# Grade 4: Unit 4, Lesson 19

**Title:** *Harvesting Hope: The Story of Cesar Chavez*

**Essential Question:** How did Cesar Chavez overcome challenges and inspire others to fight for a cause during the Great Depression?

**Week 1**

Questions to ask and discuss while reading:

**What key events impact Cesar’s early life?**

*Cesar’s life is turned upside down by hard times due to a terrible drought. The Chavez family loses their ranch and is forced to move west. Their first home in California is a battered shack with a dirt floor.*

**Does the author convince you that the Chavez family has no choice but to move to California? What evidence does she provide in the text?**

*Yes. They no longer own their ranch and have no money. They need to find work, and the work they need to know how to do is farming. There is no work in Arizona because of the drought, but there is farm work in California, so that’s where they have to go.*

**Why do you think the author begins this biography by describing in the introduction Cesar’s life before the drought?**

*To show the terrible contrast between his life before and after the drought.*

**Which details from before and after the drought help to show this contrast?**

*Before, they owned the big ranch; after, they don’t own it. Before, they live in a big house; after, they live in a rundown shed.*

**What is it like for Cesar and his family to be migrants? How does he feel about this?**

*Cesar and his family work in the fields harvesting fruits and vegetables as migrant farmworkers. It is a hard life. Workers who complain are treated poorly. The treatment of the farmworkers upsets Cesar. He remembers his old life and believes farmwork should not be so harsh.*

**Why do you think so few migrant workers agree with Cesar at first? Explain your answer, using evidence from the text.**

*Migrant workers have been severely punished for even complaining. They are probably afraid of the consequences of fighting for a better life.*

**What is the main idea of the first paragraph on p. 567? Explain how you know.**

*The main idea is that Cesar is well qualified to lead the fight. Most of the details in the paragraph describe skills and traits he has that make him a good leader.*

**What is Cesar’s strategy, or plan for helping the farmworkers? In your explanation, define what a strike is.**

*His strategy is to have the workers at one vineyard strike. To strike is to refuse as a group to work. If the grape company doesn’t agree to treat the workers more fairly, the crop will rot and the company won’t make any money. When other companies see this, they might decide to treat their workers better.*

**Why do you think the marchers plan to walk all the way to the state capitol of California?**

*The state’s leaders, such as the governor, are in the state capitol. The state government could help workers everywhere in California.*

*What happens as a result of the strike?*

*The grape company fights the strike. Cesar refuses to use violence as a weapon. Instead, he organizes a march. The Delano police try to stop the march, but Cesar forces them to back down. Word spreads of the marchers’ cause.*

**How are the marchers treated at the beginning of the march? How are they treated at the end?**

*At the beginning, they are treated badly. The police try to block them. By the end, they are treated with caring and support. People welcome them and feed them.*

**When Cesar hears that the grape company officials want to meet with him, why does he think it must be a prank? Explain your answer, using text evidence and your own experience.**

*Text evidence: In the past, land owners had only punished workers who asked for more money or better conditions. Personal experience: Sometimes, it’s hard to believe that you’ve succeeded.*

**What does the march cause to happen?**

*The grape company is ready to recognize the National Farm Workers Association. They promise Cesar a contract and better working conditions. Cesar returns and announces the historic contract. He has achieved his goal.*

**Written Response**

**Option 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.

**Sample Student Response**

Note: This is for the teacher’s use only, not for students. The purpose is to show the teacher what the final piece might look like when students have completed their work.

*Dear Jose,*

*I bet you’ve heard about what I have been doing lately with La Causa. In case you are wondering, we are protesting and striking to improve working conditions for all farmworkers and make sure we are paid better. I was wondering if you could join us at our next National Farm Workers Association meeting, where we will talk about getting more people to join us.*

*We are trying hard to fight for our rights without using violence. We started by refusing to work for one farmer. Then we decided to march to the state capitol to let the government of California know how bad our working conditions were. We are hoping this march will force farm owners to pay us better and improve our working conditions.*

*I am really excited about what we are doing, and I hope you can join us.*

*Sincerely,*

*Cesar*

**Option 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?

**Sample Student Response**

Note: This is for the teacher’s use only, not for students. The purpose is to show the teacher what the final piece might look like when students have completed their work.

*Cesar Chavez was a person who wanted to fight for farmworkers’ rights. The text says that Cesar and the group were met “with everything from punches to bullets”, but he refused to use violence. “Yes, it can be done” is a good “rallying cry” because it brought people together and got them excited about making a change. The author states that they overcame their first obstacle when they ran into the Delano police. They argued with the police for three hours. The police gave up and let them pass. So they continued their march toward the capitol.*

*By saying that it can be done, the group didn’t feel like the fight couldn’t be won. When the text says “Joyous marchers headed north under the sizzling sun”, it is clear that they were happy about winning the argument with the police. Yet they knew they had a hard journey ahead of them because it was a long way and it was very hot. In the end, they knew the struggle was for the good of all farmworkers.*

**Option 3:**

How does the author structure the text The Story of Cesar 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)

**Sample Student Response**

Note: This is for the teacher’s use only, not for students. The purpose is to show the teacher what the final piece might look like when students have completed their work.

*The author put this story in order from Cesar Chavez’s childhood until his death. This works well for me as a reader because it shows me what Cesar’s life was like as a child versus how his life changed when he was 10. The text talks about how the Great Depression affected his family life.*

*He came from a family that owned their own ranch in Arizona and could do as they pleased. After a serious drought, they were forced to move to California to find work to feed their family. As a farm worker from a young age, he never accepted the horrible working conditions or the fact that the money a whole family made in one day could barely pay for what they all needed. Because of their situation at that time, he decided to speak up for farm workers’ rights.*

*If the author had chosen to tell his story in a different order, we would not understand how his struggles affected him and why he chose to stand up for his rights and the rights of other farm workers. By telling about the life of Cesar Chavez in order, the reader gets a clear idea about why he made the decision he did.*

**Option 4:**

Imagine Cesar 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.

**Sample Student Response**

Note: This is for the teacher’s use only, not for students. The purpose is to show the teacher what the final piece might look like when students have completed their work.

*Welcome fellow farm workers! I am so excited about the work we have done to make a better living for ourselves and our families. I would first like to congratulate you all on staying calm even when we were faced with violence. This sent the message to others that we would continue to stand up for our rights regardless of conflicts. Yes, it can be done!*

*Your dedication took a lot of courage. You all took a chance at losing your job, your life, or even your home. Standing up to these farm owners took you walking away from the vineyards knowing they would lose their crops if they were not harvested.*

*By speaking up for what was right, facing violence with nonviolence, and marching even when it became painful, you inspired others to stand up for their own rights as well. We all deserve to be treated with respect and to be paid fairly for the hard work we do. You all are an inspiration to workers everywhere. Yes, it can be done!*

**Week 2, Building Knowledge: Extending the Topic**

**Essential Question:** How did some people overcome obstacles and inspire others to fight for a cause during the Great Depression?

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| Cumulative Activities – The following activities should be completed and updated after reading each resource this week. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in response to the essential question. *It is recommended that students are required to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for the week.* |

**Rolling Vocabulary: “Fabulous Five”**

* Read each resource then determine the 5 words from each text that most exemplify (show best) the central idea of the text.
* Next use your 5 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Fabulous Five” words from **ALL** the word lists.
* Use the “Fabulous Five” words to summarize the most important learning from this text set.

**Sample Student Response**

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| **Title** | **Fabulous Five Vocabulary Words & Sentences** |
| *Harvesting Hope: The Story of Cesar Chavez* | **Words: *association, conflicts, overcome, drought, and dedicate***  **Sentences:**   1. The **association** allowed the workers to discuss their working conditions. 2. At first, many migrants were afraid of **conflicts**. 3. Cesar helped them to **overcome** their fear and work towards a common goal. 4. The **drought** caused Cesar’s family to lose their farm and need to move. 5. People who marched with Cesar had to **dedicate** their time to the cause. |
| *The People’s President/A President for the People* | **Words: brilliant, capitol, horizon, publicity, drought**  **Sentences:**   1. FDR was a **brilliant** person and president. 2. As a politician, he lived and worked in the **Capitol**. 3. During the depression, dust was common across the **horizon**. 4. The Birthday Ball got a lot of **publicity** in the news. 5. FDR created camps to help people who had to leave their farms when there was no rain during the **drought**. |
| *The Story of Dorothea Lange* | **Words: capture, displaced, deplorable, generated, catastrophe**  **Sentences:**   1. Dorothea was able to **capture** the challenges people faced by using her camera. 2. She photographed **displaced** people living in migrant camps. 3. They often lived in challenging, **deplorable** conditions. 4. Her photos **generated** interest and support from others. 5. While many people were in the midst of **catastrophe**, Lange’s pictures helped inspire others and support many people’s needs. |
| *Songs for the People* | **Words: folk singer, depression, lack, survive, freight**  **Sentences:**   1. Woody Guthrie was a **folk singer** who sang about the people he met during the Great Depression. 2. During a **depression,** work is scarce and there are not enough resources to go around. 3. Even though Woody **lacked** money he was able to find inspiration through songwriting. 4. He was able to **survive** by singing and writing songs, and his music became popular. 5. For a while, he lived on a **freight** train, trying to get to California. |
| *Tough Times* | **Words: credit, value, association, drought, dedicate**  **Sentences:**   1. When you buy something on **credit** you are responsible for paying for it at a later time. 2. The **value** of stocks went down when the market crashed. 3. Charity **associations** were needed to help families have enough to eat. 4. The **drought** especially hurt the Great Plains. 5. The New Deal is an example of how Roosevelt **dedicated** himself to helping the people.   . |
| *Childhood During the Great Depression* | **Words: inherited, foreclose, agitate, suspicious, migrating**  **Sentences:**   1. Cesar’s father **inherited** their families’ ranch house. 2. When the bank had to **foreclose** on their home it was hard for the whole family. 3. Being too active or loud could **agitate** some of the workers. 4. No one wanted to look **suspicious** or raise attention. 5. **Migrating** from home to home meant many new schools. |
| **Fabulous Five:** **drought, conflicts, dedicate, overcome, association** | |
| **Summary:**  During the Great Depression, the **drought** caused a great deal of hardships for many people. There were many **conflicts** as people tried to take care of their families. However, at the same time, many people like Cesar Chavez **dedicated** their lives to fight for others. They were able to **overcome** their own hardships and inspire others. Many, like FDR, created **associations** to support those in need. | |

**Rolling Knowledge**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource?
3. Write, draw, or list what you learned from the text about (topic). Then write, draw, or list how this new resource added to what you learned from the last resource(s).

**Sample Student Response**

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| **Write, Draw, or List** | | |
| **Title** | **New and important learning about the topic** | **How does this add to what I learned already?** |
| 1. *The People’s President/A President for the People* | This book is about Franklin Delano Roosevelt, the trials he faced in overcoming polio and becoming a politician, and the contributions he gave to the people. It talks about the programs he started to help farmers, the camps for farmers, and other contributions like the Birthday Ball and March of Dimes to fight polio. | This text shows the political involvement in the Great Depression and highlights the efforts of a president to help the people during this difficult time. |
| 1. *The Story of Dorothea Lange* | This is the biography of Dorothea Lange. Dorothea lived during the Great Depression and decided to dedicate her life to documenting people’s struggles with her camera. In doing so, she was able to get others interested in supporting and helping, and she captured pictures that are often used to describe the time period today. | The pictures in this text give specific information about what life was like at the time. The text itself is another story line adding on to the challenges faced by many during the Great Depression, and how knowledge of this inspired others. |
| 1. *Songs for the People* | This is a biography of Woody Guthrie, a folk singer who wrote songs about the challenges of life during the Great Depression and the people he met. | This gives a new picture of how challenging life was for other people (farmers, ranchers, etc) during the same time as Cesar’s fight. |
| 1. *Tough Times* | This text is a general history of the factors that led to the Great Depression, what happened as a result, and how FDR’s policies such as the New Deal helped. | This text gives supporting information to help us understand the Great Depression itself and how it took place. |
| 1. *Childhood During the Great Depression* | This is the firsthand account of Cesar Chavez, focusing on key childhood memories. He tells of what it was like to lose his home, the many times that he changed schools, and issues of racism such as a time when his family wasn’t allowed to shop because they were Mexican. | This text gives a firsthand picture of some of the events from the anchor text. It adds details not previously known, such as incidents of racism, challenges in Cesar’s childhood, and his father’s role as a demonstrator. |

**Week 2 Written Response (optional)**

*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.

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| Note to Teacher:  *Be sure to highlight the fact that two of the texts are firsthand and secondhand accounts (one from Cesar’s own point of view, one written about him)* |

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**Title:** *Harvesting Hope: The Story of Cesar Chavez*

**Essential Question:** How did Cesar Chavez overcome challenges and inspire others to fight for a cause during the Great Depression?

*This is a note taking form for you to collect thoughts and evidence during your reading and class discussions. You can use this when you write your essay later.*

What key events impact Cesar’s early life? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Does the author convince you that the Chavez family has no choice but to move to California? What evidence does she provide in the text? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Why do you think the author begins this biography by describing in the introduction Cesar’s life before the drought? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Which details from before and after the drought help to show this contrast? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What is it like for Cesar and his family to be migrants? How does he feel about this? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Why do you think so few migrant workers agree with Cesar at first? Explain your answer, using evidence from the text. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What is the main idea of the first paragraph on p. 567? Explain how you know. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What is Cesar’s strategy, or plan for helping the farmworkers? In your explanation, define what a strike is. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Why do you think the marchers plan to walk all the way to the state capitol of California? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How are the marchers treated at the beginning of the march? How are they treated at the end? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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When Cesar hears that the grape company officials want to meet with him, why does he think it must be a prank? Explain your answer, using text evidence and your own experience. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What does the march cause to happen? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Week 1 Written Response**

**Prompt #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.

**Prompt #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?

**Prompt #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)

**Prompt #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.

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**Building Knowledge: Extending the Topic**

**Essential Question:** How did some people overcome obstacles and inspire others to fight for a cause during the Great Depression?

**Rolling Vocabulary: “Fabulous Five”**

* Read each resource then determine the 5 words from each text that most exemplify (show best) the central idea of the text.
* Next use your 5 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Fabulous Five” words from **ALL** the word lists.
* Use the “Fabulous Five” words to summarize the most important learning from this text set.

|  |  |
| --- | --- |
| **Title** | **Six Vocabulary Words & Sentences** |
| *Harvesting Hope* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *The People’s President/A President for the People* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *The Story of Dorothea Lange* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Songs for the People* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Tough Times* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Childhood During the Great Depression* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| **Fabulous Five:** | |
| **Summary:** | |

**Rolling Knowledge Journal**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
3. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

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| **Write, Draw, or List** | | |
| **Title** | **New and important learning**  **about the topic** | **How does this resource add to what I learned already?** |
| 1. *The People’s President/A President for the People* |  |  |
| 1. *The Story of Dorothea Lange* |  |  |
| 1. *Songs for the People* |  |  |
| 1. *Tough Times* |  |  |
| 1. *Childhood During the Great Depression* |  |  |

**Week 2 Writing Task (optional)**

*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.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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