



Middle School Curricular Units for New York City Department of Education: Teacher Guide

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PREPARED FOR:

New York City Department of Education
Office of English Language Learners

June 2016



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UNIT OVERVIEW

The Common Core State Standards reflect the knowledge and skills that all students—including English language learners (ELLs)—need for success in college and the workplace. Although these standards present challenges, they also create opportunities to more fully incorporate ELLs into standards-based reform. To help ELLs master these college and career ready (CCR) standards, it is very important to have materials and methods that more fully support them in acquiring grade-level knowledge and skills. Effective methods for enabling ELLs to meet these standards build on approaches that are effective for all students, but they also provide additional support for ELLs, because they are learning content in a second language.

This overview introduces the Units and describes the process used to develop the Units, the organization of the Units, and the model used to scaffold the Units for ELLs. Appendix A includes the Common Core State Standards for English Language Arts anchor standards. The anchor standards rather than grade-level-specific standards are used to ensure applicability across middle school grades.

Introduction to the Units

These middle grades Units were developed for the New York City Department of Education to support ELL students who have entered the U.S. school system within the past three years. This group of students brings a rich diversity of cultural and linguistic backgrounds to the school setting while facing unique challenges. Middle-school newcomer students have varying amounts of formal schooling in their home countries and varying levels of literacy in their home languages. Entering the school system at the middle-school level, the students strive to acclimate to a new school system as adolescents, develop conversational ability in English, and learn basic reading skills, while at the same time, acquiring academic English and mastering core content. Furthermore, they will be confronted in high school with a limited time frame in which to satisfy course requirements for graduation.¹

¹ Short, D.J., & Boyson, B.A. (2012). *Helping newcomer students succeed in secondary schools and beyond*. Washington, DC: Center for Applied Linguistics; Francis, D., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). *Practical guidelines for the education of English language learners: Research-based recommendations for serving adolescent newcomers*. (Under Cooperative Agreement Grant S283B050034 for the U.S. Department of Education). Portsmouth, NH: RMC Research Corporation, Center on Instruction.

The topic of the Units is working conditions in the United States from the mid-1800s to the present. The Units provide students with opportunities to read a range of texts related to working conditions over time, summarize the central ideas in those texts, and conduct research on this topic using an interview protocol provided in the Units.

Lessons are based on excerpts from the following texts:

- *Lyddie* by Katherine Peterson
- *Loom and Spindle or Life Among the Early Mill Girls* by Harriet H. Robinson
- *Cesar Chavez Address to the Commonwealth Club of California* (1984)
- Newsela Article *Child workers are getting sick while harvesting tobacco on U.S. farms*

Lyddie is a fictional novel about a young girl who goes to work in a mill factory in Lowell, Massachusetts, in the middle 1800s during the Industrial Revolution. The main character, Lyddie, learns how to work power looms and is influenced by a young woman named Diana who is known for speaking out for better working conditions. The second text is informational and was written by Harriet Robinson, an early mill girl who led the first worker strike against poor working conditions in the textile mills. This selection was chosen because the historical figure is similar to Diana's character in the book *Lyddie*: Both are advocates for better working conditions. The third text is a transcript of the speech Cesar Chavez made to the Commonwealth Club in 1984. In his speech Chavez describes the poor working conditions endured by farm workers in California, the founding of the United Farm Workers union to improve the lives of the farm workers, and the successes of the union that led to political and economic empowerment for Hispanic people throughout the United States. The final text is a news article taken from Newsela that describes the working conditions for children who work on tobacco farms in the United States today.

Each lesson is intended for a 1-hour class period. However, teachers are encouraged to adapt the lessons to the pace that is most appropriate for the newcomer English language learners in their classes.

Organization of the Units

The Units includes four instructional modules, each centered on the theme of working conditions:

- **Module A: Introduction**
The first module includes an introductory lesson intended to provide students with an overview of the topic of the Units, the texts they will be reading, and a glossary. There is also a short cognate lesson at the end of the module.
- **Module B: *Lyddie* and *Loom and Spindle or Life Among the Early Mill Girls***
The next module includes a series of lessons centered on passages from Chapter 9 “The Weaving Room” from the book *Lyddie*. It provides background information for the book and Chapter 9. Each lesson includes a close reading of each selected passage, guiding questions that are scaffolded with supplementary questions, and craft and structure questions.
- **Module C: *Cesar Chavez Commonwealth Club Address (1984)***
Lesson one of this module provides background reading about the life of Cesar Chavez. The second lesson includes a video to provide additional background about Cesar Chavez and the United Farm Workers union in preparation for reading the Chavez speech. Subsequent lessons of the module take students through a close reading of Cesar Chavez’s Commonwealth Club Address.
- **Module D: *Writing About Working Conditions***
The final module includes an initial lesson on working conditions today as represented in a Newsela article about children working on tobacco farms. The second lesson provides scaffolds for students to write a five-paragraph essay about working conditions in the United States over time, integrating their knowledge of all of the lessons in the Units. The final two lessons have the students conduct interviews with family friends or relatives about their working conditions and write reports to share with the class.

Each module includes a teacher guide and student materials. The teacher guide provides guidance for presenting each lesson and answer keys for the questions in the student guide. The student materials include instructions for students, along with the

background texts, questions, sentence frames, and glossaries. The close-reading supplemental questions in Modules A and B correspond with chunked text and each question is numbered. In Modules C and D, the close-reading supplemental questions also correspond with chunked sections of the Commonwealth Club Address, but the questions are not numbered individually. Instead, the questions are clustered to enhance understanding of key passages in the text.

The modules are designed to provide flexibility to teachers. They are presented here in order from beginning to end, but teachers may choose to focus on the texts and lessons most relevant for their students. The texts used for the lessons in each module are excerpts and do not represent the entire texts. However, if teachers would like to pursue a particular text further, the lessons in each module can be used as a model for developing additional lessons for other sections of the texts not included here.

A key goal of the lessons is to provide students with scaffolded opportunities to work independently or collaboratively with their peers. All too often, lessons for ELLs are predominately composed of teacher talk, with little opportunity for students to engage in productive peer or independent work, although such work is crucial for academic language development. To differentiate instruction for these students, we have provided word banks and sentence frames. These scaffolds may be modified or removed for students at higher levels of proficiency. We leave it to those implementing the lessons to determine the level of scaffolding needed to support the ELLs in their classrooms.

Preparation of the Units

We followed a step-by-step method of preparing each text and for identifying the target vocabulary in the glossaries and lessons.

First, we included an introductory module (Module A) that provides background about working conditions. This introduction serves all of the subsequent lessons in the modules. Module A also includes a short lesson on cognates. The cognate lesson uses a small section of the *Cesar Chavez Commonwealth Club Address* as an example for using cognates as a comprehension strategy.

The modules thereafter are dedicated to the texts mentioned above. For the book *Lyddie* (Module B), we identified key sections of the text from Chapter 9 “The Weaving Room” that best highlighted working conditions in the factory mills and advocacy for workers’ rights. A short excerpt from *Loom and Spindle* was selected because of the strong connection between the fictional character, Diana, and the historical character, Harriet Robinson. Module C is dedicated to the *Cesar Chavez Commonwealth Club Address*, and sections were chosen to describe working conditions, and the civil rights struggles and successes, of Mexican-American farm workers in California during the 20th century, and the final module (Module D) includes a Newsela news article about children suffering today on tobacco farms in the southern United States.

Using the words identified in this way, we developed a student glossary for each text. The main glossaries that provide definitions for the close-reading text appear at the end of modules B, C, and D. These main glossaries include both Spanish *and Chinese* translations of the words, a definition in English, and an example of where the word can be found in the text. Placing glossaries at the end of each module will make it easier for students to cross-reference from the text to the glossary when they need to look up an unknown word. We also left space in the close-reading glossaries for students to re-write the word, use the word in their own phrase, and decide whether the word is a cognate. This activity is an optional, extension activity for use once students have completed the lesson.

Shorter glossaries that are associated with background reading rather than with close-reading are embedded in the lessons and, given space and formatting limitations, include Spanish translations only.

Model of Instruction

Our model of instruction is composed of eleven reading components and three writing components. Components are presented in a coherent order in the Units, but each component can also be used independently, giving teachers greater flexibility in organizing the lessons to best meet the needs of their students. Instructional routines for vocabulary instruction and interactive reading activities are repeated throughout the modules.

Reading

1. **Reviewing Standards and Objectives:** By posting and reviewing standards and objectives, teachers make students aware of the knowledge and skills they are expected to master during the lesson. The student guides often include more than one standard for each lesson. Content standards are drawn from the Common Core standards, and objectives are student-friendly versions of the standards (usually in the form of an “I will be able to” statement).
2. **Previewing and Reviewing the Text:** Teachers use questioning related to the title to introduce students to the text. Book covers and other illustrations can also be used to help introduce the text. In subsequent lessons, students are given an opportunity to briefly review the text covered during the prior lesson.
3. **Enhancing Background Knowledge (optional):** Before engaging with the text, students may need background information to help them make sense of the text. Teachers review the text to determine the background knowledge students will need for the section presented in the the lessons. Teachers develop media (text, photographs, illustrations, charts, videos, and so on) that will provide the requisite knowledge, and develop questions and a glossary to accompany the materials. Not all texts will require this component, however.
4. **Acquiring Vocabulary:** This component provides dedicated time for pre-teaching key vocabulary and previewing the glossary.
5. **Reading for Key Ideas and Details:** During this component, the teacher helps students read for key ideas and details (Reading Standards 1–3). Teachers develop a guiding question for each section of text, asking students about main ideas, prominent purposes of the text, or the author’s craft. Close reading of the text is scaffolded by developing supplementary questions to help students respond to the guiding question(s). Sentence frames and word banks are provided for students who need them.

Although most of this component deals with key ideas and details, some of the questions also address parts of Language Standard 4 (determining or clarifying 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).

6. **Annotating the Text for Key Ideas and Details (optional):** During this component, students conduct a second close reading, annotating the text as they read.
7. **Revisiting Text for Craft and Structure or Integration of Knowledge and Ideas:** During this component, the teacher helps students acquire knowledge associated with craft and structure standards or with integrating knowledge and ideas standards (Reading Standards 4–9). Teachers develop questions that address craft and structure (Reading Standards 4–6) or integration of knowledge and ideas (Reading Standards 7–9). Sentence frames and word banks are provided for students who need them.
8. **Building Listening and Speaking Skills (optional):** Although listening and speaking skills should be integrated into all reading and writing components of the instructional model through opportunities for partner talk and whole-class discussion, we recommend that teachers provide dedicated time to focus on these standards. Teachers can help ELLs develop listening and speaking skills by allowing them to work with a partner to prepare and present information to the class related to a close reading of the text.

Writing

Writing should occur throughout the lesson. The reading components above include short writing exercises to answer supplementary and guiding questions, annotate the text, develop language skills, and explore craft and structure and integration of knowledge and ideas. However, students also need longer writing tasks to develop their writing skills. The following components should be used after students have read the entire text.

1. **Reviewing Writing Standards and Objectives:** By posting and reviewing writing standards and objectives, teachers can make students aware of the skills and knowledge they are expected to master during the lesson. As with reading, not all writing standards need to be covered with students even if they are part of a teacher’s lesson plan.

2. **Preparing to Write:** Prior to writing, ELLs should have the opportunity to generate ideas and organize their thoughts using a graphic organizer. Students should have opportunities to discuss their ideas (in their home language or in English) with a partner before they begin writing.
3. **Writing:** ELLs should have access to a paragraph frame to help them construct their essay. During this time, the teacher guides students through writing conferences, meets with small groups to teach specific writing techniques, or works one on one with students.² Students should be given opportunities to edit their writing to improve their grammar and to share their writing with others.

Acknowledgements

The AIR authors would like to acknowledge the following individuals for their contributions to these units:

David Pook: Consultation on connections to the Common Core State Standards; in particular, regarding Craft and Structure questions

Alejandra Martin: Glossary development

Alexandra Anastos: Content alignment and formatting

Amy Fitch: Copy-editing

² These methods are the methods used in a writers' workshop, with additional supports for ELLs. See Calkins, L. (2011). *A curricular plan for the writing workshop*. Portsmouth, NH: Heinemann.

Appendix A

Common Core State Standards in English Language Arts Anchor Standards

Reading

Key Ideas and Details: R.1 –R.10

[CCSS.ELA-Literacy.CCRA.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.

[CCSS.ELA-Literacy.CCRA.R.2](#)

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

[CCSS.ELA-Literacy.CCRA.R.3](#)

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

[CCSS.ELA-Literacy.CCRA.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.

[CCSS.ELA-Literacy.CCRA.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.

[CCSS.ELA-Literacy.CCRA.R.6](#)

Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

[CCSS.ELA-Literacy.CCRA.R.7](#)

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

[CCSS.ELA-Literacy.CCRA.R.8](#)

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

[CCSS.ELA-Literacy.CCRA.R.9](#)

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

Range of Reading and Level of Text Complexity:

[CCSS.ELA-Literacy.CCRA.R.10](#)

Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student

Language

Conventions of Standard English: L.1 – L.6

[CCSS.ELA-Literacy.CCRA.L.1](#)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.CCRA.L.2](#)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

[CCSS.ELA-Literacy.CCRA.L.3](#)

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

[CCSS.ELA-Literacy.CCRA.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.

[CCSS.ELA-Literacy.CCRA.L.5](#)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[CCSS.ELA-Literacy.CCRA.L.6](#)

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Listening and Speaking SL.1 –SL.6

Comprehension and Collaboration:

[CCSS.ELA-Literacy.CCRA.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.

[CCSS.ELA-Literacy.CCRA.SL.2](#)

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

[CCSS.ELA-Literacy.CCRA.SL.3](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:

[CCSS.ELA-Literacy.CCRA.SL.4](#)

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.CCRA.SL.5](#)

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

[CCSS.ELA-Literacy.CCRA.SL.6](#)

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing W.1 –W.10

Text Types and Purposes:

[CCSS.ELA-Literacy.CCRA.W.1](#)

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

[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.

[CCSS.ELA-Literacy.CCRA.W.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing:

[CCSS.ELA-Literacy.CCRA.W.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.CCRA.W.5](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

[CCSS.ELA-Literacy.CCRA.W.6](#)

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

[CCSS.ELA-Literacy.CCRA.W.7](#)

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.CCRA.W.8](#)

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

[CCSS.ELA-Literacy.CCRA.W.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

[CCSS.ELA-Literacy.CCRA.W.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

MODULE A: TEACHER GUIDE

LESSON ONE

1. REVIEWING STANDARDS AND OBJECTIVES

INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

2. ACQUIRING AND USING VOCABULARY

PART A: STUDENT GLOSSARY

INSTRUCTIONS FOR TEACHERS

- Choose words in bold from the first paragraph to explain to students how to use the alphabetized glossary to understand the words, and in turn, how to understand the sentences in the text.
- Point out that words are translated into Spanish. (For non-Spanish speaking students, you may suggest that students write in their own translations; show them how to use a bilingual dictionary to complete this task.)
- Have students circle the word if they know the meaning.
- Have students underline the word if it is unfamiliar to them.
- Have students work with a partner to help them understand unfamiliar words.
- Review definitions that are unclear with the class.

3. ENHANCING BACKGROUND KNOWLEDGE

INSTRUCTION FOR TEACHERS

- Review student instructions.
- Present background materials to the students.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

QUESTIONS

1. What are working conditions?
They are how good or bad the environment is at work.
2. What are three examples of working conditions?
 - The number of hours people work.
 - How much money they earn.
 - How safe and healthy the workplace is.
3. What are three examples of *good* working conditions?
Examples are:

- A clean workplace
 - Protection from dangers
 - Health and dental insurance benefits
4. What are other examples of good working conditions?
They are when workers get paid when sick or on vacation.
 5. What happens when the workplace is dirty and unsafe?
Workers can catch diseases.
 6. How can machines and chemicals be dangerous?
Chemicals can burn your skin.
 7. What are unfair working conditions?
Some workers are treated unfairly because of their age, gender, or race.
Some workers are paid low wages and work long hours.

LESSON TWO

1. PREVIEWING THE OTHER MODULES

INSTRUCTIONS FOR TEACHERS

- Review student instructions.
- Read the text to the students.
- Have students work in pairs to answer the questions.
Review the answers with the class.
- Show students the texts they will be reading during the unit.
- Point out which texts are fiction and nonfiction.
- Tell students which text they will be reading first.

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 talks in public or to a group of people.

2. ACQUIRING AND USING VOCABULARY

Cognates

TEACHER INSTRUCTIONS:

Introduce students to the importance of cognates.

Cognates make up one-half to one-third of the words in languages that share cognates with English (e.g., Spanish, French, Portuguese). Some of the cognates may be technical terms and therefore unknown to students in both languages. However, for historical reasons the Spanish word in a cognate pair tends to be an easier, more well-known word to Spanish speakers than the English word is to English speakers. Cognates can help students figure out the meaning of academic English words they don't already know and it will help them remember the words they have already learned.

Teach students how to use cognates.

- Show cognate word pairs and images on a SmartBoard or screen.

- Explain that these words are cognates. They are in two different languages, but they look similar, they sound similar, and they mean approximately the same thing.
- Model differences and similarities for *conceive* and *concebir*:
 - They have many of the same letters, but some letters are different.
 - Ask a native Spanish speaker to say *concebir* and compare the sounds in *conceive* and *concebir*. The consonants are similar, but some of the vowels and the endings sound different.
- Partner talk: *Look at the words liberty and libertad. Which letters are the same? Do the words sound similar enough that you would recognize they may be related?*
- Explain to students that when they encounter a word they don't know, but it has lots of the same letters and sounds the same, it may be a cognate, and they should check to see if the meanings are similar in the two languages. One way to do this is to find out if the meaning of the word in their home language makes sense in the English sentence that includes the cognate. If it does, it is probably a cognate. Students may also look the words up in a dictionary to confirm their answers.
- Explain to students that words can have multiple meanings. Not all meanings of a cognate will be the same in both languages. Explain to students that they also need to watch out for false cognates ("false friends"), which are words that sound the same and are spelled the same, but have different meanings.
- Show students the false cognate example: *pie* in English (a food) vs. *pie* in Spanish (foot).

Give students an opportunity to practice.

- Have students use the table in the student chart to practice checking words for cognate status.
- For each word pair, have students rate whether the words whether they *sound* the same and *look* the same.
- Students use the sample sentence to test the meaning of each English word and a dictionary as needed and indicate whether the words in the pair share the same *meaning*.

- Students should indicate whether the pair is a cognate pair based on their ratings.

Example Cognate Pair Images



conceive

concebir



liberty

liberdad

Example False Cognates (False Friends)



pie



pie

MODULE B: LYDDIE TEACHER GUIDE

LESSON ONE

1. REVIEWING STANDARDS AND OBJECTIVES

INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

2. PREVIEWING/REVIEWING THE TEXT

INSTRUCTION FOR TEACHERS

- Review the student instructions.
- Present background materials to the students.
- Have students work in pairs to answer the questions below.
- Review the 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?
[Anticipated response: Lyddie is a factory worker. She is in front of a factory loom. The time period may be the 1800s because of the style of her clothing.]
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 TEACHERS

Dictionary Skills:

- Tell students that they will be using a special glossary to help them understand the video clip called *The Story of the Mill Girls*.
- Demonstrate how to look up words in the alphabetized glossary provided with the lesson 1.

- Point out that words are translated into Spanish. (For non-Spanish speaking students, you may suggest that students write in their own translations; show them how to use a bilingual dictionary to complete this task.)
- Demonstrate how the translations and definitions help to understand the meanings of the words in context.
- Have students circle the words if they know the meaning of the words already.
- Have the students underline the word if the definition is unfamiliar.
- Have students work as partners to understand the unknown words.
- Review the definitions that are unclear with the class.

4. ENHANCING BACKGROUND KNOWLEDGE

INSTRUCTION FOR TEACHERS

- Review student instructions.
- Present background materials to the students.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

QUESTIONS

Video Frames: 1-53

1. Describe the mill girls.
Some mill girls were as young as 10 years old. They worked in cotton factories in Lowell, Massachusetts, in the 1800s.
2. Why did mill owners build factories in Lowell?
They needed water power 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 \$2.00 week.

Video Frames: 54-1:25

4. With that money what could the mill girls do?
They could help their families or earn a living. They could also be more independent.
5. Describe how hard life was.
They had to start work at 5:00 am. They worked 13-14 hours a day. If they were late, they could get fired. They had breakfast and dinner, but no lunch.

Video Frames: 1:26-2:00

6. Describe the bad working conditions.

Windows were closed. That made the factory hot and smell bad. Some girls fainted. The machines were so noisy that some girls went deaf.

7. How difficult was life outside the mill?

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

Video Frame: 2:44-4:01

8. What did women do because of the disastrous conditions and horrible injuries?
Harriet Robinson gave a speech about her feelings. She inspired other mill girls to go on strike.

9. Why is this story important?

It helps us know what the first factories were like. It teaches us to keep on going, and never stop for what is right.

LESSON TWO

1. REVIEWING STANDARDS AND OBJECTIVES

INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

2. ACQUIRING AND USING VOCABULARY

STUDENT GLOSSARY

INSTRUCTIONS FOR TEACHERS

Dictionary Skills:

- Tell students that they will be using a special glossary to help them understand Chapter 9 of *Lyddie*.
- Demonstrate how to look up words in the alphabetized glossary provided with the lessons about the chapter (lessons 2-7).
- Point out that words are translated into Spanish and Chinese. (For non-Spanish or non-Chinese speaking students, you may suggest that students write in their own translations; show them how to use a bilingual dictionary to complete this task.)
- Demonstrate how the translations and definitions help to understand the meanings of the words in context.
- Have students circle the words if they know the meaning of the words already.
- Have the students underline the word if the word is unfamiliar.
- Have students work as partners to understand the unknown words.
- Review the definitions that are unclear with the class.

3. READING FOR KEY IDEAS AND DETAILS

INSTRUCTIONS FOR TEACHERS

For each section of chapter 9, do the following:

- Pose the guiding question.
- Read the section of the chapter aloud to students, modeling appropriate pace and intonation.
- Have students work independently or in pairs to answer the supplementary questions.
- Remind students to use their glossary to find the meanings of words as needed.

- Review answers with students.
- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

Chapter 9 “The Weaving Room”

GUIDING QUESTION

Pretend you are Lyddie. How would you describe the factory on your first day of work? (R.3)

SUPPLEMENTARY QUESTIONS

1. Which words describe the sounds of the leather belts? (R.1)
The sounds from the leather belts were shrieks and whistles.
2. Which word describes the air in the factory? (R.1)
The air in the factor was murky.
3. What does Lyddie see inside the noisy, dark factory? (R.1)
Lyddie sees rows of machines.
4. The text says “the creatures had come to life.” What are these creatures? (R.1)
The creatures are the machines.
5. Who makes the creatures come to life? (R.1)
The young women make the creatures come to life.
6. The girls were not afraid or amazed. How do you know? (R.1)
The text says the girls did not seem to mind the deafening din.
7. What does deafening din mean? (R.1)
It means loud noise.
8. Lyddie said “The factory was like a hundred stagecoaches all inside one’s skull...” What do you think that means? (R.1)
It means the factory was very loud.
9. What did Lyddie want to do as a result of all the noise?
She wanted to turn and run to the door.
10. The text says she didn’t run out of the factory. What did she do instead? (R.1)
She stood quietly in front of the machine and pretended to listen.
11. What is an overseer? (L.6)
An overseer is someone who is in charge.
12. Could she hear the overseer? How do you know? (R.1)
The text said she could not hear him.

13. It says Lyddie stared at the overseer in terror? What does *terror* mean?(L.6)

Terror means fear.

14. Lyddie did not understand what the man had told her. How do you know? (R.1)

She said, “Nothing was clear at all.”

15. Why didn’t she hear the overseer? (R.1)

She could not hear him because the machines were making a beastly racket.

16. A young woman plans to help Lyddie. How do you know Lyddie will get help?

(R.1)

A young woman tells the overseer not to worry because she will help Lyddie settle in.

RESPONSE TO GUIDING QUESTION

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

(R.3)

[Anticipated response: The factory was filled with large, noisy machines. It was very dark inside the room. I was scared and overwhelmed.]

4. ACQUIRING AND USING VOCABULARY - EXTENSION

OPTIONAL STUDENT GLOSSARY ACTIVITY

INSTRUCTIONS FOR TEACHER

- Explain or review the glossary activity for for the lesson already completed by students.
- Have students work independently or in pairs to complete the missing parts of the glossary chart.
- Review the answers with the class.

5. SUMMARIZING IN YOUR OWN WORDS-EXTENSION

INSTRUCTIONS FOR TEACHERS

- Review the student instructions with the whole class.
- Guide students in completing the graphic organizer. Present the question to students and review the first example with them.
- Provide scaffolding for individual students. For example, beginners may need to complete the entire graphic organizer while advanced students may need to complete only column C.

GRAPHIC ORGANIZER: LYDDIE, CHAPTER 9

QUESTION		
How does Lyddie feel about the factory when she first arrives? (R.1)		
<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"> No one seemed to mind the <u>deafening din</u>. How could they stand it? Her impulse was to turn and run to the door.... 	<i>[Sample in Student Guide]</i> <i>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"> She stood quietly in front of the machine that the overseer had led her to, and <u>pretended</u> she could <u>hear</u> what he was <u>saying</u> to her. But how could she say she had heard nothing but the beastly <u>racket</u> of the looms? 	
3. Factory work requires strength and speed.	<ul style="list-style-type: none"> She took <u>pride</u> in her <u>strength</u>, but it took all of her <u>might</u> to yank the metal lever into place. Everything happened <u>too fast</u>.... 	

LESSON THREE

1. REVIEWING STANDARDS AND OBJECTIVES

INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

2. PREVIEWING/REVIEWING THE TEXT

INSTRUCTIONS FOR TEACHERS

- Ask students to tell what has happened so far.
- Recap the events of the previous passages from Chapter 9.

QUESTION

What has happened in the story so far?

[Anticipated response: Lyddie spent her first day at work in the factory. It was deafeningly loud and eerily dark. The machines seemed alive. Lyddie is afraid of the overseer and the noise. A nice young woman offers to help Lyddie.]

3. ACQUIRING AND USING VOCABULARY

STUDENT GLOSSARY

INSTRUCTIONS FOR TEACHERS

- Choose words in bold from the first paragraph to explain to students how to use the alphabetized glossary to understand the words, and in turn, how to understand the sentences in the text.
- Point out that words are translated into Spanish and Chinese. (For non-Spanish or non-Chinese speaking students, you may suggest that students write in their own translations; show them how to use a bilingual dictionary to complete this task.)
- Have students circle the word if they know the meaning.
- Have students underline the word if it is unfamiliar to them.
- Have students work with a partner to help them understand unfamiliar words.
- Review definitions that are unclear with the class.

4. READING FOR KEY IDEAS AND DETAILS

INSTRUCTIONS FOR TEACHERS

For each section of the text, do the following:

- Pose the guiding question.
- Read the section of the text aloud to students, modeling appropriate pace and intonation.
- Have students work independently or in pairs to answer the supplementary questions. (Remind students to use their glossary to find the meanings of words, as needed.)
- Review the answers with students.
- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

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. (R.2)

SUPPLEMENTARY QUESTIONS

1. What did Diana say to Lyddie? (R.1)
She said that they would work together.
2. Why did Lyddie stand next to Diana? (R.1)
So Diana could speak into Lyddie’s ear.
3. What did Diana do without warning? (R.1)
Diana slammed off one of the looms.
4. What does slammed off mean? (R.4)
It means to turn off in a hurry.
5. Why did Diana slam off one of the looms? (R.1)
A warp thread snapped. This break would cause trouble.
6. Which is worse: an empty shuttle or a broken warp? (R.2)
The empty shuttle might damage a few inches of goods, but a broken warp could leave a flaw through yards of cloth.
7. What happens when the cloth is damaged? (R.1)
The girls do not get paid when the cloth is ruined.
8. How did Diana fix the warp thread that snapped? (R.1)
Diana tied the thread together using a weaver’s knot.
9. What else is required besides strength to work the looms? (R.1)
Dexterity is needed to rethread a shuttle quickly or tie a weaver’s knot. (R.1)

10. Weft threads need to be replaced very often. How do you know this? (R.1)

The text says that a bobbin of weft thread lasted hardly five minutes.

11. The text says “but tall, quiet Diana moved from loom to loom like the silent angel....” What does this say about Diana? (R.2)

Diana was calm.

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. (R.2)

[Anticipated response: Diana slammed of one of the looms because a warp thread snapped. She knew that could damage the cloth. Diana watched over all her looms to be sure they were working properly. She solved problems quickly.]

5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

INSTRUCTIONS FOR TEACHERS

- Review the student instructions.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

QUESTIONS

1. What clue in the text helps us understand the meaning of the word “melt”? (L.4)
The clue that helps us understand the meaning of the word “melt” is invisible.
2. What clue in the text helps us understand the meaning of the word “might”?
(L.4)
The clue that helps us understand the meaning of the word “might” is strength.

6. ACQUIRING AND USING VOCABULARY - EXTENSION

OPTIONAL STUDENT GLOSSARY ACTIVITY

INSTRUCTIONS FOR TEACHER

- Explain or review the glossary activity for the lesson already completed by the student.
- Have students work independently or in pairs to complete the missing parts of the glossary chart.
- Review the answers with the class

7. SUMMARIZING IN YOUR OWN WORDS-EXTENSION

INSTRUCTIONS FOR TEACHERS

- Review the student instructions with the whole class.
- Guide students in completing the graphic organizer. Present the question to students and review the first example with them.
- Provide scaffolding for individual students. For example, beginners may need to complete the entire graphic organizer while advanced students may need to complete only column C.

GRAPHIC ORGANIZER: *LYDDIE*, CHAPTER 9

QUESTION		
Note the things that indicate Diana has adapted to the factory. (R.2)		
<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"> • She has <u>adapted</u> to the <u>noise</u> of the looms. • She learns where to put people so she can <u>hear</u> them. 	<p><i>[Anticipated Response]</i></p> <p><i>Diana adapts to life in the factory. For example, she is used to the noise of the looms. She learns where to stand next to people so she can hear them.</i></p>
2. Diana can manage three looms at the same time.	<ul style="list-style-type: none"> • She can fix the looms when they <u>break down</u>. • For example, she tied the <u>weaver's knot</u> when the warp thread <u>snapped</u>. 	
3. Even though the factory mill is loud and busy, Diana is calm.	<ul style="list-style-type: none"> • Diana even found time to <u>read</u> on the job. • She is described as an <u>angel</u>, moving from loom to loom. 	

LESSON FOUR

1. REVIEWING STANDARDS AND OBJECTIVES

INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

2. PREVIEWING/REVIEWING THE TEXT

INSTRUCTIONS FOR TEACHERS

- Ask students to tell what has happened so far.
- Recap the events of the previous passages from Chapter 9.

QUESTION

What has happened in the story so far?

[Anticipated response: In the last passage, Diana shows Lyddie how to work the machines. She explains what happens when warp threads snap and warps break. The cloth can be ruined and the workers don't get paid if the goods are damaged.]

3. ACQUIRING AND USING VOCABULARY

STUDENT GLOSSARY

INSTRUCTIONS FOR TEACHERS

- Choose words in bold from the first paragraph to explain to students how to use the alphabetized glossary to understand the words, and in turn, how to understand the sentences in the text.
- Point out that words are translated into Spanish and Chinese. (For non-Spanish or non-Chinese speaking students, you may suggest that students write in their own translations; show them how to use a bilingual dictionary to complete this task.)
- Have students circle the word if they know the meaning.
- Have students underline the word if it is unfamiliar to them.
- Have students work with a partner to help them understand unfamiliar words.
- Review definitions that are unclear with the class.

4. READING FOR KEY IDEAS AND DETAILS

INSTRUCTIONS FOR TEACHERS

For each section of the text, do the following:

- Pose the guiding question.
- Read the section of the text aloud to students, modeling appropriate pace and intonation.
- Have students work independently or in pairs to answer the supplementary questions.
- Remind students to use their glossary to find the meanings of words, as needed.
- Review answers with students.
- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

Chapter 9 “The Weaving Room”

GUIDING QUESTION

How do Diana and Lyddie begin to be friends? (R.3)

SUPPLEMENTARY QUESTIONS

1. The text says, “during one of these respites, Diana drew Lyddie to the nearest window.” What does respite mean? (R.4)
A respite is a moment when you do not have to work.
2. When did Diana draw, or take, Lyddie to the nearest window? (L.4)
Diana drew, or took, Lyddie to the nearest window when all the machines were running as they ought, or as they were supposed to run.
3. What did Diana find pasted or stuck near the windows? (R.1)
Diana found pages of books and magazines.
4. What did Diana ask Lyddie? (R.1)
She asked her if she liked to read.
5. Has Lyddie had a lot of schooling? How do you know? (R.1)
Lyddie says, “I’ve not much schooling.”
6. Diana says, “you can remedy that...I’ll help, if you like....” What does remedy mean? (R.4)
It means you can fix that.
7. What did Diana offer to help Lyddie do? (R.1)
She offers to help Lyddie understand.
8. What did Lyddie need help with? (R.1)
Lyddie needed help reading the regulations.
9. What are regulations?
Regulations are rules.

RESPONSE TO GUIDING QUESTION

Lyddie needed help. What kind of help did she need? How did Diana offer to help her?
(R.3)

[Anticipated response: Lyddie needs help reading the factory regulations. Diane offers to help Lyddie understand them.]

5. ACQUIRING AND USING VOCABULARY-EXTENSION

OPTIONAL STUDENT GLOSSARY ACTIVITY

INSTRUCTIONS FOR TEACHER

- Explain or review the glossary activity for the lesson already completed by the student.
- Have students work independently or in pairs to complete the missing parts of the glossary chart.
- Review the answers with the class

LESSON FIVE

1. REVIEWING STANDARDS AND OBJECTIVES

INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

2. PREVIEWING/REVIEWING THE TEXT

INSTRUCTIONS FOR TEACHERS

- Ask students to tell a partner what has happened so far.
- Recap the events of the previous passages from Chapter 9.

QUESTION

Tell a partner what has happened so far.

[Anticipated response: In the last passage, Diana asks Lyddie if she needs help reading the regulations. Lyddie tells her she does not have a lot of schooling. Then Diana invites Lyddie to her boardinghouse to help Lyddie understand the regulations.]

3. ACQUIRING AND USING VOCABULARY

STUDENT GLOSSARY

INSTRUCTIONS FOR TEACHERS

- Choose words in bold from the first paragraph to explain to students how to use the alphabetized glossary to understand the words, and in turn, how to understand the sentences in the text.
- Point out that words are translated into Spanish and Chinese. (For non-Spanish or non-Chinese speaking students, you may suggest that students write in their own translations; show them how to use a bilingual dictionary to complete this task.)
- Have students circle the word if they know the meaning.
- Have students underline the word if it is unfamiliar to them.
- Have students work with a partner to help them understand unfamiliar words.
- Review definitions that are unclear with the class.

4. READING FOR KEY IDEAS AND DETAILS

INSTRUCTIONS FOR TEACHERS

For each section of the text, do the following:

- Pose the guiding question.
- Read the section of the text aloud to students, modeling appropriate pace and intonation.
- Have students work independently or in pairs to answer the supplementary questions.
- Remind students to use their glossary to find the meanings of words, as needed.
- Review answers with students.
- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

Chapter 9 “The Weaving Room”

GUIDING QUESTION

Why did Lyddie want to visit Diana? How did the other girls feel about this? (R.2)

SUPPLEMENTARY QUESTIONS

1. In this section of the story, Lyddie has left the factory. What time of day is it? (R.1)
The time was in the evening after supper.
2. Why does Lyddie want to visit Diana?
She wants Diana to help her study the regulations so she can understand them.
3. How does Lyddie describe Diana?
Lyddie says that Diana was very kind to her.
4. Prudence says that Diana is a known radical. What does radical mean in this sentence? (R.4)
A radical is someone who wants to change society.
5. How do you know Lyddie wanted to see Diana?
It says Lyddie was quite set on going to see Diana.
6. One reason she wanted to see Diana was to learn about the regulations. Why else did she want to go see Diana?
She wanted to learn how to be a competent worker like Diana to make good money.
7. As a maid, you did not get paid extra or a bonus for working long hours. In a factory was it possible to earn extra money for working more hours?
Yes, good workers in the weaving room made good money.

RESPONSE TO GUIDING QUESTION

Why did Lyddie want to visit Diana? How did the other girls feel about this? (R.2)

[Anticipated Response: Lyddie wanted to visit Diana to learn how to be a competent worker. She could make good money if she were competent. The other girls were not pleased to know Lyddie was going to visit Diana.]

5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

INSTRUCTIONS FOR TEACHERS

- Review the student instructions.
- Have students work in pairs to answer the questions.
- Have students write short sentences to answer the questions.
- Review the answers with the class.

QUESTIONS

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? (R.6)

Amelia tells Lyddie to stay home after work to rest because it is Lyddie’s first day of work.

2. What is Amelia’s real point of view? (R.6)

Amelia’s real point of view is that Lyddie should not see Diana because Diana is a radical.

6. ACQUIRING AND USING VOCABULARY - EXTENSION

OPTIONAL STUDENT GLOSSARY ACTIVITY

INSTRUCTIONS FOR TEACHER

- Explain or review the glossary activity for the lesson already completed by the student.
- Have students work independently or in pairs to complete the missing parts of the glossary chart.
- Review the answers with the class

7. SUMMARIZING IN YOUR OWN WORDS-EXTENSION

INSTRUCTIONS FOR TEACHERS

- Review the student instructions with the whole class.
- Guide students in completing the graphic organizer. Present the question to students and review the first example with them.
- Provide scaffolding for individual students. For example, beginners may need to complete the entire graphic organizer while advanced students may need to complete only column C.

GRAPHIC ORGANIZER: LYDDIE, CHAPTER 9

QUESTION

Why does Lyddie want to be like Diana? (R.2)

<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 wants to know more about how the looms work.	<ul style="list-style-type: none"> • "I aim to do a bit of <u>studying</u>," she said. • It made her feel <u>proud</u> to say such a thing. 	<i>[Anticipated Response]</i> <i>Lyddie is interested in improving her performance at the factory. She decides to study the regulations.</i>
2. Lyddie likes Diana.	<ul style="list-style-type: none"> • "She was very <u>kind</u> to me today." • ... she was quite <u>set</u> on going to see Diana. 	
3. Lyddie wants to be as capable at working the looms as Diana.	<ul style="list-style-type: none"> • She wanted to learn everything—to become as quietly <u>competent</u> as the tall girl. • She knew enough about <u>factory</u> life already to realize that good <u>workers</u> in the weaving room made good <u>money</u>. 	

LESSON SIX

1. REVIEWING STANDARDS AND OBJECTIVES

INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

2. PREVIEWING/REVIEWING THE TEXT

INSTRUCTIONS FOR TEACHERS

- Ask students to tell a partner what has happened so far.
- Recap the events of the previous passages from Chapter 9.

QUESTION

Tell a partner what has happened so far.

[Anticipated response: Lyddie's roommates do not approve of her visit to Diana. They think Diana is a radical, but Lyddie is set on seeing Diana. She wants to be as skilled as Diana at the factory so she can earn good money. Lyddie visits Diana despite (even though) her roommates' disapprove. At the beginning of the next passage, Lyddie walks over to Diana's boardinghouse.]

3. ACQUIRING AND USING VOCABULARY

STUDENT GLOSSARY

INSTRUCTIONS FOR TEACHERS

- Choose words in bold from the first paragraph to explain to students how to use the alphabetized glossary to understand the words, and in turn, how to understand the sentences in the text.
- Point out that words are translated into Spanish and Chinese. (For non-Spanish or non-Chinese speaking students, you may suggest that students write in their own translations; show them how to use a bilingual dictionary to complete this task.)
- Have students circle the word if they know the meaning.
- Have students underline the word if it is unfamiliar to them.
- Have students work with a partner to help them understand unfamiliar words.
- Review definitions that are unclear with the class.

4. READING FOR KEY IDEAS AND DETAILS

INSTRUCTIONS FOR TEACHERS

For each section of the text, do the following:

- Pose the guiding question.
- Read the section of the text aloud to students, modeling appropriate pace and intonation.
- Have students work independently in pairs to answer the supplementary questions.
- Remind students to use their glossary to find the meanings of words, as needed.
- Review answers with students.
- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

Chapter 9 “The Weaving Room”

GUIDING QUESTION

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.(R.1)

SUPPLEMENTARY QUESTIONS

1. It says, “Diana's boardinghouse was only two houses away from her own.” What does boardinghouse mean? (R.2)
It means a place where factory girls lived.
2. What did Lyddie see as she walked into the front room of Diana’s boardinghouse? (R.1)
Lyddie saw two large dining tables on one side of the room and the chairs pulled away on the other side of the room to make a living area.
3. What were the girls doing? (R.1)
They were chatting, sewing, and reading.
4. What did Diana do when she saw Lyddie come inside? (R.1)
Diana rose from her chair, came to where Lyddie stood, and took Lyddie upstairs.
5. Diana invites Lyddie upstairs where they can “speak in something less than a shout.” What does this mean? (R.4)
It means that upstairs they could talk not shout.

6. What word describes Diana’s room? (R.4)
Diana’s room was quiet.
7. How did Lyddie feel around Diana? (R.1)
Lyddie felt shy.
8. Why did Lyddie feel shy? (R.1)
Diana seemed even more imposing.
9. Diana introduced herself as the “infamous Diana Goss.” What does *infamous* mean? (R.4)
Infamous means someone is famous for doing something bad.
10. The text says Lyddie’s face reddened. What does reddened mean in this sentence? (R.4)
It means Lyddie’s face turned red.
11. What did Diana warn Lyddie about? (R.1)
Diana told Lyddie she was friends with Sarah Bagley, Amelia Sargent, Mary Emerson, Huld Stone.
12. Diana said they all committed a crime. What was it? (R.4)
Their crime was to speak out for better working conditions.
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? (R.4)
She called them slaves who were afraid of freedom.
14. What is Lyddie’s reaction to being called a slave? (R.3)
Lyddie said she was not a slave. She said it very fiercely.
15. Diana does not have to worry about Lyddie. Why? (R.1)
Diana does not have to worry about Lyddie because she is not afraid of hard work.
16. What did Lyddie find hard to believe? (R.1)
She found it hard to believe that she would get accustomed to or used to the noise.
17. Lyddie did not mind working long days? Why? (R.1)
Lyddie was used to working until the work was done. [Note to students: In a previous job Lyddie worked as a maid and had to work as many hours as she was needed.]

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? (R.2)

She asked if they were fair.

19. Why did Diana and Lyddie not read the regulations like they planned? (R.1)

The bell rang for curfew and Lyddie had to leave.

RESPONSE TO GUIDING QUESTION

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. (R.2)

[Anticipated response: Diana tells Lyddie about fighting for better working conditions. Diana tells Lyddie that she and her friends speak out against bad working conditions. She does not think the working conditions are fair because of low wages. Lyddie is not sure if the working conditions are fair because she has not been paid yet.]

5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

INSTRUCTIONS FOR TEACHERS

- Before beginning this activity, explain to students what figurative language is. Share some examples and discuss meanings for the following: *The moon smiled at the people below. (The night was cheerful. It was an auspicious occasion.)*
I'm all tied up. (I am busy.)
The fireflies twinkled like stars. (The light from the fireflies was bright and flickering.)
- Ask students if they can share examples of figurative language in their home language.
- Review the student instructions.
- Have students work in pairs to answer the questions.
- Have students write short sentences to answer the questions.
- Review the answers with the class.

QUESTIONS (R.4)

1. 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.

The figurative language is noisy and busy as a chicken yard.

It describes the front room of the Diana's boardinghouse.

In my own words, the figurative language means [Anticipated response: The front room of the boardinghouse is very loud and busy. The people who are in the front room are compared to chickens that rush around inside their pens.]

2. 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.

The figurative language is like the call of a mourning dove.

It describes Diana's voice.

In my own words, the figurative language means [Anticipated response: Diana's voice was calm and soothing, very comforting].

LESSON SEVEN

1. REVIEWING STANDARDS AND OBJECTIVES

INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

2. PREVIEWING/REVIEWING THE TEXT

INSTRUCTIONS FOR TEACHERS

- Recap the events of the previous passages from Chapter 9.
- Read the recap below and discuss with students.
- Read the introduction to *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 have been considered **infamous** and a **radical**. The picture below [in the student guide] is Harriet Robinson at a young age.

3. ACQUIRING AND USING VOCABULARY

STUDENT GLOSSARY

INSTRUCTIONS FOR TEACHERS

- Choose words in bold from the first paragraph to explain to students how to use the alphabetized glossary to understand the words, and in turn, how to understand the sentences in the text.
- Point out that words are translated into Spanish and Chinese. (For non-Spanish or non-Chinese speaking students, you may suggest that students write in their

own translations; show them how to use a bilingual dictionary to complete this task.)

- Have students circle the word if they know the meaning.
- Have students underline the word if it is unfamiliar to them.
- Have students work with a partner to help them understand unfamiliar words.
- Review definitions that are unclear with the class.

4. READING FOR KEY IDEAS AND DETAILS

INSTRUCTIONS FOR TEACHERS

- Read the guiding question.
- Read the selection from *Loom and Spindle* or *Life Among the Early Mill Girls* aloud to students, modeling appropriate pace and intonation.
- Have students work in pairs to answer the supplementary questions.
- Remind students to use their glossary to find the meanings of words, as needed.
- Review answers with students.
- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

GUIDING QUESTION

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? (R.9)

SUPPLEMENTARY QUESTIONS

1. What did Harriet hear discussed or talked about? (R.1)
She heard people talking about a strike or turn out.
2. Harriet was listening to a conversation or discussion. Why were the workers planning to strike? (R.1)
They were planning to strike because of the corporation's oppression.
3. Harriet said she took sides with the strikers. What does this mean? (R.1)
It means she agreed with the strikers.
4. The girls in the upper rooms turned out. What does this mean? (R.1)
It means that they walked out of the mill.
5. What did the mill do when so many of the girls left? (R.1)
The mill shut down immediately.
6. The girl's in Harriet's room were uncertain what to do. Why were they uncertain? (R. 1)

- They were uncertain because no-one had the courage to walk off first.
7. What did Harriet say? (R.6)
Harriet said, " I am going to turn out whether anyone else does or not.
8. What did Harriet do? (R.6)
Harriet marched out first.
9. What did the girls do when Harriet marched out? (R.3)
They followed her.
10. How did Harriet feel when she looked at the line of girls following her? (R.6)
Harriet felt very proud.
11. When would Harriett be as proud again? (R.1)
Harriet would be as proud again when her State gives woman citizens the right of suffrage.
The right of suffrage means the right to vote.

Now connect to what you read about Diana in *Lyddie*:

12. Diana was one of those speaking out against oppression at her factory. What did she speak out about? (R.9)
"Our crime has been to speak out for better working conditions.
13. Based on Diana's questions to Lyddie, what do you think radicals like Harriett and Diana thought was wrong about the working conditions in factories? (R.9)
Diana asked Lyddie about whether a 13-hour day was overly long, and whether her wages seemed fair. Radicals like Harriett and Diana therefore are concerned about wages and fairness.

RESPONSE TO GUIDING QUESTION

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? (R.9)

[Anticipated response: The author of *Loom and Spindle* led a strike in the Lowell factory mills at the onset of worker protests. The character portrayed in *Lyddie* and the description Robinson writes are strikingly similar. Both are proud of their stance to lead and speak out. The author of *Lyddie* may have based the character Diana on Harriet Robinson.]

5. ACQUIRING AND USING VOCABULARY - EXTENSION

OPTIONAL STUDENT GLOSSARY ACTIVITY

INSTRUCTIONS FOR TEACHER

- Explain or review the glossary activity for the lesson already completed by the student.
- Have students work independently or in pairs to complete the missing parts of the glossary chart.
- Review the answers with the class

MODULE C:
COMMONWEALTH CLUB ADDRESS
TEACHER GUIDE

LESSON ONE

1. REVIEWING STANDARDS AND OBJECTIVES

INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

2. PREVIEWING THE TEXT

INSTRUCTIONS FOR TEACHERS

- Point out the photographs in the Student Guide.
- Pose the questions below to students and discuss the answers.
- Place the student questions under a document camera (if available) and model completion of the responses for students.
- Tell students that they are learning about Cesar Chavez and his work with farm workers so that they will be able to understand an important **address** or **speech** (talk) that Cesar gave about the farm workers.

QUESTIONS

1. Look at photograph 1. Who is this? Can you describe the person in the picture?
[Anticipated response: The photograph is of Cesar Chavez. He is a young man. He is in a uniform. It is navy uniform.]
2. Look at photograph 3. Who is this and what is he doing?
[Anticipated response: This is Cesar Chavez. He is older in this picture. He is giving a speech to a crowd of people.]
3. What do you see in the other two photographs (numbers 2. and 4.)?
[Anticipated response: I see people working on a farm.]
Who are the people?
[Anticipated response: These people are farm workers.]
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 doing very hard work.
Can you describe the two people in photograph 2.?
[Anticipated response: There is an old woman and a young girl. They are working on the farm.]

3. ACQUIRING AND USING VOCABULARY

INSTRUCTIONS FOR TEACHERS

- Tell students that they will be using a side-by-side glossary to read about Cesar Chavez.
- Review how to use the words in a side-by-side glossary.
- Point out that words are translated into Spanish – Chinese translations are included in the glossary appendices but not in the lesson-embedded glossaries. (For non-Spanish-speaking students, you may suggest that students write in their own translations; show them how to use a bilingual dictionary to complete this task.)
- Point out how the definitions and pictures help us to understand the meanings of the words in context.
- Have students circle the words if they know the meaning of the words already.
- Have the students underline the word if the word is unfamiliar.
- Have students work as partners to understand the unknown words.
- Review the definitions that are unclear with the class.

4. ENHANCING BACKGROUND KNOWLEDGE, PART 1

INSTRUCTION FOR TEACHERS

- Review student instructions.
- Read the text about Cesar Chavez to students.
- Have students work in pairs to answer the questions, using the glossary to help them.
- Review the answers with the class.
- Before or after reading this text, you may choose to read the book *Harvesting Hope: The Story of Cesar Chavez* by Kathleen Krull (Harcourt, 2003) to students. Use a document camera (if available) to share the pictures and text as you read.

QUESTIONS

1. Where did Cesar grow up?
Cesar grew up in Arizona.
2. How many brothers and sisters did Cesar have?
Cesar had four brothers and sisters.
3. How did Cesar’s family earn a living?

Cesar's family earned a living from their farm and grocery store.

4. Why did Cesar's family have to move to California?

The fruits and vegetables dried up because there was a drought in Arizona.

Cesar's family had no fruits and vegetables to sell.

They had no money. They had to sell their farm.

5. What do migrant farm workers do?

Migrant farm workers pick fruits and vegetables on many different farms.

6. The family often did not (did/did not) have enough to eat.

7. Cesar could not (could/could not) speak Spanish in school.

8. How did the farm owners treat the farm workers?

The farm owners treated (treated/did not treat) the farm workers very badly.

The farm workers did not have bathrooms and clean water.

Farm workers were fired 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 farm worker family.

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

5. ENHANCING BACKGROUND KNOWLEDGE, PART 2

INSTRUCTIONS FOR TEACHERS

- Review student instructions.
- Read the text about Cesar Chavez's address to students.
- Have students work in pairs to answer the questions, using the glossary to help them.
- Review the answers with the class.

QUESTIONS

1. What do address and speech mean?

Both words mean a talk given in front of a group of people.

2. What do we call words that have the same or almost the same meanings? We call them synonyms.

3. What do we call words that have more than one meaning? We call words with more than one meaning multiple-meaning words.

LESSON TWO

1. REVIEWING STANDARDS AND OBJECTIVES

INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

2. PREVIEWING/REVIEWING

INSTRUCTIONS FOR TEACHERS

- Review what students did in lesson one.
- Tell students they will watch a video called *Cesar Chávez: Embrace the Legacy*.
- Share as follows with the students:
 - In Lesson 1, we learned about Cesar Chavez and about his fight to help farm workers in the United States.
 - We learned that Cesar Chavez gave a speech in 1984.
 - In preparation for reading his speech, we will learn more about Cesar Chavez and the farmworkers by watching a video.
- Then, we will read text from the video.
- (The text below was transcribed for this lesson from the video:
<http://www.youtube.com/watch?v=e7GCCBIgFaQ>. The information on Chavez's background begins at 1:33 and runs through 4:30.)

3. ENHANCING BACKGROUND KNOWLEDGE

INSTRUCTION FOR TEACHERS

- Show the students the video section entirely first (1:33 to 4:30).
- Then show the video again in segments that correspond with the transcribed text in the Student Guide.
- Pose the guiding question before viewing each section of the video.
- After viewing, read the section of the text aloud to students, modeling appropriate pace and intonation.
- Have students re-read and work independently or in pairs to answer the supplementary questions.
- Remind students to use the side-by-side glossary to find the meanings of words, as needed.
- Review the answers with students.

- Discuss the guiding question and have students work independently or in pairs to respond to the guiding question in writing.
- You may choose to show the video (1:33 to 4:30) in its entirety again at the conclusion of the lesson.

GUIDING QUESTION

How would you describe Cesar Chávez's childhood in your own words? (R.3)

SECTION I. SUPPLEMENTARY QUESTIONS

1. Where was Cesar Chavez raised? (R.1)
Cesar Chavez was raised on his family's Arizona farm.
2. How much education did Cesar Chavez have? (R.1)
He finished the eighth grade.
3. Why was Cesar Chavez forced to quit school? (R.3)
He was forced to quit school because his family lost their farm during the Great Depression.
4. Where did his family go to find work? (R.3)
His family moved to California to work as migrant farm workers.
5. What did Cesar Chavez accomplish? (R.2)
Cesar Chavez became one of the most respected civil rights leaders of the twentieth century.

RESPONSE TO GUIDING QUESTION

How would you describe Cesar Chavez's childhood in your own words? (R.3)

[Anticipated response: Cesar Chavez grew up on a farm in Arizona. He only went to school up to eighth grade. His family had to leave Arizona and go to California to work. His family worked as migrant farm workers. Cesar Chavez grew up to be a very important civil rights leader.]

GUIDING QUESTION

What was Cesar Chavez's vision? (R.2)

SECTION II. SUPPLEMENTARY QUESTIONS

1. How did Cesar Chavez form his opinions? (R.3)
His opinions were created on the job, in the field, with the people.
2. *What did Cesar Chavez challenge people to do? (R.2)
His challenge to all of us was to do what is right for its own sake.

3. What did Cesar Chavez envision? (R.2)

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

4. What was the result of his vision? (R.3)

His vision resulted in the creation of the United Farm Workers of America union.

5. What did Cesar Chavez fight for that continues to be a problem? (R.2)

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

**Note to teacher: This question will necessitate extended explanation/discussion.*

RESPONSE TO GUIDING QUESTION

What was Cesar Chavez 's vision? (R.2)

[Anticipated response: Cesar's vision was to help farm workers to join together, to organize, to fight against what was not right.]

GUIDING QUESTION

What did Cesar Chavez fight for? (R.2)

SECTION III. SUPPLEMENTARY QUESTIONS

1. What rights did Cesar Chavez fight for? (R.1)

Cesar Chavez fought for:

- the right of farm workers to form their own union.
- the right to have clean drinking water in the fields.
- the right to have access to bathrooms.
- the right to stop work to have a lunch break.
- the right to collect unemployment insurance.
- the right to send their children to proper schools.

2. How did Cesar Chavez change America? (R.2)

He challenged injustice.

RESPONSE TO GUIDING QUESTION

What did Cesar Chavez fight for? (R.2)

[Anticipated response: Cesar Chavez fought for many rights for farm workers. He fought for the workers to have a union, to have lunch breaks, to have bathrooms, to

have water to drink in the fields, to have unemployment insurance and to send their children to school.]

GUIDING QUESTION

Did Cesar Chavez believe the changes would come easily? Why or why not? (R.2)

SECTION IV. SUPPLEMENTARY QUESTIONS

1. What perils did Cesar Chavez bring to our attention for the first time? (R.1)
He was the first one to bring our attention to the dangers of pesticides.
2. Who did Cesar Chavez give a voice to? (R.2)
He gave a voice to everyone that really needed to be understood.
3. What did Cesar Chavez promise together with victory? (R.2)
He promised hardship, weariness and suffering, and with these the promise of victory.

RESPONSE TO GUIDING QUESTION

Did Cesar Chavez believe the changes would come easily? Why or why not? (R.2)
[Anticipated response: Cesar believed that change would be difficult. He believed that it would take very hard work. The hard work would lead to victory for the workers.]

GUIDING QUESTION

Why was Cesar Chavez a great world leader?

SECTION V. SUPPLEMENTARY QUESTIONS

1. In what way was Cesar Chavez like Gandhi and Mother Teresa? (R.9)
* He was like them because he touched our hearts and our souls so well and in such a profound way that we move into higher level of understanding within ourselves.
2. How did he fight the injustices he witnessed? (R.2)
He fought the battle with civil disobedience, fasting, and protest.

**Note to teacher: This question will necessitate extended explanation/discussion.*

RESPONSE TO GUIDING QUESTION

Why was Cesar Chavez a great world leader? (R.2)
[Anticipated response: Cesar Chavez was a great world leader because he fought so hard against injustice wherever he saw injustice.]

LESSON THREE

1. REVIEWING STANDARDS AND OBJECTIVES

INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

2. PREVIEWING/REVIEWING THE TEXT

INSTRUCTIONS FOR TEACHERS

- Look at the title with the students.
- Define challenging words
- Ask students to infer what the text is about from the title.
- Use a document camera (if available) to model filling in the answers in the Student Guide.

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? [Anticipated response: An address is a speech or talk.]
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?
[Anticipated answer: He is telling the people about the farm workers and their struggles/hardships/bad working and living conditions.]
3. Why do you think he is telling the elite people about the farm workers? [He is telling them about the farm workers because he wants them to use their power to help make things better for the farm workers.]

3. ACQUIRING AND USING VOCABULARY

STUDENT GLOSSARY

INSTRUCTIONS FOR TEACHERS

Dictionary Skills:

- Tell students that they will be using a special glossary to help them understand Cesar Chavez’s address.
- Demonstrate how to look up words in the alphabetized glossary appendix provided with Module C for lessons about the address (lessons 3-7).
- Point out that words are translated into Spanish and Chinese. (For non-Spanish and Chinese speaking students, you may suggest that students write in their own translations; show them how to use a bilingual dictionary to complete this task.)
- Demonstrate how the translations and definitions help to understand the meanings of the words in context.
- Have the students circle the word if they understand the definition.
- Have the students underline the word if they don’t understand the definition.
- Have students work with a partner to understand the definitions they don’t understand.
- As a class, review the definitions that are still unclear.

4. READING FOR KEY IDEAS AND DETAILS

INSTRUCTIONS FOR TEACHERS

For each section of the text, do the following:

- Pose the guiding question.
- Read the section of the text aloud to students, modeling appropriate pace and intonation.
- Have students work independently or in pairs to answer the supplementary questions.
- Remind students to use their glossary to find the meanings of words, whenever needed.
- Review answers with students.
- Discuss the guiding question and have students work independently or in pairs to respond to the guiding question in writing.
- You may choose to have students listen to the original audio of the speech at

<http://esl-bits.net/listening/Media/CesarChavez/default.html> - this site provides the audio at both slower and faster speeds.

Commonwealth Club Address

Paragraphs 1 and 2

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? Who is responsible for these conditions? (R.3)

SUPPLEMENTARY QUESTIONS

1. Cesar begins his speech by telling about a terrible accident that happened.
What happened? (R.1)
A bus drove in front of a train.
Who was on the bus? (R.1)
Thirty-two Bracero farm workers were on the bus.
2. What does it mean that the Bracero farm workers *lost their lives*? (R.4)
They died.
What might have caused the accident? (R.1)
The bus had been converted from a truck into a bus. The conversion was not approved by the government.
The driver had tunnel vision.
What is tunnel vision? (R.4)
Tunnel vision means that the driver could not see well.
3. Why were the bodies of the workers **unidentified** for days? (R.3)
For many days, no one knew the names of the workers.
Did the grower know their names? (R.1)
The grower did not (did/did not) know their names.
What does this tell us? (R.2)
The grower did not care at all about the farm workers.
4. List four examples of farm workers living in **savage** conditions: (R.1)
The farm workers live in the middle of human excrement and garbage.
Rats gnaw at them when they sleep.
They have to walk many miles to buy food that costs a lot.
They drink water from irrigation ditches.

5. Why does Cesar say that the tomato fields where the farm workers sleep use “the most modern **farm technology**?”(R.3)

This shows that the farm owners choose to spend money on the most modern farm equipment but they don’t choose to spend money for good living conditions 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? Who is responsible for these conditions? (R.2)

[Anticipated response: Cesar wants his audience to know how terrible the working conditions are for the farm workers. He wants them to know that the owners do not care about the farm workers. The owners are responsible for the bad working conditions of the farm workers.]

Commonwealth Club Address

Paragraph 3

GUIDING QUESTION

In paragraph 3, what other evidence does Cesar give for the savage conditions of the farm workers? (R.1)

SUPPLEMENTARY QUESTIONS

1. What is still common in many farm areas? (R.1)
Many farm areas still use children to do work on the farms.
2. What evidence does Cesar give for making the statement that many children do farm work? (R.1)
Thirty percent of garlic in Northern California is harvested by underage children. Children as young as six years old qualify as workers.
About 800,000 underage children harvest crops in America.
3. What does Cesar say about babies born to migrant workers? (R.1)
Babies born to migrant workers have a much higher mortality rate than the rest of the population.
What does this mean? (R.4)
This means that many more babies of migrant workers die 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? (R.1)

The infant mortality rate is 25 percent higher.

4. “Malnutrition for migrant workers’ children is ten times higher than the national rate.” What does this mean? (R.4)

The children of migrant farm workers do not have enough to eat.

5. What does “life expectancy” mean? (R.4)

Life expectancy is the average length of a person’s life

What is the average life expectancy of farm workers? (R.1)

The average life expectancy of farm workers is 49 years.

What is the life expectancy of the average American? (R.1)

The life expectancy of the average American is 73 years.

What does this mean? (R.1)

This means that the average American lives 24 years longer than the average farm worker.

RESPONSE TO GUIDING QUESTION

In paragraph 3, what other evidence does Cesar give for the savage conditions of the farm workers? (R.1)

[Anticipated response: Very young children have to work on the farms. Many babies of farm workers die. Many children of farm workers do not have enough to eat. Farm workers do not live as long as other Americans.]

5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

INSTRUCTIONS FOR TEACHERS

- Review the student instructions.
- Read the speech aloud to students again, modeling appropriate pace and intonation.
- Have students work in pairs to answer the questions.
- Review the answers with the class.

QUESTIONS

1. Cesar uses the word “savage” to describe the conditions of the farm workers. What does “savage” mean? (R.4)
Savage means cruel.
Why does Cesar use this word? (R.5)
Cesar uses this word to emphasize that the working conditions were horrible.
2. Why does Cesar share the story of the dead farm workers at the beginning of his speech? (R.3)
Cesar begins his speech by trying to make his audience feel sorry 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? (R.3)
Paragraph 2 begins with, “Today.”
Paragraph 3 begins with, “Child labor is still common in many farm areas.”

6. ACQUIRING AND USING VOCABULARY - EXTENSION

OPTIONAL STUDENT GLOSSARY ACTIVITY

INSTRUCTIONS FOR TEACHERS

- Explain or review the glossary activity for the lesson already completed by students.
- Have students work independently or in pairs to complete the missing parts of the glossary chart.
- Review the answers with the class.

LESSON FOUR

1. REVIEWING STANDARDS AND OBJECTIVES

INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

2. PREVIEWING/REVIEWING THE TEXT

INSTRUCTIONS FOR TEACHERS

- Review the student instructions.
- Share with students that they will use everything they have learned in lessons 1, 2, and 3 of this module to help them understand the Commonwealth Club address.
- Review key background concepts and knowledge from lessons 1, 2, and 3 as needed.

3. ACQUIRING AND USING VOCABULARY

PART A: STUDENT GLOSSARY

INSTRUCTIONS FOR TEACHERS

Dictionary Skills:

- Tell students that they will be using a special glossary to help them understand Cesar Chavez’s address.
- Demonstrate how to look up words in the alphabetized glossary appendix provided with Module C for lessons about the address (lessons 3-7).
- Point out that words are translated into Spanish and Chinese. (For non-Spanish and Chinese speaking students, you may suggest that students write in their own translations; show them how to use a bilingual dictionary to complete this task.)
- Demonstrate how the translations and definitions help to understand the meanings of the words in context.
- Have the students circle the word if they understand the definition.
- Have the students underline the word if they don’t understand the definition.
- Have students work with a partner to understand the definitions they don’t understand.
- As a class, review the definitions that are still unclear.

PART B: KEY VOCABULARY

INSTRUCTIONS FOR TEACHERS

- Select one or two key vocabulary words to pre-teach (optional).
- Pre-teach vocabulary using the example provided in the student materials as a guide (about the word *rage*).
- Read the description of the vocabulary words as students follow along.
- Have students complete the sentence frame in pairs.
- For Partner Talk, invite one or two pairs to share their responses to the sentence frame.

4. READING FOR KEY IDEAS AND DETAILS

INSTRUCTIONS FOR TEACHERS

For each section of the text, do the following:

- Pose the guiding question.
- Read the section of the text aloud to students, modeling appropriate pace and intonation.
- Have students work independently or with a partner to answer the supplementary questions.
- Remind students to use their glossary to find the meanings of words, whenever needed.
- Review the answers with students.
- Discuss the guiding question and have students work independently or in pairs to respond to the guiding question in writing.

Commonwealth Club Address

Paragraphs 4 and 5

GUIDING QUESTION

Why does Cesar Chavez want to help farm workers so much? What is his only hope?
(R.2)

SUPPLEMENTARY QUESTIONS I. (Paragraphs 4 and 5)

1. What does Cesar say is his one goal in life? (R.1)
Cesar's goal in life is to overthrow the farm labor system.

What does “overthrow” mean? (R.4)

“Overthrow” means to get rid of or to be free of.

Why did he want to change the farm labor system? (R.3)

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

2. When was Cesar’s dream born? (R.1)

Cesar’s dream began when he was young.

What phrase tells you this? (R.1)

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

“That dream was born in my youth... “

3. From where did Cesar’s motivation come? (R.3)

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

4. What did Cesar see when he was young that made him angry? (R.1)

People like him could not see a movie or eat at a restaurant in many places in California.

He could not understand how the growers could treat the farm workers so badly.

Commonwealth Club Address

Paragraph 6

SUPPLEMENTARY QUESTIONS II. (Paragraph 6)

1. What does exploitation mean? (R.4)

Exploitation means taking advantage 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? (R.2)

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

What is another name for urban community? (R.4)

Another name for urban community is city.

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

Mexican Americans needed to organize:

they needed to become citizens;
they needed to register to vote; and
people like Cesar needed to develop the skills to organize, to educate, and to empower 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?
(R2)

[Anticipated Response: Cesar Chavez wanted to help farm workers because he saw how badly farm workers were treated. Cesar grew up as a farm worker. He saw people of his color not treated fairly. His experiences made him feel rage. His only hope was to organize the Mexican-American people so they would have the power and influence to change the system of exploitation.]

5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

INSTRUCTIONS FOR TEACHERS

- Review the student instructions.
- Have students read the speech again.
- Have them work with a partner to answer the questions.
- Review the answers with the class.

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? (R.5)

Cesar compares the farm workers to agricultural implements.

What is another word for implements? (R.4)

Another word for implements is tools.

He also compares the farm workers to chattel.

What does this word mean?(R.4)

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

2. Cesar uses strong words in his speech like **rage**, **frustration**, **humiliation**, **abuse**, and **exploit**? Why does he use these powerful words? (R.5)

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

6. ACQUIRING AND USING VOCABULARY - EXTENSION

OPTIONAL STUDENT GLOSSARY ACTIVITY

INSTRUCTIONS FOR TEACHER

- Explain or review the glossary activity for the lesson already completed by the student.
- Have students work independently or in pairs to complete the missing parts of the glossary chart.
- Review the answers with the class.

LESSON FIVE

1. REVIEWING STANDARDS AND OBJECTIVES

INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

2. PREVIEWING/REVIEWING THE TEXT

INSTRUCTIONS FOR TEACHERS

- Tell students that in the previous section of the speech they learned why Cesar was so motivated to help the farm workers.
- Remind them we learned about his hopes and dreams.
- In this section of the speech, tell students that they will review and learn more about the union he helped to create.
- Have students read and discuss what a union is using the questions below.
- Use a document camera (if available) to model completion of the answers to the questions.

QUESTIONS

1. What is a union?

A union is an organization of workers who join together to be sure that they are being treated fairly by their employers. [Extension: Discuss what “being treated fairly” means based on what the students have learned so far about good vs. bad working conditions.]

2. Who were the employers of the farm workers?

The employers of the farm workers were the growers.

What did the growers own?

The growers owned the farms.

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

4. The union helped the farm workers get better living and working conditions.

What was the name of the union?

The name of the union was the United Farm Workers (UFW) Union.

3. ACQUIRING AND USING VOCABULARY

PART A. STUDENT GLOSSARY

INSTRUCTIONS FOR TEACHERS

Dictionary Skills:

- Tell students that they will be using a special glossary to help them understand Cesar Chavez’s address.
- Demonstrate how to look up words in the alphabetized glossary appendix provided with Module C for lessons about the address (lessons 3-7).
- Point out that words are translated into Spanish and Chinese. (For non-Spanish and Chinese speaking students, you may suggest that students write in their own translations; show them how to use a bilingual dictionary to complete this task.)
- Demonstrate how the translations and definitions help to understand the meanings of the words in context.
- Have the students circle the word if they understand the definition.
- Have the students underline the word if they don’t understand the definition.
- Have students work with a partner to understand the definitions they don’t understand.
- As a class, review the definitions that are still unclear.

PART B: KEY VOCABULARY

INSTRUCTIONS FOR TEACHERS

- Select one or two key vocabulary words to pre-teach (optional).
- Pre-teach vocabulary using the example provided in the student materials as a guide (about the word *Bill of Rights*).
- Read the descriptions of the vocabulary words as students follow along.
- Have students complete the sentence frame in pairs.
- For Partner Talk, invite one or two pairs to share their responses to the sentence frame.

4. READING FOR KEY IDEAS AND DETAILS

INSTRUCTIONS FOR TEACHERS

For each section of the text, do the following:

- Pose the guiding question.
- Read the section of the text aloud to students, modeling appropriate pace and intonation.

- Have students work independently or in pairs to answer the supplementary questions.
- Remind students to use their glossary to find the meanings of words, whenever needed.
- Review the answers with students.
- Discuss the guiding question and have students work independently or in pairs to respond to the guiding question in writing.

Commonwealth Club Address

Paragraph 7

GUIDING QUESTION

What did Cesar Chavez believe he had to do to be happy? (R.2)

Why hasn't what we had done before been enough? (R.4)

SUPPLEMENTARY QUESTIONS I. (Paragraph 7)

1. What did Cesar do for many years? (R.1)

He learned how to work with people.

2. What successes did the farm workers' union have? (R.1)

There were successes in voter registration. What does voter registration mean? (R.4)

Voter registration means getting people to sign up to vote. The union was getting Hispanics to sign up to vote.

There were successes in politics. What does that mean? (R.4)

Success in politics means that Hispanics were getting positions of power in business and government.

There were successes in battling racial discrimination. What does that mean? (R.4)

Battling racial discrimination means fighting against discrimination based on race and skin color.

3. In that era, what were Black Americans beginning to do? (R.1)

Black Americans were beginning to say in a strong way that they wanted their civil rights.

Black Americans were beginning to assert their civil rights.

4. At that time, were Hispanics politically aware? (R.1)

Hispanics were not (were/were not) politically aware.

The text says that political awareness among Hispanics was almost non-existent.

5. What did Cesar know that he had to try to do? (R.2)

Cesar had to try to organize the farm workers.

What does this mean? (R.4)

Cesar had to try to help the farm workers join together to fight for their civil rights.

RESPONSE TO GUIDING QUESTION

What did Cesar Chavez believe he had to do to be happy?

Why wasn't what he had done before been enough? (R.2)

[Anticipated response: Cesar Chavez believed he could not be happy unless he tried to organize the farm workers. Hispanics were beginning to have some successes, for example, in voting, in politics, in fighting discrimination, but most Hispanics were not yet politically aware. Cesar wanted to help the farm workers to become politically aware. He wanted the farm workers to fight for their rights.]

Commonwealth Club Address

Paragraphs 8 and 9

GUIDING QUESTION

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

SUPPLEMENTARY QUESTIONS II. (Paragraphs 8 and 9)

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

We know that not all people like the union because the first line in paragraph 8 says, "those who attack our union..."

2. Why do the people who do not like the union say the union is dangerous? (R.3)

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

3. Does Cesar believe that the union is a civil rights movement? (R.2)

He half believes the union is a civil rights movement.

What does this mean? (R.4)

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? (R.4)

The union takes care of the basic needs of the people, like food and houses.

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? (R.2)

The union is not dangerous because it represents people’s rights under the Bill of Rights.

6. How did the union fight injustice against Hispanic people (“our people,” line 14)? (R.2)

He fought injustice by organizing 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? (R.2)

[Anticipated response: Cesar Chavez does not believe the farm workers’ union is dangerous. There are people who attack the union. These people say that the union is dangerous. These people believe the union is a civil rights movement and that civil rights movements are dangerous. Cesar agrees that the union is a civil right movement: the farm workers are fighting for their rights. These rights are in the U.S. Bill of Rights. To Cesar, the movement is not dangerous.]

5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

INSTRUCTIONS FOR TEACHERS

- Have the students read the speech again.
- Have them 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? (R.4)

Cesar uses these phrases to show [*anticipated answer*: how deeply Cesar cares about the farm workers].

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 (R.5)?

On lines 10-12 Cesar says that the 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 survive.”

On which lines does he show that it is more than just a union? (R.5)

On lines 12-13, Cesar says, “the UFW has always been something more than a union... if you believe in the Bill of Rights.”

6. ACQUIRING AND USING VOCABULARY - EXTENSION

OPTIONAL STUDENT GLOSSARY ACTIVITY

INSTRUCTIONS FOR TEACHERS

- Explain or review the glossary activity for the lesson already completed by the student.
- Have students work independently or in pairs to complete the missing parts of the glossary chart.
- Review the answers with the class.

LESSON SIX

1. REVIEWING STANDARDS AND OBJECTIVES

INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

2. PREVIEWING/REVIEWING THE TEXT

INSTRUCTIONS FOR TEACHERS

- Tell students that in the previous section of the speech they learned how strongly Cesar believed in the union.
- Remind them that they also learned that the union was more than a union.
- Review using the questions in the student guide.
- Use a document camera (if available) to model completion of the answers to the questions.
- After discussing the questions, tell the students they will now read about how the struggle of the farm workers helped *all* Hispanics in the United States.

QUESTIONS

1. How do you know that Cesar Chavez felt so strongly about the union?
[*Anticipated response:* Cesar Chavez could not be happy unless he worked to organize the farm workers.]
2. Why was the union more than a union?
[*Anticipated response:* The union helped the farm workers get better living and working conditions like all unions do. The union was also a civil rights movement that fought for the rights of its members, the farmworkers.]

3. ACQUIRING AND USING VOCABULARY

PART A: STUDENT GLOSSARY

STUDENT GLOSSARY

INSTRUCTIONS FOR TEACHERS

Dictionary Skills:

- Tell students that they will be using a special glossary to help them understand Cesar Chavez's address.
- Demonstrate how to look up words in the alphabetized glossary appendix provided with Module C for lessons about the address (lessons 3-7).

- Point out that words are translated into Spanish and Chinese. (For non-Spanish and Chinese speaking students, you may suggest that students write in their own translations; show them how to use a bilingual dictionary to complete this task.)
- Demonstrate how the translations and definitions help to understand the meanings of the words in context.
- Have the students circle the word if they understand the definition.
- Have the students underline the word if they don't understand the definition.
- Have students work with a partner to understand the definitions they don't understand.
- As a class, review the definitions that are still unclear.

4. READING FOR KEY IDEAS AND DETAILS

INSTRUCTIONS FOR TEACHERS

For each section of the text, do the following:

- Pose the guiding question.
- Read the section of the text aloud to students, modeling appropriate pace and intonation.
- Have students re-read and work independently or in pairs to answer the supplementary questions.
- Remind students to use their glossary to find the meanings of words, whenever needed.
- Review the answers with students.
- Discuss the guiding question and have students work independently or in pairs to respond to the guiding question in writing.

Commonwealth Club Address

Paragraphs 10 through 12

GUIDING QUESTION

How did the struggle for the rights of farm workers help all Hispanics in the United States? (R.2)

SUPPLEMENTARY QUESTIONS I. Paragraph 10–12

1. What were the signs that the union had success? (R.2)
More Chicanos were going to college.

More Hispanics were running for office.

What does Hispanics were “running for office” mean? (R.4)

Hispanics were trying to get elected to government positions.

Hispanic people started asserting their rights across the land.

What does “across the land” mean? (R.4)

“Across the land” means “all over the United States.”

2. What signal did the farm workers’ union send to all Hispanics in the United States? (R.2)

The union signaled that Hispanics were fighting for their dignity.

They were overcoming injustice.

How were they overcoming injustice? (R.2)

They were overcoming injustice by giving power to the farm workers who had little education and who were the poorest of all the Hispanics.

3. What does it mean when Cesar says, “if it could happen in the fields, it could happen anywhere?” (R.4)

Cesar meant that if farm workers could fight for better rights, then Hispanics 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? (R.2)

He spoke with many thousands of Hispanic people.

People told him that the farm workers gave them hope and the inspiration 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? (R.2)

[Anticipated response: The farm workers’ struggle helped all Hispanics in the United States assert their rights all across the United States. Hispanic people were going to college and running for office. Hispanics were overcoming injustice. If the poor and less educated farm workers were given power, then all other Hispanics could have power, too. The farm workers’ union gave the Hispanic people hope and inspiration.]

5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

INSTRUCTIONS FOR TEACHERS

- Have the students read the speech again.
- Have students with a partner to answer the questions.
- Students may use the word bank to help them.
- Review definitions that are unclear with the class.

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? (R.4)
These words change the feeling or mood of the speech from sad to hopeful.
2. How do you think the audience felt when Cesar spoke these words? (R.4)
The words probably made the audience feel positive (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?” (R.5)
In paragraph 12, 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 TEACHER

- Explain or review the glossary activity for the lesson already completed by the student.
- Have students work independently or in pairs to complete the missing parts of the glossary chart.
- Review the answers with the class.

LESSON SEVEN

1. REVIEWING STANDARDS AND OBJECTIVES

INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

2. PREVIEWING/REVIEWING THE TEXT

INSTRUCTIONS FOR TEACHERS

- Tell students that in the previous section of the speech they learned how the farm workers' union helped all Hispanic people in the United States.
- Let students know that this is the last section of the speech that they will read.
- Tell students that they will learn more about the successes of the union in this section.

3. ACQUIRING AND USING VOCABULARY

STUDENT GLOSSARY

INSTRUCTIONS FOR TEACHERS

Dictionary Skills:

- Tell students that they will be using a special glossary to help them understand Cesar Chavez's address.
- Demonstrate how to look up words in the alphabetized glossary appendix provided with Module C for lessons about the address (lessons 3-7).
- Point out that words are translated into Spanish and Chinese. (For non-Spanish and Chinese speaking students, you may suggest that students write in their own translations; show them how to use a bilingual dictionary to complete this task.)
- Demonstrate how the translations and definitions help to understand the meanings of the words in context.
- Have the students circle the word if they understand the definition.
- Have the students underline the word if they don't understand the definition.
- Have students work with a partner to understand the definitions they don't understand.
- As a class, review the definitions that are still unclear.

4. READING FOR KEY IDEAS AND DETAILS

INSTRUCTIONS FOR TEACHERS

For each section of the text, do the following:

- Pose the guiding question.
- Read the section of the text aloud to students, modeling appropriate pace and intonation.
- Have students re-read and work independently or in pairs to answer the supplementary questions. (Remind students to use their glossary to find the meanings of words, whenever needed.)
- Review the answers with students.
- Discuss the guiding question and have students work in pairs to respond to the guiding question in writing.

Commonwealth Club Address

Paragraphs 13 and 14

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? (R.2)

SUPPLEMENTARY QUESTIONS I. Paragraph 13-14

1. What is an indication of union success that we read about in paragraph 13? (R.1)
Children and grandchildren of farm workers are moving out of the fields and barrios and into professions, business, and politics.
What does this mean? (R.4)
This means that Hispanics are getting better jobs, opening businesses, and running for office.
2. What other injustices has the union helped farm workers to overcome (paragraph 14)? (R.1)
For example, the union has helped farm workers overcome child labor.
What does that mean? (R.4)
The union helped stop growers from using children to work on the farms.
The union has helped the farm workers overcome miserable wages.
What does this mean? (R.4)
The union helped the farm workers get better pay.
The union has helped the farm workers get better working conditions.

The union helped to stop sexual harassment of women.

The union helped to stop discrimination in employment.

The union helped to stop the use of dangerous pesticides.

Why are pesticides dangerous? (R.1)

Pesticides poison 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 union do for the farm workers? How did the union do this? (R.2)

[Anticipated response: The union led to many achievements. It led to better working conditions for farm workers. Children did not have to work in the fields. The workers were paid better. Women were not harassed. There was less discrimination in the work place. Pesticides did not poison the workers. The union did this by organizing the farm workers. Working together, the farm workers were very strong. They gained power and influence for themselves.]

5. REVISITING THE TEXT FOR CRAFT AND STRUCTURE

INSTRUCTIONS FOR TEACHER

- Have students read the speech again.
- Have them work 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? (R.4)

Cesar repeats the word overcoming 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? (R.5)

In paragraph 13 on lines 4 and 5 Cesar says, "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 diminish."

6. ACQUIRING AND USING VOCABULARY - EXTENSION

OPTIONAL STUDENT GLOSSARY ACTIVITY

INSTRUCTIONS FOR TEACHER

- Explain or review the glossary activity for the lesson already completed by the student.
- Have students work independently or in pairs to complete the missing parts of the glossary chart.
- Review the answers with the class.

MODULE D:
PUTTING IT ALL TOGETHER: WRITING
ABOUT WORKING CONDITIONS
TEACHER GUIDE

LESSON ONE

1. REVIEWING STANDARDS AND OBJECTIVES

INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

2. PREVIEWING/REVIEWING THE TEXT

INSTRUCTIONS FOR TEACHERS

- Tell students that they will read a new text.
- Share the title of the article with the students and ask them to predict what the article is about.
- The text is from a Newsela article entitled, “Child workers are getting sick while harvesting tobacco on U.S. farms.” <https://newsela.com/articles/tobacco-picking/id/4011/> You will need to access the text for your students; it is not reprinted in the student guide.
- The Mid Lexile Level (1030L) of the text is used in this lesson.
- Have students who need more scaffolding read the same text at a lower lexile level; have students who need a greater challenge read the same text at a higher lexile level.

3. ACQUIRING AND USING VOCABULARY

INSTRUCTIONS FOR TEACHERS

Dictionary Skills:

- Tell students that they will be using a special glossary to help them understand Cesar Chavez’s address.
- Demonstrate how to look up words in the alphabetized glossary appendix provided with Module C for lessons about the address (lessons 3-7).
- Point out that words are translated into Spanish and Chinese. (For non-Spanish and Chinese speaking students, you may suggest that students write in their own translations; show them how to use a bilingual dictionary to complete this task.)
- Demonstrate how the translations and definitions help to understand the meanings of the words in context.
- Have the students circle the word if they understand the definition.

- Have the students underline the word if they don't understand the definition.
- Have students work with a partner to understand the definitions they don't understand.
- As a class, review the definitions that are still unclear.

4. READING FOR KEY IDEAS AND DETAILS

INSTRUCTIONS FOR TEACHERS

For each section of the text, do the following:

- Pose the guiding question.
- Read the section of the text aloud to students, modeling appropriate pace and intonation.
- Have students work independently or in pairs to answer the supplementary questions.
- Remind students to use their glossary to find the meanings of words as needed.
- Review answers with students.
- Discuss the guiding question and have students work independently or in pairs to respond to the guiding question in writing.

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? (R.2)

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

6. What do you see in the **photograph**? (R.1)
Farm workers are working in a field of plants.
7. What does the **headline** tell us about the kind of plants in the photograph? (R.1)
The plants are tobacco plants.
What does the headline tell us about who is working on the tobacco farms? (R.1)
Children are working on the tobacco farms.
What do the children do on the tobacco farms? (R.2)
The children are harvesting the tobacco.
What does “harvest” mean? (R.4)

It means that the children gather the leaves from the tobacco plants.

What is the problem? (R.2)

The children are getting sick.

3. Look at the **caption** under the photograph.

What does the caption say the farm workers are doing? (R.1)

The farm workers are hoeing weeds.

What does “hoeing weeds” mean? (R.4)

“Hoeing weeds” means to remove the plants that are not tobacco.

Where is the tobacco farm? (R.1)

The tobacco farm is in Kentucky.

What time of day was the picture taken? (R.1)

The photo was taken during the morning.

On what date was the photo taken? (R.1)

The photo was taken on July 10, 2008.

*Note to teacher: **Burley tobacco** is a light air-cured tobacco used primarily for cigarette production. In the United States, it is produced in an eight-state belt with approximately 70% produced in Kentucky. Tennessee produces approximately 20%, with smaller amounts produced in Indiana, North Carolina, Missouri, Ohio, Virginia, Maryland, Pennsylvania, and West Virginia.*

SUPPLEMENTARY QUESTIONS II. (Introductory Paragraphs)

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

You have to be eighteen years old.

Can you work on a tobacco farm if you are younger than eighteen? How do you know? (R.1)

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

What does “toil” mean? (R.4)

“Toil” means to work hard.

What words tell you about the working conditions of the children? (R.5)

The working conditions are hazardous and sweltering.

What does “hazardous” mean? (R.4)

“Hazardous” means dangerous.

What does “sweltering” mean? (R.4)

“Sweltering” means very hot.

Why is the work hazardous? (R.1)

The work is hazardous because the tobacco leaves contain nicotine and pesticides.

2. Where did the information in the report come from? (R.1)

The report came from interviews with 140 children.

Where do these children work? (R.1)

They work on tobacco farms.

3. What does the report recommend (say should happen)? (R.2)

The report recommends that state governments and tobacco companies should protect children.

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

1. Is the United States protecting child farmworkers? How do you know? (R.2)

No, the U.S. does not (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] health and safety.”

Why do children working on tobacco farms get sick? (R.1)

They get sick because they get covered by pesticides and they have no protective gear.

What is “protective gear”? (R.4)

Protective gear are special masks and clothes that protect workers from dangerous conditions.

2. What are three symptoms of nicotine poisoning? (R.1)

Three symptoms of nicotine poisoning are feeling nauseous, vomiting, and headaches.

What is the name for nicotine poisoning? (R.1)

Nicotine poisoning is called Green Tobacco Sickness.

How do workers get this sickness? (R.1)

They get the sickness when they touch the tobacco plants.

3. What did the children say about their working conditions? (R.2)

They said they work long hours without overtime pay.

What is “overtime pay”? (R.4)

“Overtime pay” is money that a worker should get when they work more than 40 hours a week.

4. How young can children be to work on any size farms? (R.1)

Children can be as young as 12 years old to work on any size farm.

How young can children be to work on a small farm? (R.1)

Children can work on a small farm at any age.

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? (R.3)

These changes were not made (were made/were not made). The text says, “these suggested changes were withdrawn in 2012.”

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

Who did the people who wrote the report meet with? (R.1)

The people met with the world’s biggest cigarette makers and tobacco suppliers.

3. What did seventeen-year-old Erick Garcia say about conditions in the tobacco fields? (R.1)

He said they are inhumane.

What does “inhumane” mean? (R.5)

“Inhumane” means that the conditions are cruel.

4. Where does Garcia think kids should be? (R.1)

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

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

What does he say? (R.3)

He says, “It’s hard manual labor, but there’s nothing wrong with hard manual labor.”

What does “it” mean in the sentence above? (R.4)

It means children working on tobacco farms.

RESPONSE TO 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? (R.2)

[Anticipated response: Working in the tobacco fields can make children sick. The nicotine in the tobacco can make children feel nauseous, vomit, and have headaches. The pesticides can poison the children. The sweltering conditions can also make them feel sick.] [I agree with Erick Garcia. Children should not work on tobacco farms. They should be in school.] or [I agree with Sen. Paul Hornback. Children should work on tobacco farms. There is nothing wrong with manual labor.]

5. ACQUIRING AND USING VOCABULARY - EXTENSION

OPTIONAL STUDENT GLOSSARY ACTIVITY

INSTRUCTIONS FOR TEACHER

- Review the glossary activity with the whole class.
- Have students work independently or in pairs to complete the missing parts of the glossary chart.
- Review the answers with the class.

LESSON TWO

1. REVIEWING STANDARDS AND OBJECTIVES

INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

2. PREPARING TO WRITE - DISCUSSION

INSTRUCTIONS FOR TEACHERS

- Lead an oral discussion with students about what they have learned about working conditions in the United States through the years. See suggested discussion questions below.
- Explain to students that they will write a five paragraph essay about working conditions in the U.S. based on the reading in the unit.

DISCUSSION QUESTIONS

- What were working conditions like at the time that the book Lyddie took place? (R.2) [Suggested answer: Workers and, in particular, children, suffered from very bad working conditions. They often worked long hours for very little pay. The factories were noisy and the machines were dangerous.]
- What were the working conditions like for Hispanic farm workers in California at the time Cesar delivered his address? (R.2) [Suggested answer: The farm workers suffered from very bad working conditions. They worked with dangerous pesticides. They had terrible housing (rats could gnaw at their feet while they slept). They did not have clean water to drink (the water came from the irrigation ditches). They often did not have a bathroom. They worked long hours for very little pay and often did not have enough to eat because they had to pay such high prices for food.]
- What are the working conditions like today for the children who work on tobacco farms? (R.2) [Suggested answer: Their work is hazardous and unhealthy. The children are exposed to pesticides and nicotine. They get sick often. They work long hours, often in extreme heat. They are paid little. Many people think the children should be in school rather than working in the fields.]

- Based on what we read, are there still problems with working conditions in the United States today? [Suggested answer: Based on the reading, working conditions have not improved.]

3. PREPARING TO WRITE – USING PARAGRAPH FRAMES

INSTRUCTIONS FOR TEACHERS

- Explain the paragraph-frame graphic-organizers to the students and complete the first paragraphs together. (Note that the paragraph frame provides a structure for developing a five-paragraph essay consisting of an introduction, three body paragraphs, and a conclusion.)
- Have students work independently or in pairs to complete the remaining frames. Students who need greater support may complete both paragraph frames; students with lesser need for support may complete paragraph frame II only.
- Review the answers together.

PARAGRAPH FRAME I.

<u>Working Conditions in the U.S.: The Late 1800s to Today</u>	
Introduction	<p>Working conditions <u>have not</u> (have/have not) changed much over time for many workers in the <u>United States</u>.</p> <ul style="list-style-type: none"> • Detail: In the late 1800s when Lyddie took place, <u>working conditions</u> were not good for workers, especially children, who worked in the textile mills. • Detail: In the late 1900s, when Cesar Chavez worked with the <u>farm workers</u> in California, working conditions were not good. • Detail: Today, many workers still <u>do not</u> (do/do not) have good working conditions. For example, children are <u>suffering</u> on tobacco farms.
Body 1. What we learned from Lyddie	<p>Working conditions <u>were not</u> good for workers in the late 1800s.</p> <ul style="list-style-type: none"> • Detail: The factories were very <u>noisy</u>. • Detail: Many of the workers were <u>children</u>. • Detail: The workers worked <u>long hours</u> and were paid very <u>little</u>.

<p>Body 2.</p> <p>What we learned from Cesar Chavez’s speech</p>	<p>Working and living conditions were <u>bad</u> for the farm workers in the late 1900s.</p> <ul style="list-style-type: none"> • Detail: Farm workers were exposed to dangerous <u>pesticides</u> in the fields. • Detail: They lived in terrible places where rats could <u>gnaw</u> at their feet. • Detail: They made such little <u>money</u> that they often did not have enough to <u>eat</u>.
<p>Body 3.</p> <p>What we learned about children working on tobacco farms</p>	<p>Working conditions are <u>bad</u> today for workers like the children who work on tobacco farms.</p> <ul style="list-style-type: none"> • Detail: Children who work on tobacco farms get sick from the <u>hazardous</u> conditions. • Detail: They work in <u>extreme heat</u>. • <u>Detail</u>: Many people think that children should not work on the farms. They should be in <u>school</u>.
<p>Conclusion</p>	<p>Many workers in the past and many workers today <u>do not have</u> good working conditions.</p> <ul style="list-style-type: none"> • Detail: The workers do not have <u>safe</u> and <u>healthy</u> working environments. • Detail: The workers do not have fair work <u>hours</u>. • Detail: The workers do not receive fair <u>pay</u> for the work they do.

PARAGRAPH FRAME II.

<p>Introduction</p>	<p style="text-align: center;"><u>Working Conditions in the U.S.: The Late 1800s to Today</u></p> <p>Working conditions <u>have not</u> changed much over time for workers in the United States.</p> <ul style="list-style-type: none"> • Detail: • Detail: • Detail:
<p>Body 1.</p>	<p>Working conditions <u>were not</u> good for textile workers in the late 1800s.</p> <ul style="list-style-type: none"> • Detail:

What we learned from Lyddie	<ul style="list-style-type: none"> • Detail: • Detail:
Body 2. What we learned from Cesar Chavez’s speech	<p>Working and living conditions were <u>bad</u> for the farm workers in the late 1900s.</p> <ul style="list-style-type: none"> • Detail: • Detail: • Detail:
Body 3. What we learned about children working on tobacco farms	<p>Working conditions are <u>bad</u> today for workers like the children who work on tobacco farms.</p> <ul style="list-style-type: none"> • Detail: • Detail: • Detail:
Conclusion	<p>Many workers in the past and many workers today have <u>do not have</u> good working conditions.</p> <ul style="list-style-type: none"> • Detail: • Detail: • Detail:

3. PREPARING TO WRITE AND WRITING – THE FINAL PRODUCT

INSTRUCTIONS FOR TEACHERS

- Have the students use their completed paragraph frame(s) to write about working conditions in the United States over time.
- Guide students in writing their essays in their own words, as appropriate.
- Differentiate as needed. For example, beginning-level students may be given the option of writing their essay taking the information directly from the paragraph

frame(s), while intermediate students may write as much of the essay as they can in their own words.

- The first paragraph has been done for the students.

LESSON THREE

1. REVIEWING STANDARDS AND OBJECTIVES

INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

2. ACQUIRING AND USING VOCABULARY

INSTRUCTIONS FOR TEACHERS

- Share with students that they will learn more about working conditions in the United States today.
- Tell them they will learn about working conditions by interviewing a family member or family friend about the working conditions where they work.
- In preparation for the assignment, they will need to read directions and learn special vocabulary associated with the assignment (and bolded in the directions).
- Read and discuss the directions for the assignment together.
- Have students use the glossary to help them understand the directions.

3. DEVELOPING SPEAKING AND LISTENING

INSTRUCTION FOR TEACHERS

- Review student instructions with the class.
- Explain to students that they will interview a family member or family friend using the interview questions provided. (Students can add questions to the list, if they'd like.)
- Discuss the assignment with the students. (Keep in mind that there can be sensitivity about asking students to seek out information about employment from family or family friends. Students should obtain permission from the interviewee to conduct the interview. They should only ask individuals who are comfortable answering the questions.)
- Indicate that the students may conduct the interviews in English or in their home language. The interviewees should remain anonymous. The students should not report the name of the person. They should use a pseudonym for the person's name.
- Review the interview questions with students.

- Conduct a role play in which you and the students use the interview form to act as interviewers and interviewees.

LESSON FOUR

1. REVIEWING STANDARDS AND OBJECTIVES

INSTRUCTIONS FOR TEACHERS

- Review the standards and objectives with students.

2. WRITING

INSTRUCTION FOR TEACHERS

- Review student instructions with the class.
- Guide students in using their interview responses to complete the paragraph frame.
- Guide students in summarizing their reports in their own words, as appropriate. (Provide the level of scaffolding needed for individual students. For example, beginning level students may be given the option to use the paragraph frame only without being required to summarize the story in their own words. Intermediate level students may be given the option to omit the paragraph frame and move directly from the interview form to summarizing the story in their own words.)
- As needed, give students the option to write the story in their home language first, and then translate into English.