**Week 1**

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| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** How did Cesar Chavez overcome challenges and inspire others to fight for a cause during the Great Depression? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text**   * Text-based comprehension * Text-based discussion   (Whole and Small Group) | * Harvesting Hope: The Story of Cesar Chavez (Level R, 850LL) by Kathleen Krull * Think Through the Text-Focus on Questions #1, 2, 5, 6, 7, 10, 11 * Activities and discussions should be guided by the **Text X-ray (Zoom in on Key Ideas & Academic Language)** | | | | |
| **Building Knowledge**   * Leveled Readers * Paired Text * Supplemental Materials   (Whole and Small Group) |  | | | | |
| **Vocabulary**  Drawn from the texts | migrant, conflict, dedicate, inspire, pity, compassionate, overcome, association, brilliant, horizon, strike, pilgrimage, publicity, contract | | | | |
| **Foundational Skills**   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities | | | | |
| **Language/ Syntax**   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities | | | | |

**Week 1**

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| --- | --- | --- | --- | --- | --- |
| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** How did Caesar Chavez overcome challenges and inspire others to fight for a cause during the Great Depression? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Writing**   * Response to text * Writing Process * Culminating task   Aligned with topic for the week | Choose one of the following based on the type of writing to be highlighted:   1. Imagine you are a member of “La Causa” trying to convince a friend to join. Write a letter to your friend, explaining the goals of “La Causa”, how the group is protesting, and why. 2. The author says the “rallying cry” of La Causa was, “Yes, it can be done.” Why is this a good quote to represent the group? 3. How does the author structure the text *The Story of Caesar Chavez?* Why does this structure work well for this story? (Note - emphasis is on understanding why chronological order allows the reader to see the events of CC’s life and how this shaped his decisions) 4. Imagine Caesar Chavez is giving a speech to his supporters at the end of the text, thanking them for working with him. Write the speech he would give.   **Readers Notebook** can be used as additional writing response questions. | | | | |
| **Standards**  List applicable Standards | Reading: Informational Text  RI.4.1, RI.4.3, RI 4.4, RI.4.5 | | | | |
| Writing  W.4.1, W.4.4, W.4.5 | | | | |

**Week 2**

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| --- | --- | --- | --- | --- | --- |
| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** How did some people overcome obstacles and inspire others to fight for a cause during the Great Depression? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text**   * Rereading for fluency practice, additional comprehension support or independent reading practice * Writing Support | Optional 🡪🡪 | | | | |
| **Building Knowledge**   * Leveled Readers * Paired Text * Supplemental Materials   (Whole/Small Group, and Independent work)  *All students experience all texts and resources regardless of level.* | From the **Leveled Readers/Vocabulary Reader**  *The People’s President/ A President for the People*  *The Story of Dorothea Lange*  *Songs for the People*  *Tough Times*   * Childhood During the Great Depression: <http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2011/Depression/Chavez4.pdf> * Photo resources (optional)   - White Angel Bread Line from Dorthea Lange book:  <http://www.archives.gov/historical-docs/todays-doc/?dod-date=1029>  -Migrant Workers  <http://docsteach.org/documents/543858/detail?menu=closed&mode=search&sortBy=relevance&q=migrant&commit=Go>  <http://docsteach.org/documents/543849/detail?menu=closed&mode=search&sortBy=relevance&q=migrant&commit=Go> | | | | |
| **Vocabulary**  Drawn from the texts | brilliant, conflicts, drought, dedicate, capitol, violence, overcome, association, publicity, horizon | | | | |

**Week 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** How did some people overcome obstacles and inspire others to fight for a cause during the Great Depression? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Foundational Skills**   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities | | | | |
| **Language/ Syntax**   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities | | | | |
| **Writing**   * Response to text * Writing Process * Culminating task   Aligned with topic for the week | Option 1: Complete the Writing Process (edit, revise, and publish) with the Culminating Task from the previous week.  Option 2: Respond to the essential question, using evidence from the texts you’ve read over the past two weeks.  *How do some people overcome obstacles and inspire others to fight for a cause during The Great Depression? Use details about at least two specific people that you have studied.* | | | | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.4.3, RI.4.2, RI.4.6, RI.4.9 | | | | |
| Writing  W.4.1, W.4.3, W.4.4, W.4.5 | | | | |