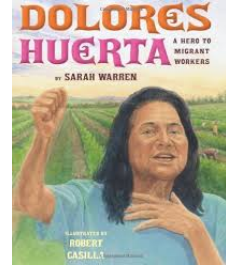


WEEK 8 Day 1



Text Talk
***Dolores Huerta: A Hero to Migrant Workers*, Read 1 of 2**

Big Idea	The consumer choices people make can contribute to our communities.
Weekly Question	How do the choices we make as consumers impact our communities?
Content Objectives	<p>I can retell the major events of a biography in order to understand why Dolores Huerta is considered a hero. (R.5.1.b, Economics 21-Boston)</p> <p>I can discuss qualities that make Dolores Huerta an important leader for her community. (Civics 7-Boston)</p>
Language Objective	I can use key details to determine and clarify the meaning of unknown words in the text. (L.4)
Vocabulary	<p>hero: someone who many people admire and are inspired by for their achievements</p> <p>migrant worker: a person who moves to another area or country to find work; often based on the seasons</p> <p>detective: a person who investigates mysteries</p> <p>strike: when employees refuse to work as part of organized protest</p> <p>organizer: a person who works to organize and empower groups based on common interests</p> <p>senator: an elected member of the senate in the United States government who helps decide laws</p> <p>mayor: an elected leader of a city</p> <p>governor: an elected leader of a state</p> <p>predict: to say what will happen in the future</p> <p>rot: to decay</p> <p>mistreat: to treat badly or unfairly</p>

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Dolores Huerta: A Hero to Migrant Workers</i>, Sarah Warren Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins, “This is Dolores.” ● <i>Dolores Huerta: A Hero to Migrant Workers</i> slides ● projector and screen ● Sentence Frames for Discussion Parts 1 and 2 ● chart paper <p>Prepare the Weekly Question Chart with the question: How do the choices we make as consumers impact our communities?</p> <p>On the whiteboard, write:</p> <p style="padding-left: 40px;">What has Dolores done in her life to make her a hero?</p>
<p>Opening 2 minutes</p>	<p><i>Today we will read a biography called Dolores Huerta: A Hero to Migrant Workers, written by Sarah Warren and illustrated by Robert Casilla.</i></p> <p>Set a purpose for reading.</p> <p><i>This biography does not teach us about Dolores Huerta’s whole life, but instead teaches us about some of the things she has done to make her a hero to many people. A hero is someone who many people admire and are inspired by for their achievements. Today we’ll pay close attention to the major events in her life so that we understand why the author gave the book this title: A Hero to Migrant Workers.</i></p> <p>Read the question on the whiteboard.</p> <p><i>What has Dolores done in her life to make her a hero?</i></p>
<p>Text and Discussion 17 minutes</p> <p>page 3</p>	<p><i>What did Dolores do to make her a detective?</i></p> <p><i>The title of the book says she is a hero to migrant workers. Many farmworkers move from one place to another according to the seasons when different crops grow; they are called migrant workers. Many people have moved from the Philippines, Mexico, and other places to California to work on farms. Many people still work as migrant workers today, but this book takes place about 60 years ago.</i></p>
<p>page 6</p>	<p><i>Let’s keep reading to see how Dolores “takes a stand.”</i></p>
<p>page 10</p>	<p>Pause before reading the page.</p> <p><i>As I’m reading, use the key details in the words and pictures to try to figure out what a strike is.</i></p> <p>Read the page.</p> <p><i>What does it mean that workers went on strike?</i></p>

page 12	<p>Invite children to retell the major events up to this point in the story. Project the text so that children can be supported with images as they retell.</p> <p><i>With a partner, retell the major events so far.</i></p> <p>Circulate and listen in.</p> <p><i>It's clear that Dolores has done a lot of work so far to try to change the bosses' minds! Let's keep reading to find out what happens.</i></p>
page 19	<p>Read the page twice to emphasize its importance and to allow children to grapple with the key ideas.</p> <p><i>If someone is mistreated, they are not treated kindly.</i></p> <p><i>Why is it bad for the bosses of grape farms if the grapes rot and if consumers don't buy grapes?</i></p> <p><i>According to the text, why did some consumers stop buying grapes?</i></p> <p><i>Remember that this is a true story. We will have an opportunity later this week to learn more about how consumers were important during this real grape strike.</i></p>
page 21	<p><i>What do you notice about the illustration of Dolores here? How does she look? [noticeably older than at the start of the book.]</i></p> <p><i>I wonder why she is not finished. Let's find out!</i></p>
page 23	<p><i>This books ends the way it begins: describing Dolores as a teacher!</i></p>
Key Discussion	<p>Invite children to retell the major events from the second half of the story.</p> <p><i>Let's go back to where Dolores asks other women to speak up about workers being treated unfairly.</i></p> <p>Slowly flip through pages 18 to 24 or project on slides to review the illustrations, without rereading the text.</p> <p><i>Like we did earlier, take turns with your partner retelling the events in the second half of the book.</i></p> <p>Facilitate a whole group discussion using the Sentence Frames for Discussion.</p> <p><i>The author uses the title Dolores Huerta: A Hero to Migrant Workers. What has Dolores done in her life and what are her personal qualities that the author admires so much that she calls Dolores a hero?</i></p> <p>As children share ideas, ground the discussion in the text by turning to specific pages that inspired their ideas.</p>
Closing,	<p>Introduce the Weekly Question chart.</p>

<p>Weekly Question Chart 2 minutes</p>	<p><i>Throughout this week, we will be exploring the question, How do the choices we make as consumers impact our communities? We can record our ideas here.</i></p> <p><i>In this text, we read about how some consumers stopped buying grapes when they heard about how workers were treated. Let's add these ideas to our chart.</i></p>
<p>Standards</p>	<p>R.5.1.b Retell key details of texts, including the main topic. L.4 Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</p> <p>(Boston)</p> <p>Economics 21. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services. Civics 7. Give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage).</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group and partner conversation.</p> <p>Are children able to retell the key events from the text? Are children able to determine and explain the meaning of new vocabulary using words and illustrations? How do children build on the ideas of their peers during whole group discussion?</p>

Notes