonym) works _____ (many/few) hours in a week.</p> <ul style="list-style-type: none"> <li>• Detail 5. _____</li> <li>• Detail 6. _____</li> <li>• Detail 7. _____</li> <li>• Detail 8. _____</li> </ul>
<p>D. The Pay</p>	<p>9. _____ (He/She) believes _____ (he/she) _____ (is/is not paid fairly because</p> <p>_____</p> <p>_____</p> <ul style="list-style-type: none"> <li>• Detail 10. _____</li> <li>• Detail 11. _____</li> </ul>

<p>E. The Benefits</p>	<p>_____ (pseudonym) has _____ (many/few) benefits.</p> <ul style="list-style-type: none"> <li>• Detail 12. _____</li> <li>• Detail 13. _____</li> <li>• Detail 14. _____</li> <li>• Detail 15. _____</li> <li>• Detail 16. _____</li> </ul>
<p>F. Discrimination</p>	<p>17. _____ (pseudonym) believes that everyone at work _____ (is/is not) treated equally because</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>







## Student Glossary: Module D

### *Putting It All Together: Writing about Working Conditions*

**“Child workers are getting sick while harvesting tobacco on U.S. farms.” (Newsela article)**

### Student Glossary: Module D

Word <i>Translation</i>	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
caption <i>leyenda</i> 圖片說明		words that describe a picture in a magazine, book, or newspaper	Look at the <b>caption</b> under the photograph.		
cigarette makers <i>fabricantes de cigarillos</i> 香菸製造商		people who make cigarettes	Human Rights Watch has met with many of the world's biggest <b>cigarette makers</b> and tobacco suppliers.		
feeling nauseous <i>con nauseas</i> 覺得噁心		a feeling of wanting to vomit or throw up food	Children interviewed by the group reported vomiting, <b>feeling nauseous</b> , and headaches while working on tobacco farms.		
harvest <i>cosechan</i> 收成		gather ripe crops	Child workers are getting sick while <b>harvesting</b> tobacco on U.S. farms.		
hazardous <i>peligroso</i> 有害		dangerous	They are toiling under sometimes <b>hazardous</b> and sweltering conditions.		

Word <i>Translation</i>	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
headaches <i>dolores de cabeza</i> 頭痛		pain in the head	Children interviewed by the group reported vomiting, feeling nauseous, and <b>headaches</b> while working on tobacco farms.		
headline <i>titular</i> 標題		the title to a newspaper article	What does the <b>headline</b> tell us about the kind of plants in the photograph?		
health <i>salud</i> 健康		the condition of one's body	"The U.S. has failed America's families," said report co-author Margaret Wurth. It is "not meaningfully protecting child farmworkers from dangers to their <b>health</b> and safety, including on tobacco farms."		
hoe weeds <i>sachar las malas hierbas</i> 鋤草		remove the unwanted plants	Caption: Farmworkers make their way across a field shrouded in fog as they <b>hoe weeds</b> from a burley tobacco crop near Warsaw, Ky., early in the morning in this July 10, 2008, file photo.		

Word <i>Translation</i>	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
inhumane <i>inhumano</i> 不人道的		without compassion for suffering; cruel	"The conditions are <b>inhumane</b> and they should improve them," said 17-year-old Erick Garcia, of Kinston, N.C. Garcia has been working in tobacco field since he was 11 to help his family earn more money.		
interviews <i>entrevistas</i> 訪談		a conversation in which someone asks questions of a person	The new report, from Human Rights Watch, is based on <b>interviews</b> with more than 140 children.		
Labor Department <i>Ministerio de Trabajo</i> 勞動部		A U.S. government cabinet body responsible for standards in occupational safety, wages, hours worked, etc.	In 2011, the <b>Labor Department</b> proposed changes that would have prohibited children under 16 from working on tobacco farms. However, these suggested changes were withdrawn in 2012.		
manual labor <i>trabajo manual</i> 體力工		physical work	"It's hard <b>manual labor</b> , but there's nothing wrong with hard <b>manual labor</b> ."		
masks <i>mascaras</i>		coverings that hides all or part of the face	Word Bank: masks		

Word <i>Translation</i>	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
nicotine <i>nicotina</i> 尼古丁		a poisonous substance found in the tobacco plant	The tobacco leaves they harvest are laced with <b>nicotine</b> and pesticides.		
poisoning <i>intoxicación de nicotina</i> 尼古丁毒害		a poisonous substance found in the tobacco plant that can kill or seriously harm	Their symptoms suggest a type of <b>nicotine poisoning</b> called Green Tobacco Sickness.		
overtime pay <i>pago de horas extras</i> 加班費		money for hours that you work beyond regular working hours	The children also said they worked long hours — often in extreme heat — without <b>overtime pay</b> or sufficient breaks. They said they wore no, or inadequate, protective gear.		
photograph <i>fotografía</i> 照片		a picture	What do you see in the <b>photograph</b> ?		
protective gear <i>equipo de proteccion</i> 保護裝備		Clothes and masks or other equipment to protect the body from injury or infection	Child workers “get covered by pesticides and have no real <b>protective gear</b> .”		

Word <i>Translation</i>	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
report <i>informe</i> 報告		a statement or story	According to a <b>report</b> released Wednesday, children as young as 7 are working long hours in tobacco fields.		
safety <i>seguridad</i> 安全		safe from danger	Republican Kentucky state Sen. Paul Hornback, who owns a tobacco farm, said that while he follows <b>safety</b> regulations, he doesn't believe further restrictions are needed.		
sweltering <i>sofocantes</i> 悶熱		very hot	They are toiling under sometimes hazardous and <b>sweltering</b> conditions.		
symptoms <i>sintomas</i> 症狀		something that happens in your body that shows there is a disease or something wrong	Their <b>symptoms</b> suggest a type of nicotine poisoning called Green Tobacco Sickness.		
tobacco suppliers <i>procedores de</i> tobacco 菸草供應商		organization that supplies plants with large, stick leaves to others, usually by selling them	Human Rights Watch has met with many of the world's biggest cigarette makers and <b>tobacco suppliers</b> .		
toil		do difficult work	They are <b>toiling</b> under		

Word Translation	Re-write the Word	Definition	Example from the Text	Your Phrase	Is it a Cognate?
trabajan duro 苦工			sometimes hazardous and sweltering conditions. The tobacco leaves they harvest are laced with nicotine and pesticides.		
vomiting vomitando 呕吐		bringing up food and liquid from the stomach through the mouth	Children interviewed by the group reported <b>vomiting</b> , feeling nauseous, and headaches while working on tobacco farms.		
withdrawn retirados 撤回		removed	In 2011, the Labor Department proposed changes that would have prohibited children under 16 from working on tobacco farms. However, these suggested changes were <b>withdrawn</b> in 2012.		