

Cesar Chavez

Lesson Plan for Grades 3-5

Studies Weekly ELA Standards	SW.RL.3, SW.RI.2, SW.RI.7, SW.RI.8, SW.RF.3, SW.RF.4, SW.RF.4.A, SW.W.1, SW.W.1.B, SW.W.3.B, SW.SL.1, SW.SL.1.C, SW.SL.1.D, SW.SL.2
Materials List	<input type="checkbox"/> Smartboard <input type="checkbox"/> Response journals
Approximate Time	45 minutes, excluding a 1-3 minute article
Balanced Literacy Format	Shared Reading
Lesson Presentation Format	Whole Group
Specific/Research-based Strategies	Response Journal Writing
Differentiated Instruction	The article is on the Smartboard and is read aloud for the visual and auditory learners.
Enrichment Activity	Students can create a timeline of migrant workers from the Great Depression to current day.
Quiz / Short Answer Formative Assessment	<ol style="list-style-type: none"> How did Cesar Chavez help his people? Why do you think the migrant workers were treated badly? Why was it important to strike? What is a union? What do you think “yes it can be done” means? Another title for the video could be...
Answer Key / Complexity Level	<ol style="list-style-type: none"> He helped them by forming a union to make their working and living conditions better (LOW/2) They were treated badly because many were poor, did not speak fluent English, and were undereducated. (LOW/2-3) A strike showed the farm owners that the workers were serious about their demands. (LOW/2-3) A union is a group that is formed to protect workers’ rights. (LOW/2) Answers will vary but should include that what the workers are trying to achieve can be accomplished. (LOW/4)

Activity Directions for the Teacher

1. When the students come in, have those with blue or red shirts sit on one side of the room and those with white or green shirts on the other. (If your school enforces a dress code, use that to split the class into two groups.)
2. Tell the students that they are going to have a pop quiz, but those who are sitting on the side with the blue or red shirts do not have to take it, and they will get a score of 100%.
3. Listen to the complaints from the students wearing white or green shirts. Then explain that yes, it is unfair, and that we will be learning about a man named Cesar Chavez who saw that his people were not being treated fairly. He worked hard to fight for equal rights for migrant workers.
4. Share the article about Cesar Chavez on the Smartboard. Read the article together; Week 2, Page 3: <https://app.studiesweekly.com/online/publications/137950/units/138336#/articles/147131>
5. Discuss the article with the class.
6. Ask the class if they know what virtue is. Tell them that it means to have moral excellence; a need to conduct your life with righteousness. How did Chavez show that he had virtue?
7. Have the students write in their response journals to answer this: Many consider Cesar Chavez an American hero. Do all heroes need to possess virtue?