

**MELD Lesson (Responsive Literacy & Language)
(5+ Days)**

Overview: This series of MELD Lessons are intended for 45 minutes – 1 hour, for five (5) days. Please adjust the time and/or number of days according to the needs of your students. You may also speed up or slow down per the needs of your students.

Title: The Power of Words – An Analysis of Cesar Chavez’s “Grapes of Wrath” Speech

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| <p>California State Standards</p> | <p>R.I 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. R.I 8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. R.I 8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). R.I 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Write arguments to support claims with clear reasons and relevant evidence W 8.1 a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W 8.1 b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W 8.1 c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. W 8.1 d Establish and maintain a formal style. W 8.1 e Provide a concluding statement or section that follows from and supports the argument presented. W 8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W 8.2 a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W 8.2 b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. W 8.2 c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. W 8.2 d Use precise language and domain-specific vocabulary to inform about or explain the topic. W 8.2 e Establish and maintain a formal style. SL 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> |
| <p>Mentor Text</p> | <p>“The Wrath of Grapes” Speech by Cesar Chavez</p> |
| <p>CONTENT OBJECTIVES</p> | <p>Students will be able to closely read a complex text:</p> <ol style="list-style-type: none"> 1. Explain what the text says by determining two or more main ideas. 2. Engage collaboratively in a range of discussions with diverse partners on grade 5 topics and texts to produce oral output using the conversational skill of create as well as begin to build on others' ideas and expressing their own clearly. 3. Adapt speech to a variety of contexts and tasks appropriate to situation and audience. |
| <p>Depth of Knowledge Level</p> | <p>DOK 3 Reading-Explain what the text says DOK 3 Reading-Draw inferences from a text DOK 2 Reading-Determine two or more ideas DOK 1 Reading-Quote accurately from the text DOK 3 Reading-Explain how details support the main idea</p> |

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| | DOK 4 Writing- Write a short essay synthesizing information across multiple sources. |
| Essential Question | How does Cesar Chavez use the power of words to communicate his message in “The Wrath of Grapes” Speech? |
| Access Strategies | <i>Any of the 6 Access Strategies from the EL Master Plan page 91- Making Cultural Connections, Communal & Cooperative Learning, Instructional Conversations, Academic Language Development, Advanced Graphic Organizers</i> |
| Protocols | <i>Use the Culturally Responsive Discussion and/or Participation protocols</i> |
| Materials | <ul style="list-style-type: none"> ● Text of “Wrath of Grapes Boycott” by Cesar Chavez ● <i>Reading Nonfiction Notice and Note Stances, Signposts, and Strategies</i> by Kylee Beers and Robert E. Probst. ● <i>Strategies for Culturally and Linguistically Responsive Teaching and Learning</i> by Sharroky Hollie (page 331). ● Frayer Model for vocabulary template ● <i>Academic Moves</i> by ● Give One Get One-Graphic Organizer |
| Key Vocabulary/Academic vocabulary | Prior to reading teacher should identify Tier 2 words from speech, such as: wrath, pesticides, decency, ban and consumers. |
| Culminating Task | The Power of Words – Create an iMovie, slideshow, or display board analyzing “Wrath of Grapes Boycott” speech by Cesar Chavez. Explain the expression “The Power of Words.” Make sure your presentations answer the following questions: What was Chavez’s purpose for writing this speech? How did he use words to define and explain the problem? What evidence does he provide to support his claim? What solutions does he offer? Please include photos or illustrations to accompany each question. |

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| Day 1 | Key Ideas and Details |
| Protocols: Pick-a-sticks or Roll ‘em | Standard: RI 8.1, RI 8.2, SL 8.1 Purpose: Students will preview the text for tier two vocabulary words from “Wrath of Grapes Boycott” by Cesar Chavez. |
| Discussion Protocols: Jigsaw activity | Objective: SWBAT preview and unlock unfamiliar vocabulary in Chavez’s speech using the Frayer reading strategy. |
| Reading Strategy: Frayer model Context clues | Anchor Questions: Can I find clues in the sentence to help me understand the words that are unfamiliar? |
| Reading Skills: Generalize, identify details, infer, make comparisons, understand author’s purpose, and use context clues | <u>Lesson Sequence</u> Hook- Introduce the theme “The Power of Words”. Quick Write-Do you believe words are powerful? Explain why or why not. Who do you know whose words may be considered powerful and explain why? (10min.) |
| | Whole Group- <i>Teacher: As a class, we will scan the text together to find unfamiliar words. Together we will complete a frayer diagram of one of these words. We will try to use clues in the sentences to help us understand the vocabulary, but if we can’t we will use a dictionary or thesaurus.</i> |

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| | <p>Small Group- In table groups of four, students will complete Frayer diagrams for 3 additional words.</p> <p>Closing: Using the jigsaw activity, groups will teach the vocabulary terms to the other groups.</p> |
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| <p>Day 2</p> <p>Participation Protocols: Pick-a-sticks or Roll 'em</p> <p>Discussion Protocols: Think-pair-share or Silent Appointment</p> <p>Reading Strategy: <i>Reading Nonfiction Notice and Note – Signpost Contrasts and Contradictions</i></p> <p>Reading Skills: Understand the author's purpose, infer, identify the main idea.</p> | <p>Key Ideas and Details Standard: RI 8.1, RI 8.2, SL 8.1</p> <p>Purpose: Students will do a close read of the first chunk of Cesar Chavez's speech "Wrath of Grapes Boycott" to identify the problem (DOK 2) that inspires Chavez's speech.</p> <p>Objective: SWBAT use the <i>Contrasts and Contradictions</i> signposts to annotate the text.</p> <ul style="list-style-type: none"> ● First read- As you read look for textual evidence that supports the theme "The Power of Words". ● Second read- <i>Reading Nonfiction Notice and Note:</i> Signpost- Contrasts and Contradictions <p>Anchor Question: In the first chunk (paragraphs 1-), what is the contradiction Chavez's speaks of in section 1 of the text (DOK 2) and why does it matter (DOK 3)?</p> <p><u>Lesson Sequence</u></p> <p>Hook- Quick Write: What would you do if someone unfairly took away your rights?</p> <p>Whole Group- Set the Purpose. <i>Teacher: Today we will begin reading a speech by Cesar Chavez titled "The Wrath of Grapes Boycott". Ask students if they are familiar with Cesar Chavez and generate a brief discussion as to who Chavez is and his role as activist. Teacher: As we read through this first section of the speech together just listen and underline any evidence that supports the idea that words are powerful.</i></p> <p>Read only the first section of the speech together as a class. You may use the pick-a-stick or roll 'em protocols to ensure focused participation. After the reading, ask, <i>teacher: what evidence in this text supports the idea that words are powerful. Engage students a whip around or pick –a- sticks to get participation from the class.</i></p> <p>Small Group- Set Purpose. <i>Teacher: Now that we've completed our first read, I want you to get with your silent appointment and re-read the section to identify Chavez's purpose for writing this speech. You will do this by using the Notice and Note signpost: Contrast and Contradiction. What is the contradiction Chavez speaks of in section 1? List signal words and evidence in your graphic organizers.</i></p> <p>Closing- Using the turn and talk protocol, students will share with another paired team the information they identified on their Contrasts and Contradictions graphic organizer.</p> |
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Day 3

Participation
Protocols: Pick-a-sticks or Roll 'em. Musical Shares.

Discussion
Protocols:
Give One Get One

Reading Strategy:
Reading Nonfiction Notice and Note – Signpost Numbers and Stats

Reading Skills:
Draw conclusions, find facts, generalize, identify details, and recognize evidence.

Key Ideas and Details

Standard: RI 6.1, RI 6.2, SL 6.6

Purpose: Students will continue to read Cesar Chavez's "Wrath of Grapes Boycott" speech to analyze how Chavez uses words to speak up about a problem with equity and equality.

Objective: SWBAT analyze Chavez's speech using the Notice and Notes reading strategy - Signpost Numbers and Stats.

- **First read-** Read to listen for details of how Chavez identifies the problem- grape workers are working in deplorable unsafe conditions all while being underpaid.
- **Second read-** Reading non-fiction Notice and Note for Numbers and Stats.

Anchor Questions: Why did Chavez include these numbers and stats in his speech? How do they help him explain the problem?

Lesson Sequence

Hook- Reiterate the theme the power of words. Quick write: In his speech Chavez says, "The worth of humans is involved here". Explain, what you think this means.

Whole Group- Set the Purpose. *Teacher: We've identified that Chavez is speaking out about the horrible conditions and treatment of the Grape workers. He points out a huge contradiction in our society when we say we value people, yet all people are not treated fairly or even humanly. Today, as we read the next section of the speech: listen for details that reveal the problem.*

Read only the second section of the speech together as a class. You may use the fill in the blank reading strategy. You may also use the pick a sticks or roll' em protocols to ensure focused participation. After the reading, ask: *what evidence in this text reveals the problem.* Do a whip around or pick -a- sticks to get participation from the class.

Independent Practice- Set Purpose. *Teacher: Using the Notice and Note signpost- numbers and stats, identify two numbers or statistics Chavez lists in his speech. Place them on your give one get one graphic organizer.*

Small Group-Set the Purpose. Using the give one get one protocol have students walk around sharing the information gathered from this sign post. Have them explain how these numbers and stats help Chavez emphasize his point.

Closing – Using pick-a-stick, call on students to share their thoughts and information from the activity.

Day 4

Protocols: Pick-a-sticks or Roll 'em

Discussion
Protocols: Silent Appointment

Reading Strategy:
*Reading Nonfiction
Notice and Note –
Signpost Extreme or
Absolute Language*

Reading Skills:
Understand the author's point of view, cause and effect relationships, infer, and identify the main idea.

Key Ideas and Details

Standard: RI 6.1, RI 6.2, SL 6.6

Purpose: Students will continue to read Cesar Chavez's "Wrath of Grapes Boycott" speech to analyze how Chavez uses words to speak up about a problem with equity and equality.

Objective: SWBAT analyze Chavez's speech using the Notice and Notes Signpost Extreme or Absolute Language reading strategy.

- **First read-** Using the Train Reading method teacher and students will read the last section of Chavez's speech.
- **Second read-** Using the Notice and Note sign post- Extreme or Absolute language to identify author's point of view, see cause and effect relationships.

Anchor Questions: How does Chavez use language to emphasize his call to action or solution to the problem?

Lesson Sequence

Hook – In a quick write, explain what Chavez means when he says, "My Friends the Wrath of grapes is a plague born of selfish men that is indiscriminately and undeniably poisoning us all." Refer students back to their vocabulary list from day one.

Whole Group – Teacher: *Yesterday, using Notice and Note we identified what Chavez considers to be the problem. Today we look at how he uses language to suggest a solution or call to action. Using the sign post for extreme or absolute language, with your silent appointment, high light any phrases that indicate certainty or completeness like: all, none, everyone or phrases that express an uncompromising position, such as: We must all agree...*

Independent Practice – *Teacher: Using the It Says...I Say...And So... graphic organizer, where it says question 1 and 2 write the following question for both spaces: How does Chavez use language to emphasize his call to action or solution to the problem. Write two of the quotes you highlighted with your silent partner in the box that says: It says. Where it says- "I say" write what you've learned about the problem thus far. In the And so box make an inference or draw a conclusion about the point Chavez is trying to make.*

Closing: Using the Roll' em method, please encourage students to share their answers.

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| <p>Day 5</p> <p>Discussion Protocols: Jigsaw activity</p> | <p>Key Ideas and Details Standard: RI 6.1, RI 6.2, SL 6.6</p> <p>Purpose: Students will demonstrate their analysis of complex text. The theme “The Power of Words” as it relates to Chavez’s “Wrath of Grapes Boycott” speech.</p> <p>Objective: SWBAT create a slideshow or project presentation titled “The Power of Words” An Analysis of Cesar Chavez’s “Wrath of Grapes” Speech.</p> <p>Anchor Questions: How does Chavez’s speech “The Wrath of Grapes” represent the theme the power of words?</p> <p><u>Lesson Sequence</u></p> <p>Hook- Quick write: Critique Chavez’s speech. Choose two or three lines from the speech and explain why you think these were the most effective.</p> <p>Whole Group- Set the Purpose. <i>Teacher:</i> Today we will go over the directions for the culminating task.</p> <p>Independent Practice- Set Purpose. <i>Teacher:</i> You will each work on your own individual presentation; however, you make discuss, clarify, and fortify ideas with you elbow partner.</p> |
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Title: The Power of Words – An Analysis of Cesar Chavez’s “Wrath of Grapes” Speech

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| | <p>Lesson Activities:</p> <ol style="list-style-type: none"> 1. Use reading notes to identify problem and solution in “Wrath of Grapes” speech. 2. Access images and photos on line to create a PowerPoint, keynote, or other slide show presentation. |
| <p>Culminating Task</p> | <p>The Power of Words – Create an iMovie, slideshow, or display board analyzing “Wrath of Grapes Boycott” speech by Cesar Chavez. Explain the expression “The Power of Words.”</p> <p>Make sure your presentations answer the following questions:</p> <ul style="list-style-type: none"> • What was Chavez’s purpose for writing this speech? • How did he use words to define and explain the problem? • What evidence does he provide to support his claim? • What solutions does he offer? <p>Please include photos or illustrations to accompany each question.</p> |

Cesar Chavez

Wrath of Grapes Boycott Speech

I am speaking to you about our Wrath of Grapes Boycott because I believe our greatest court, the court of last resort, is the American people. And I believe that once you have taken a few moments to hear this message you will concur in this verdict along with a million other North Americans who are already committed to the largest grape boycott in history. The worth of humans is involved here.

I see us as one family. We cannot turn our backs on each other and our future. We farm workers are closest to food production. We were the first to recognize the serious health hazards of agriculture pesticides to both consumers and ourselves.

Twenty years ago over 17 million Americans united in a grape boycott campaign that transformed the simple act of refusing to buy grapes into a powerful and effective force against poverty and injustice. Through the combined strengths of a national boycott, California farm workers won many of the same rights as other workers--the right to organize and negotiate with growers.

But we also won a critical battle for all Americans. Our first contracts banned the use of DDT, DDE, Dieldrin on crops, years before the federal government acted.

Twenty years later, our contracts still seek to limit the spread of poison in our food and fields, but we need your help once again if we are to succeed.

A powerful self-serving alliance between the California governor and the \$14 billion agricultural industry has resulted in a systematic and reckless poisoning of not only California farm workers but of grape consumers throughout our nation and Canada.

The hard won law enacted in 1975 has been trampled beneath the feet of self-interest. Blatant violations of California labor laws are constantly ignored. And worst of all, the indiscriminate and even illegal use of dangerous pesticides has radically increased in the last decade causing illness, permanent disability and even death.

We must not allow the Governor of California and the selfish interests of California grape growers to threaten lives through-out North America.

We have known for many years that pesticides used in agriculture pollute the air, earth and water, contaminate animals and humans and are found in the tissue of newborn infants and mothers' milk. This March, the New York Times reported that the Environmental Protection Agency finally considers pesticide pollution its most urgent problem noting virtually everyone is exposed to pesticides.

The Environmental Protection Agency experts have warned that

#1—Pesticide residue is being found in a growing number of food products.

#2—Some poisons registered for use in the last thirty years cause cancer, mutations and birth defects.

#3—Most chemicals on the market have insufficient and sometimes fraudulent test results.

#4—Underground water supplies of 23 states are already tainted and farm workers suffer some pesticide induced illness in alarming numbers.

Consumers must be alerted now that no one can actually define or measure so called safe exposure to residual poison that accumulates in the human body as environments differ and each person's tolerance is unique. What might be safe statistically for the average healthy forty year old male, might irreparably harm an elderly consumer, a child, or the baby of a pregnant mother.

What we do know absolutely is that human lives are worth more than grapes and that innocent looking grapes on the table may disguise poisonous residues hidden deep inside where washing cannot reach.

Let me share the frightening facts with you. Last July the New York Times and national television reported that nearly 1,000 California, Pacific Northwest, Alaskan, and Canadian consumers became ill as the result of eating watermelons tainted with the powerful insecticide Aldicarb, labeled the most acutely toxic pesticide registered in the United States. Yet Aldicarb cannot be legally used on watermelons.

In June local agriculture officials quarantined fields in Delano, California grape ranches because residues of the pesticide Orthene were found in the vineyards, yet Orthene cannot be legally used on table grapes.

And a new study shows pesticides used in growing may be responsible for the illness of over 300,000 of the nation's 4 million farm workers.

But of the twenty-seven legally restricted toxic poisons currently used on grapes, at least 5 are potentially as dangerous or more hazardous to consumers and grape workers than deadly Aldicarb and Orthene.

Here are 5 major threats to your health that cling to the California table grapes:

—Parathion and Phosdrin—are highly poisonous insecticides, similar to nerve gas, and are responsible for the majority of deaths and serious poisoning of farm workers. They cause birth defects and are carcinogens.

—Captan—a proven cancer causing and birth defect producing agent. (Fungicide)

—Dinoseb—a highly toxic herbicide that has caused worker deaths.

—methyl bromide—a more potent mutagen (an agent affecting genetic material) than mustard gas and is highly poisonous and proven carcinogen.

Statistics and new articles do not relate the real cost, the human anguish that originates from poisons on our food. They do not tell the tragedies I personally learn of daily.

How can I explain these chemicals to 3 year old Amalia Larios who will never walk, born with a spinal defect due to pesticide exposure of her mother.

What statistics are important to Adrian Espinoza 7 years old and dying of cancer with 8 other children--whose only source of water was polluted with pesticides.

What headlines can justify the loss of irrigator Manuel Anaya's right hand, amputated due to recurrent infection from powerful herbicides added to the water he worked with in the fields.

How do we comfort the mother of maimed and stillborn infants, the parents who watch their teenage children sicken or die.

What report can be cited at the hospital beds I visit, at growing numbers of wakes I attend.

What court will hear the case of thirty-two-year-old Juan Chaboya, murdered by deadly chemicals in the freshly sprayed fields outside San Diego. His dead body dumped by the growers 45 miles away at a Tijuana clinic. What excuse for justice will we offer his 4 children and his widow if we do nothing.

Now is the time for all of us to stand as a family and demand a response in the name of decency. Too much is at stake. This is a battle that none of us can afford to lose because it is a fight for the future of America. It is a fight we can win and it is a fight that everyone can join.

Add your voice to our demands of decency as we call for

#1—A ban on the 5 most dangerous pesticides used in grape production--Parathion, Phosdrin, Dinoseb, Methyl Bromide and Captan.

#2—A joint UFW/grower testing program for poisonous residues on grapes sold in stores with the results made public.

#3—Free and fair elections for farm workers to decide whether to organize and negotiate contracts limiting the use of dangerous poisons in the fields.

#4—Good faith bargaining.

Until these demands of decency are met we will carry the message of the Wrath of Grapes Boycott from state to state. 10 years ago, 12% of the country boycotted grapes and the growers were forced to accountability. California Governor Deukmejian and agribusiness cannot withstand the judgment of outraged consumers who refused to purchase their tainted products. Every month over 1 million grape consumers like yourselves receive our message across North America. State and federal law makers, mayors and city councils, religious and labor leaders, students and senior citizens, mothers and fathers, rich and poor, concerned individuals in every walk of life have endorsed the Wrath of Grapes Boycott. With their commitment and their donations, they in turn have reached out to their friends and relatives to help bind the foundation of a growing coalition of decency.

Now I am reaching out to you for help because consumers and farm workers must stand together as one family if we are to be heard. I am not asking you to give up wine or raisins. I am asking you to give us your commitment and valuable support.

I am asking you to join us now and be counted to join the growing family of individuals who will boycott grapes until the demands of decency have been met.

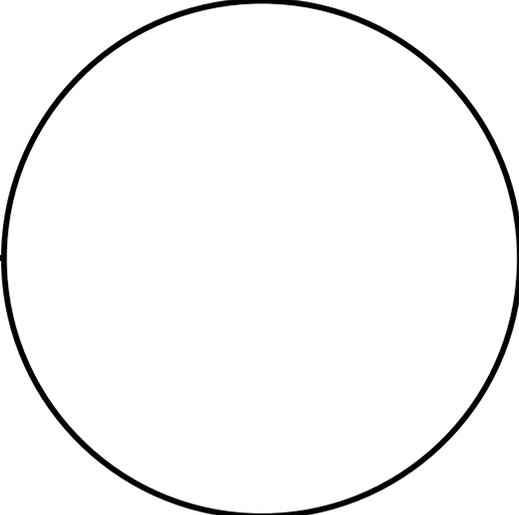
And hard as it is for me to ask for money, I am asking you to contribute to the cause—\$100, \$50, \$15, whatever you can afford. Whatever you would have spent on grapes this year. Insure that every week 1 million more consumers will know the truth.

You have my personal pledge that every cent of your contributions will be spent on the Wrath of Grapes Campaign bringing this message into every home in America because this message is the source of our combined strength.

My friends, the wrath of grapes is a plague born of selfish men that is indiscriminately and undeniably poisoning us all. Our only protection is to boycott the grapes and our only weapon is the truth. If we unite we can only triumph for ourselves, for our children and for their children. We look forward to hearing from you soon.

Frayer Model

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| Definition | Facts/Characteristics |
| Examples | Non-examples |



Close Reading Signposts

Notice & Note

Contrasts & Contradictions

When a character does something that's opposite what you'd expect or contradicts his earlier acts or statements, **STOP** and ask, "**Why is the character doing that?**" This could help you make a *prediction* or *inference* about the *plot* and *conflict*.



AHA! Aha Moment

 When a character realizes, understands, or finally figures something out, **STOP** and ask yourself, "**How might this change things?**" You probably just learned about the *conflict* or *theme*.

Tough Questions

When a character asks herself a very difficult question, **STOP** and ask yourself, "**What does this question make me wonder about?**" This will tell you about the *conflict* and give you ideas about *what will happen later* in the story. 

Words of the Wiser

 When a character (probably older and wiser) takes the main character aside and offers serious advice, **STOP** and ask, "**What's the life lesson and how might it affect the character?**" You've probably found a *theme* for the story.

Again & Again

When you notice a word, phrase, or situation mentioned over and over, **STOP** and ask yourself, "**Why does this keep happening again and again?**" The answers will tell about the *theme*, *conflict*, or might *foreshadow* what will happen. 

Memory Moment

 When the author interrupts the action to tell you about a memory, **STOP** and ask yourself, "**Why might this memory be important?**" The answers will tell about the *theme*, *conflict*, or might *foreshadow* what will happen later.

Notice & Note

Big Questions

1. What surprised me?
2. What did the author think I already knew?
3. What changed, challenged, or confirmed what I already knew?

Contrasts & Contradictions

When the author shows you a *difference* between what you know and what is happening in the text, or a difference between two or more things in the text 

Q: "What is the difference and why does it matter?"

YES NO Extreme or Absolute Language

When the author uses language that leaves no doubt, exaggerates, or pushes to the limit

Q: "Why did the author say it like that?"

Numbers and Stats

When you notice specific numbers, number words or amounts 

Q: "Why did the author use those numbers or amounts?"

Quoted Words

When the author quoted a voice of authority, a personal perspective, or cited others' words

Q: "Why did the author quote or cite this person?"

Word Gaps

When the author uses a word or phrase you don't know 

Q: "Can I find clues in the sentence to help me understand the word?"