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Steinbeck Institute 2016

Semester-long Thematic Unit for High School ELLs

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| **Unit Overview: Migrant Workers and Shifts in Power** (in development) | | |
| **Essential Questions:**   * What responsibilities do individuals have to society? What responsibilities does society have to individuals? * Whose responsibility is it to fight for those who are being exploited by someone or something more powerful? * What factors might motivate you to fight for a cause? * What causes some social movements to succeed while others fail? * How can we affect social change in a nonviolent way? * What does it mean to be empowered? * What does the phrase “economic justice” mean to you? * Whose responsibility is it to alleviate economic disparity in our nation? | | |
| **Content Area Standards** | | |
| **Historical Understanding**  Standard 2: Understands the historical perspective  Benchmark 1. Analyzes the values held by specific people who influenced history and the role their values played in influencing history.  Benchmark 2. Analyzes the influences specific ideas and beliefs had on a period of history and specifies how events might have been different in the absence of those ideas and beliefs. | | |
| **Common Core Standards** | | |
| **Speaking/Listening**  Standard 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.  Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  Standard 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.  **Presentation of Knowledge and Ideas**  Standard 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.  Standard 5 Make strategic use of a digital media and visual displays of data to express information and enhance understanding of presentations. | **Reading**  **Key Ideas and Details**  Standard 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.  Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  **Integration of Knowledge and Ideas**  Standard 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. | **Writing**  **Text Types and Purposes**  Standard 1. Writes arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  Standard 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**  Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  **Research to Build and Present Knowledge**  Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  Standard 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.  Standard 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. |

**Curriculum Map**

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| **1st marking period:**  **Developing Schema** | **2nd marking period:**  **Novel Study** | **3rd marking period:**  **Extending Understanding** |
| Introduction:  US Mexican War tea party (Zinn Education Project)  Historical Case Studies:   * *Dandelions* by Eve Bunting (children’s book) * Diego Rivera murals * Operation Bootstrap (Center for Puerto Rican Studies) * Songs featuring Tom Joad, clips from *Grapes of Wrath* film * Dorothea Lange photography * Visual Atlas of Steinbeck’s California   Diagnostic argumentative essay:  Journalistic photography – artistic or invasive? Is journalism “honest”? (James Agee quote) | Beginner text:  *Esperanza Rising* by Pam Munoz Ryan (Engage NY 5th grade curriculum adapted for middle and high school ELLs, adapted activities from Freeman & Freeman, 2009)  Option B:  *The Circuit* by Francisco Jimenez  Intermediate/Advanced:  *Grapes of Wrath* by John Steinbeck  (in development, Steinbeck Institute, July 2016) | A Study of Protest: Cesar Chavez  Gallery Walk   * + *Cesar Chavez: The Struggle for Justice* (Castillo 2002) * *Harvesting Hope: The Story of Cesar Chavez* (Krull 2003) * *Cesar Chavez: The Farm Workers’ Friend* (Fleming 2004) * *Cesar Chavez: Lidar laboral* (Morris 1994) * *Viva La Causa* ( Teaching Tolerance documentary)   Performance-based Assessment: What is the best strategy to achieve positive change in working conditions? (argumentative essay) |

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| **Tier 2 Vocabulary**  conflict  conscience  day laborer  dignity  endowed  entitled  equal  excluded  horrific  migrant worker  protest  working conditions | **Tier 3 Vocabulary**  abolitionism  constitution  criteria  fundamental  human rights  inalienable  primary source  strike | | **Academic Directives**  define  draw conclusions  follow  make inferences  participate  relate  summarize |
| **Content Objectives**  Historical background knowledge: Abolitionism, Civil War, U.S. Mexico War, emancipation  Connecting information with literature: Mexican immigration, California, and the Great Depression  PBA Concepts: photographic journalism as an instrument of reform, Universal Declaration of Human Rights, Cesar Chavez, UFW  ELA concepts: tone, allusion, flashback, symbol, foreshadowing, figurative language (similes, metaphors, idioms, adages, relationships between words)  Argumentative language: claim, counterclaim, reason, evidence, citation, statistic, fact, quotation, anecdote | | **Language Learning Targets**  I can use conventions to send a clear message to my reader. (conjunctions, prepositions, and interjections, verb tense to convey various times, sequences, states, and conditions, punctuation, comma usage).  I can use appropriate standard citation styles, argumentative language, and a variety of sentence structures in my writing.    I can compare and contrast the varieties of English (e.g., dialects, registers) used in different kinds of texts (e.g., stories, dramas, poems).  I can analyze the meaning of figurative language (similes, metaphors, idioms, adages, relationships between words).  I can use a variety of strategies to read grade appropriate words and phrases I don’t know. | |

**Historical Narratives Sequence (schema-building through historical content)**

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| **Topic** | **Classroom tasks** |
| US Mexican War tea party (Zinn Education Project)   1. Colonel Ethan Allen Hitchcock 2. Congressman Abraham Lincoln, Whig Party, Illinois 3. President James K. Polk 4. William Lloyd Garrison, Founder, American Anti-Slavery Society 5. Henry David Thoreau 6. Reverend Theodore Parker 7. María Josefa Martínez, Santa Fe, New Mexico 8. Sgt. John Riley, San Patricio Battalion, Formerly U.S. Army 9. Frederick Douglass 10. U.S. Naval Officer 11. General Stephen Kearny 12. U.S. Army Officer 13. Oregon Trail, Wagon Train Member 14. Cochise, Chiricahua Apache leader 15. Jefferson Davis, Mississippi 16. General Mariano Vallejo 17. Doña Francesca Vallejo 18. Lieutenant, U.S. Army Infantry 19. Francisco Márquez, Mexican Cadet 20. Padre Antonio José Martínez 21. Wotoki, Miwok Indian, California | Introduce major players through tea party protocol  Find someone who fought in the war—on either side. Who is the person? What was their experience like?   1. Find someone who supports the U.S. war with Mexico. Who is the person? Why do they support the war? 2. Find someone who opposes the U.S. war with Mexico. Who is the person? Why do they oppose the war? 3. Find someone who has an opinion on why the United States is at war with Mexico. Who is the person? What is their opinion about why the United States is at war? 4. Find someone who saw things in the war that shocked them. Who is the person? What shocked them? 5. Find someone who lives in a different part of the country than you do—or lives in another country. Who is the person? What do you agree on about the war? What do you disagree on? 6. Find someone who stands to gain from the war. Who are they? How might they benefit? 7. Find someone who stands to lose from the war. Who are they? How might they suffer?   Follow up with whole class discussion and textbook critique (*Bruce Bigelow, Zinn Education Project lesson*) |
| **Esperanza Rising** for Entering/Emerging students  **Preview:**  Brief summary of book in L1 (recording or bilingual student) and KWL about migrant workers. Without using concurrent translation, lessons are presented in English and students can use L1 to summarize the main ideas.  **Interacting with the text:**   * What are some strategies for reading? Lecture on CALLA strategies (context clues, dictionaries, glossaries, prefixes, roots, suffixes, etc.), key ideas projected, students take notes. * Directly teaching academic vocabulary * Posters that illustrated words and included their own definitions * Posts that listed synonyms and antonyms for words they were studying as well as examples * Handout on skill of summarizing = lecture and key ideas projected, students take notes on the definitions of summary and gist with examples of each from the text * Literary terms discussed using examples from novel. Then students work pairs with photocopied excerpts and find examples (i.e. allusions to famous Mexican heroes, flashbacks to earlier childhood experiences) * Finding textual evidence: WG discussion of key concepts such as how migrant laborers work extremely hard for low wages, how they experience prejudice, and how schooling can provide a way out of poverty. Once key ideas are identified, in pairs students list key ideas on chart paper and locate supporting evidence from the different chapters. Cut out passages or sentences that provide evidence for each idea. WG share out. * Students work in groups to summarize one chapter from the book and share out. | **Formative Assessments:**   1. CALLA strategy note sheets 2. Annotated map of California 3. Cornell notes pages 4. Variety of graphic organizers to accompany reading 5. Dialogue and captions to accompany storyboard 6. Reading response journal   **Review**  What did you learn? Small group discussion in L1 and share out in English.  Final project: powerpoint showing setting, characters, and theme, examples of literary techniques.  **Identity connections with favorite quotes:**   1. Look through the chapters and pick a favorite part. 2. Copy a sentence or several sentences from that part of the story. 3. Paraphrase: Write what it is about in your own words. 4. Why was this quote your favorite? 5. Compare this part of the story to something in your own life. 6. Make a drawing or symbol to represent this part of the story.   **Best/Worst Activity**  Individual summaries of the book using a unique activity that required them to synthesize and evaluate key events in the novel. Combine paragraph chapter summaries with 1-2 quotations. Key experience of the main character. Using a graph format, students rate how good or how bad that experience was.  **Dramatic Reenactment**  Use collaborative script protocol  Animate in powtoon |
| **Cesar Chavez**   * *Cesar Chavez: The Struggle for Justice* (Castillo 2002) * *Harvesting Hope: The Story of Cesar Chavez* (Krull 2003) * *Cesar Chavez: The Farm Workers’ Friend* (Fleming 2004) * *Cesar Chavez: Lidar laboral* (Morris 1994) * *Viva La Causa,* documentary (Teaching Tolerance) | * Gallery walk of photos:   + What does this person do for a living?   + Where were they born, and where do they live?   + What is this person passionate about? * Introduction through picture books * Brainstormed key events * Large posters summarizing what they had learned (including symbols - collaborative poster) * Documentary film, in class talks * Compiled poetry and excerpts for dramatic reading, multivoice |
| **PBA:** **How are migrant workers best empowered?**  Following an ELA Common Core regents format, students will compose an argumentative essay on the topic where they make a claim, give supporting reasons and evidence, and consider a counterclaim. Reading strategies and language support will be provided.  Option B: Webquest/Student research on nonviolent techniques of Martin Luther King, Gandhi, and Chavez to produce thematic essay that mimics Global History Regents, Part II | **Texts:**  “Tomato School: Undoing the Evils of the Fields” *The Atlantic,* April 2011  "Voices from the Fields": Including Migrant Farmworkers in the Curriculum. Whittaker, Salend and Gutierrez. *The Reading Teacher*, Vol. 50, No. 6  “[New Weapon in Day Laborers' Fight Against Wage Theft” *New York Times*, March 2016](http://www.nytimes.com/2016/03/02/nyregion/new-weapon-in-day-laborers-fight-against-wage-theft-a-smartphone-app.html)  Charts: Increase in CEO Pay, Worker Pay, and the Minimum Wage, Pay and Actual Value of Typical U.S. Worker, Increase in Workers’ Earnings & Productivity, CEO-to-Worker Pay Ratio, Access to Employer Benefits (Executive Excess 2011) |