

Block 2: Literary Nonfiction

10/27-11/7

2 weeks (10 days)

TEKS 4.1A, 4.3/Fig 19D, 4.7, 4.7A, 4.9A, 4.14, Fig.19A-F

Week	Time Frame	Lessons	Focus
1	10/27-10/31	1-5	4.7, 4.7A, Fig 19D Literary Nonfiction Genre Immersion & Making Inferences
2	11/3-11/7	6-10	4.7A, 4.7/Fig 19D-E, 4.14/Fig 19D, 4.3/Fig 19D, Fig 19F Summarizing, Purpose of Media, Theme, Similarities and Differences in Literary Nonfiction Lesson 10-Bridging Assessment
No Unit Assessment			
0 Flex Days			

Block 1: Fiction

Lesson	TEKS & Objective/Product	Procedure
1	<p>TEKS: Fig 19A-C; 4.7</p> <p>Obj: We will establish purpose, ask questions, and monitor comprehension when reading.</p> <p>Product: I will establish purpose, ask questions, and monitor comprehension when reading a literary nonfiction text.</p>	<p>Focus: Literary Nonfiction Genre Immersion</p> <p>Text: <u>Harvesting Hope: The Story of Cesar Chavez (Journeys)</u></p> <p>Approach: Interactive Read Aloud (IRA)</p> <p>Resources/Materials:</p>
2	<p>TEKS: Fig 19A-C; 4.7</p> <p>Obj: We will establish purpose, ask questions, and monitor comprehension when reading.</p> <p>Product: I will establish purpose, ask questions, and monitor comprehension when reading a literary nonfiction text.</p>	<p>Focus: Literary Nonfiction Genre Immersion</p> <p>Text: <u>Sacagewea (Journeys)</u></p> <p>Approach: Interactive Read Aloud (IRA)</p> <p>Resources/Materials:</p>
3	<p>TEKS: Fig 19A-C; 4.7</p> <p>Obj: We will understand, make inferences, and draw conclusions about the structure and elements of literary nonfiction and provide evidence from text to support our understanding.</p> <p>Product: I will understand, make inferences, and draw conclusions about the structure and elements of literary nonfiction and provide evidence from text to support our understanding by creating a list of noticings and book examples.</p>	<p>Focus: Literary Nonfiction</p> <p>Text: <u>Harvesting Hope: The Story of Cesar Chavez & Sacagewea (Journeys)</u></p> <p>Approach: Minilesson</p> <p>Resources/Materials:</p> <ul style="list-style-type: none"> ● Literary Nonfiction Genre Anchor Chart
4	<p>TEKS: Fig 19D/4.7</p> <p>Obj: We will make inferences about literary nonfiction and use textual evidence to support understanding.</p> <p>Product: I will make inferences about literary nonfiction and use textual evidence to support understanding.</p>	<p>Focus: Literary Nonfiction</p> <p>Text: <u>Sacagewea (Journeys)</u></p> <p>Approach: Minilesson</p> <p>Resources/Materials:</p> <ul style="list-style-type: none"> ● Inference Handout
5	<p>TEKS: Fig 19D/4.7</p> <p>Obj: We will make inferences about literary nonfiction and use textual evidence to support understanding.</p> <p>Product: I will make inferences about literary nonfiction and use textual evidence to support understanding.</p>	<p>Focus: Literary Nonfiction</p> <p>Text: <u>Sacagewea (Journeys)</u></p> <p>Approach: Minilesson</p> <p>Resources/Materials:</p> <ul style="list-style-type: none"> ● Inference Handout

Lesson 1

Literary Nonfiction Genre Immersion

Lesson Overview: 4.7, Fig19A, Fig19B, Fig19C

Text: Harvesting Hope: The Story of Cesar Chavez (Journeys, Unit 4, Lesson 19)

Approach: Interactive Read Aloud

BEFORE THE LESSON

1. Create Stopping Points – Record the following on sticky notes and place on the correct pages in the text:

- **After Reading the Introduction, ask:** *“This selection is a biography. How is a biography different from a story?”*
- **After reading about the family earning thirty cents a day for their work, ask:** *“What was Cesar’s life like when he began traveling from one farm to another for work?”*
- **After the first meeting Cesar has with other workers, ask:** *“Why do you think Cesar feels strongly about the idea of nonviolence?”*
- **At the End of the Story, remind students that Cesar Chavez did not think violence could help solve problems. Then ask –** *“Do you agree or disagree? Turn and talk about your thinking with a partner.”*

Interactive Read Aloud (IRA) “Harvesting Hope: The Story of Cesar Chavez”

1. Introduce the Text: *“We are beginning a new genre study of literary nonfiction which includes biographies and autobiographies. Today we are going to read, Harvesting Hope: The Story of Cesar Chavez. The word harvesting means gathering a crop. But, here the author is saying that we are “Harvesting Hope.” How could we harvest hope? American farmers have grown fruits and vegetables for centuries. Some crops grow in huge fields. Often these plants must be tended and harvested by hand, a time consuming process. To overcome this problem, farmers began hiring migrants, or traveling workers. For many years, migrants were poorly treated but were expected to dedicate themselves to their work. They worked under the hot sun for low wages. Conflicts arose between migrants and farm owners. To strike, or refuse to work, could lead to violence. For a long time, migrants had no association to help them and no contact with officials in the state capitol. There was no publicity to tell people about their situation. Then a young man named Cesar Chavez came along. Let’s read to find out about the story of Cesar Chavez and how he harvests, or gathers hope.*

2. Read aloud the story to students. Stop periodically for very brief discussion of the text. Use the Stopping Points you created before the lesson.

Stopping Points –

- **After Reading the Introduction, ask:** *“This selection is a biography. How is a biography different from a story?”*
- **After reading about the family earning thirty cents a day for their work, ask:** *“What was Cesar’s life like when he began traveling from one farm to another for work?” (He had made his aunt feel bad.)*
- **After the first meeting Cesar has with other workers, ask:** *“Why do you think Cesar feels strongly about the idea of nonviolence?”*
- **At the End of the Story, remind students that Cesar Chavez did not think violence could help**

solve problems. Then ask – *“Do you agree or disagree? Turn and talk about your thinking with a partner.”*

3. **In closing, you might say** “At the end of the week, we will be creating an **Anchor Chart with Characteristics and Noticings of Literary Nonfiction**. We will be reading another literary nonfiction story together tomorrow.”
4. **Independent Practice:** Students will read I Could Do That: Esther Morris Gets the Vote (Unit 5, Lesson 22) independently. They will use this text later in the week to complete independent practice.
5. **Reading Workshop:** (Review any Reading Workshop Minilessons, as needed.) Students engage in Reading Workshop.

Reading Workshop Review Minilessons

Up to this point, you have taught minilessons that have established routines and procedures for an effective Reading Workshop. You will want to review the expectations, as needed, for your students, so that they have a clear picture of what to do when they are through with the Independent Practice that follows your Whole Group teaching. Review and discuss the following bullet points with your students, as needed.

- Select a “Just Right” book that you are interested in and **want to read**.
- Follow the **Guidelines for Reading Workshop** (refer to the anchor chart)
- Track your thinking each day (use sticky notes, if needed)
- Complete a Reading Response by the end of the week
- Do your best reading and thinking every day. Happy Reading!

Lesson 2

Literary Nonfiction Genre Immersion

Lesson Overview: 4.7, Fig19A, Fig19B, Fig19C

Text: Sacagawea (Journeys, Unit 4, Lesson 20)

Approach: Interactive Read Aloud

BEFORE THE LESSON

1. Create Stopping Points – Record the following on sticky notes and place on the correct pages in the text:

- **After Reading that Charbonneau and Sacagawea will join the Corps, ask:** “How have the lives of the two different groups now joined? What experience will they share?”
- **After Sacagawea rescues the captains’ supplies, ask:** “How do you think the captains felt about having Sacagawea on the journey?” **Follow-up:** “How did they show their appreciation?”
- **After the explorers reach the Pacific Ocean, ask:** “What do you think it was like for Sacagawea to go on this journey?” **Have students use examples from the selection to support their answers.**
- **At the End of the Story, ask –** “How can you tell that the captains respected Sacagawea by the end of the journey? Turn and talk with a partner about your thinking.”

Interactive Read Aloud (IRA) “Sacagawea”

- 1. Introduce the Text:** “In 1803 President Thomas Jefferson did something amazing. He doubled the size of the United States! France sold him a huge selection of land west of the Mississippi River in a deal known as the Louisiana Purchase. Then Jefferson proposed that Captains Meriwether Lewis and William Clark lead an expedition called the Corps of Discovery. Their duty was to look for a route through this new territory by boat and to meet the Native Americans who lived there. Lewis and Clark knew the journey would be difficult. They found men to accompany them and gathered supplies. Soon they would need an interpreter to help them talk with the Native Americans and avoid clumsy errors.” **Refer to the map on page 500 of Journeys to show them the Route of Lewis and Clark.** “We are continuing our study of literary nonfiction. Today we are going to read, Sacagawea, a biography. Listen to find out how Sacagawea helped Lewis and Clark on their expedition and why the author chose to write a book about her so that we would remember her.”
- 2. Read aloud the story to students. Stop periodically for very brief discussion of the text. Use the Stopping Points you created before the lesson.**

Stopping Points –

- **After Reading that Carbonneau and Sacagawea will join the Corps, ask:** “How have the lives of the two different groups now joined? What experience will they share?”
 - **After Sacagawea rescues the captains’ supplies, ask:** “How do you think the captains felt about having Sacagawea on the journey?” **Follow-up:** “How did they show their appreciation?”
 - **After the explorers reach the Pacific Ocean, ask:** “What do you think it was like for Sacagawea to go on this journey?” **Have students use examples from the selection to support their answers.**
 - **At the End of the Story, ask –** “How can you tell that the captains respected Sacagawea by the end of the journey? Turn and talk with a partner about your thinking.”
- 3. In closing, you might say “Tomorrow, we will be creating an Anchor Chart with Characteristics and Noticings of Literary Nonfiction.”**

4. **Independent Practice:** Students will continue to read I Could Do That: Esther Morris Gets the Vote (Unit 5, Lesson 22) independently. They will use this text later in the week to complete independent practice.
5. **Reading Workshop:** (Review any Reading Workshop Minilessons, as needed.) Students engage in Reading Workshop.

Reading Workshop Review Minilessons

Up to this point, you have taught minilessons that have established routines and procedures for an effective Reading Workshop. You will want to review the expectations, as needed, for your students, so that they have a clear picture of what to do when they are through with the Independent Practice that follows your Whole Group teaching. Review and discuss the following bullet points with your students, as needed.

- Select a “Just Right” book that you are interested in and **want to read**.
- Follow the **Guidelines for Reading Workshop** (refer to the anchor chart)
- Track your thinking each day (use sticky notes, if needed)
- Complete a Reading Response by the end of the week
- Do your best reading and thinking every day. Happy Reading!

Lesson 3

Literary Nonfiction Genre Study and Guidelines for Reading Workshop

Lesson Overview: 4.7, Fig19A, Fig19B, Fig19C

Texts: Harvesting Hope: The Story of Cesar Chavez and Sacagewea

Approach: Minilessons

BEFORE THE LESSON

1. Create the **Literary Nonfiction Genre Study** Anchor Chart with the definition completed, but leaving both the **Noticings** and **Book Examples** columns blank. You will complete this with your students.
2. Create the **Guidelines for Reading Workshop** Anchor Chart.

Literary Nonfiction Noticings Minilesson

1. Display the **Literary Nonfiction Genre Anchor Chart** and discuss the definition of realistic fiction with your students.
2. Explain that all Literary Nonfiction stories (biographies and autobiographies) have certain characteristics. **You might say** “We have read two examples of literary nonfiction text : Harvesting Hope: The Story of Cesar Chavez.” **Ask** “What did all of these stories have in common?” **Facilitate the discussion using the bullet points below. You may have to model your thinking about the genre noticings.**
All of these stories ...
 - are true stories of a real person’s life
 - the author wrote them to show why a person’s life is important
 - the real person the biography/autobiography is about is the subject; other characters are real people that influenced the subject’s life
 - the setting is a real time and place in which the subject lived
 - events are told in order as a story; they may span the subject’s entire life or just a specific time
 - most parts of a biography are facts; others are the author’s or other character’s opinions may be included
 - biographies use third-person point of view; autobiographies use first-person point of view
3. Following the discussion, complete the Genre Noticings Column of the Literary Nonfiction Anchor Chart.
4. Distribute a copy of the Literary Nonfiction Genre Anchor Chart to students with the noticings already filled in.

Literary Nonfiction – A biography is the true story of a real person's life, written by another person. An autobiography is the true story of a person's life, written by that person.	
Noticings	Book Examples
<p>Author's Purpose: to inform; to show why this person's life is important</p> <p>Characters: the real person the biography is about is the subject; a biography tells what the subject accomplished and why he/she is important; other characters in the biography are real people who influenced the life of the subject in some way</p> <p>Setting: thinking about the time and place in which the subject lived will help readers understand more about the person</p> <p>Narrative Structure: events are told in order as a story; events may span the person's entire life or may represent a specific time in the person's life</p> <p>Point of View:</p> <ul style="list-style-type: none"> -biography – 3rd person point of view -autobiography – 1st person point of view 	

5. For each Noticing, cite an example from one of the books read this week and record it in the Book Examples column of the anchor chart. (A completed Literary Nonfiction Genre Anchor Chart has been included at the end of this lesson.) Students will write the text examples on their copy.

Literary Nonfiction – A biography is the true story of a real person's life, written by another person. An autobiography is the true story of a person's life, written by that person.	
Noticings	Book Examples
<p>Author's Purpose: to inform; to show why this person's life is important</p> <p>Characters: the real person the biography is about is the subject; a biography tells what the subject accomplished and why he/she is important; other characters in the biography are real people who influenced the life of the subject in some way</p> <p>Setting: thinking about the time and place in which the subject lived will help readers understand more about the person</p> <p>Narrative Structure: events are told in order as a story; events may span the person's entire life or may represent a specific time in the person's life</p> <p>Point of View:</p> <ul style="list-style-type: none"> -biography – 3rd person point of view -autobiography – 1st person point of view <p>Theme: the author's message to readers; theme can often be determined through what the subject of the biography learns</p>	<p>Author's Purpose: from <i>Stealing Home: The Story of Ossie Clay</i> to inform the reader about the life of Oscar Clay who helped Detroit win the most successful season.</p> <p>Characters: from <i>Seaplane</i> <i>Seaplane</i>, the man character Charbonneau, Seaplane's husband Captain William Clark, leader of the expedition Captain Meinhelber Lewis, leader of the expedition</p> <p>Setting: from <i>Seaplane</i> in the early 1850s, Seaplane helps Lewis and Clark on a long journey to explore the West. Plans to the Pacific Ocean.</p> <p>Narrative Structure: from <i>Stealing Home: The Story of Ossie Clay</i> When Oscar was born, his life is turned upside down by hard times. Just as a family drought, his family loses their ranch and is forced to move to California. He and his family work in the fields harvesting fruits and vegetables as migrant farm workers. Workers who complain are fired or beaten up and this leads Oscar to join the union.</p> <ul style="list-style-type: none"> • Oscar dedicates his life to fighting for justice. • He helps start the National Farm Worker Association. • Oscar refused to use violence as a weapon, but he organized a march and the National Farm Worker Association was eventually recognized. <p>Point of View: from <i>Stealing Home: The Story of Ossie Clay</i> Oscar: The author is not Oscar Clay, so it is 3rd person.</p> <p>Theme: from <i>Stealing Home: The Story of Ossie Clay</i> The life of Oscar Clay supports the theme that such was the most powerful season.</p>

6. Students will paste the completed Literary Nonfiction Genre Chart in the Whole Group Section of their Reading Notebook.
7. **Reading Workshop:** “Today, during Reading Workshop, as you are reading, mark two places in your book where you might share some of what you were thinking about as you read. It might be that you notice something about the genre of the book you are reading. Use sticky notes to help you remember the place so we can share our thoughts when we gather for our group meeting. During our group meeting, we will turn and talk with our partner and share some of our thinking. Don't forget to place the sticky notes in your Reading Notebook in the Reading Response section”
8. **Group Meeting:** Following the Reading Workshop time, invite students to turn and talk with their partner about the thinking they did while they were reading.

Literary Nonfiction – A biography is the true story of a real person’s life, written by another person. An autobiography is the true story of a person’s life, written by that person.

Noticings

Author’s Purpose: to inform or explain; to show why this person’s life is important

Characters: the real person the biography is about is the subject; a biography tells what the subject accomplished and why he/she is important; other characters in the biography are real people who influenced the life of the subject in some way

Setting: thinking about the time and place in which the subject lived will help readers understand more about the person

Narrative Structure: events are told in order as a story; events may span the person’s entire life or may represent a specific time in the person’s life

Point of View:

-biography – 3rd person point of view
-autobiography – 1st person point of view

Book Example

Literary Nonfiction – A **biography** is the true story of a real person’s life, written by another person. An **autobiography** is the true story of a person’s life, written by that person.

Noticings

Author’s Purpose: to inform or explain; to show why this person’s life is important

Characters: the real person the biography is about is the subject; a biography tells what the subject accomplished and why he/she is important; other characters in the biography are real people who influenced the life of the subject in some way

Setting: thinking about the time and place in which the subject lived will help readers understand more about the person

Narrative Structure: events are told in order as a story; events may span the person’s entire life or may represent a specific time in the person’s life

Point of View:

-biography – 3rd person point of view

-autobiography – 1st person point of view

Theme: the author’s message to readers; theme can often be determined through what the subject of the biography learns

Book Examples

Author’s Purpose: from **Harvesting Hope: The Story of Cesar Chavez**- to explain how Cesar Chavez used nonviolence and truth as a powerful weapon for change.

Characters: from **Sacagewea**

Sacagewea, the main character

Charbonneau, Sacagewea’s husband

Captain William Clark, leader of the expedition

Captain Meriwether Lewis, leader of the expedition

Setting: from **Sacagewea**

In the early 1800s, Sacagewea helps Lewis and Clark on a long journey to explore the Great Plains to the Pacific Ocean .

Narrative Structure: from **Harvesting Hope: The Story of Cesar Chavez**

When Cesar was ten, his life is turned upside down by hard times due to a terrible drought. His family loses their ranch and is forced to move to California. He and his family work in the fields harvesting fruits and vegetables as migrant farm workers. Workers who complain are fired or beaten up and this upsets Cesar. (problem/conflict)

- Cesar dedicates his life to fighting for justice.
- He helps start the National Farm Worker Association.
- Cesar refused to use violence as a weapon, but he organized a march and the National Farm Worker Association was eventually recognized.

Point of View: from **Harvesting Hope: The Story of Cesar Chavez** The author is not Cesar Chavez, so it is 3rd person.

Theme: from **Harvesting Hope: The Story of Cesar Chavez** The life of Cesar Chavez supports the theme that truth was the most powerful weapon.

Lesson 4

Inferring in Literary Nonfiction

Lesson Overview: Fig 19D/4.7

Texts: Sacagawea

Approach: Minilesson

Making Inferences Minilesson

- Under the document camera, display the **Inference Handout** and review the definition of an inference.

Inference - an idea that the author does not state	
Text Evidence	Inference
<p>The Sacagawea had to help her husband find a way to get across the river to get to the other side of the river. This was a very hard job.</p> <p>Sacagawea's mind was on other matters. She was thinking about her baby.</p> <p>Sacagawea did not like to go on the journey. She was afraid of the unknown.</p> <p>Sacagawea was a brave woman. She did not let her fear stop her.</p> <p>Sacagawea was a strong woman. She could do anything.</p> <p>Sacagawea was a kind woman. She helped her husband.</p> <p>Sacagawea was a smart woman. She knew what to do.</p> <p>Sacagawea was a hard worker. She did not stop until she was done.</p> <p>Sacagawea was a good woman. She was always there for her husband.</p> <p>Sacagawea was a loyal woman. She stayed with her husband.</p> <p>Sacagawea was a brave woman. She did not let her fear stop her.</p> <p>Sacagawea was a strong woman. She could do anything.</p> <p>Sacagawea was a kind woman. She helped her husband.</p> <p>Sacagawea was a smart woman. She knew what to do.</p> <p>Sacagawea was a hard worker. She did not stop until she was done.</p> <p>Sacagawea was a good woman. She was always there for her husband.</p> <p>Sacagawea was a loyal woman. She stayed with her husband.</p>	<p>Sacagawea was important to her husband's journey.</p> <p>What does your text tell you about Sacagawea's character?</p> <p>The reader can tell that Sacagawea was anxious about the journey.</p>

- “Sometimes you need to make an inference using text evidence and background knowledge. Today we are going to focus on using the text evidence to make inferences.” **Read the Text Evidence in the first row. You might want to open your copy of the text to that page.**
- Read the sentence frame under the inference on the first row.** “The reader can tell that Sacagawea was - This is asking us to make an inference about Sacagawea. The text tells us that this is exciting, yet her mind is on other matters. We know that Sacagawea will soon have a baby. If you were about to go on an expedition and you were about to have a baby, how would you feel.” Gather responses from your students or model your thinking to compose the statement and write it under the inference column on the first row. **“The reader can tell that Sacagawea was anxious about the journey.”**
- Repeat the same process for the remaining inferences on the chart. (You could have students work in pairs or groups to make inferences for the remaining inferences and share their thinking with the class)**
- Independent Practice:** Students will complete the the Inference Handout in their Reading Notebook using I Could Do That: Esther Morris Gets the Vote.
- Reading Workshop:** Students engage in Reading Workshop when they complete the Independent Practice.

Inference = an idea that the author does not state

Text Evidence	Inference
<p><i>He (Carbonneau) told her (Sacagawea) they would be joining the Corps of Discovery in the spring. This was exciting news, but Sacagawea's mind was on other matters. She was soon to become a mother. pg. 505</i></p>	<p>The reader can tell that Sacagawea was-</p>
<p><i>Sacagawea did what she could to help the expedition, even though she was paid nothing. As she walked along the shore with Captain Clark, Sacagawea looked for plants to keep the crew healthy. She gathered berries or dug for wild artichoke roots with her digging stick. Her Shoshone childhood had prepared her well for this journey. pg. 506</i></p>	<p>Sacagawea was important to the expedition because-</p>
<p><i>By the middle of July, the corps was once again paddling up the Missouri. They reached a valley where three rivers came together, a place Sacagawea knew well. If she was upset to see it again, she did not show it. The captains learned how Sacagawea had been captured and her people killed. Sacagawea recognized a landmark that her people called the Beaver Head Mountain. pg. 507</i></p>	<p>What can you infer from the fact that Sacagawea recognized several landmarks?</p>
<p><i>Christmas Day was rainy and dreary, but the corps was determined to celebrate. The men fired a salute with their guns and sang. Sacagawea gave Captain Clark a fine gift of two dozen white weasel tails. pg. 512</i></p>	<p>The reader can tell that Sacagawea-</p>
<p><i>Think about the genre and use your Genre Noticings.</i></p> <p>The genre of <u>Sacagawea</u> is:</p> <p><i>What is the author's message?</i></p> <p>The author's message is:</p>	<p>The author wrote this selection to -</p>

Inference = an idea that the author does not state

With Answers

Text Evidence	Inference
<p>He (Carbonneau) told her (Sacagawea) they would be joining the Corps of Discovery in the spring. This was exciting news, but Sacagawea's mind was on other matters. She was soon to become a mother. pg. 505</p>	<p>The reader can tell that Sacagawea was -anxious about the difficult journey.</p>
<p>Sacagawea did what she could to help the expedition, even though she was paid nothing. As she walked along the shore with Captain Clark, Sacagawea looked for plants to keep the crew healthy. She gathered berries or dug for wild artichoke roots with her digging stick. Her Shoshone childhood had prepared her well for this journey. pg. 506</p>	<p>Sacagawea was important to the expedition because -She was very important to the expedition because of the many skills she had.</p>
<p>By the middle of July, the corps was once again paddling up the Missouri. They reached a valley where three rivers came together, a place Sacagawea knew well. If she was upset to see it again, she did not show it. The captains learned how Sacagawea had been captured and her people killed. Sacagawea recognized a landmark that her people called the Beaver Head Mountain. pg. 507</p>	<p>What can you infer from the fact that Sacagawea recognized several landmarks? Sacagawea has been there before. This is probably the country where she had been born and where her people lived.</p>
<p>Christmas Day was rainy and dreary, but the corps was determined to celebrate. The men fired a salute with their guns and sang. Sacagawea gave Captain Clark a fine gift of two dozen white weasel tails. pg. 512</p>	<p>The reader can tell that Sacagawea -values and respects Captain Clark's leadership; she is grateful that he saved her and her son from the flood.</p>
<p>Think about the genre and use your Genre Noticings. The genre of <u>Sacagawea</u> is: literary nonfiction (refer to genre noticings for author's purpose) What is the author's message? The life of Sacagawea who helped with an important American expedition.</p>	<p>The author wrote this selection to -inform the reader about the life of Sacagawea who helped with an important American expedition.</p>

Name: _____

I Could Do That: Esther Morris Gets the Vote**Inference = an idea that the author does not state**

Text Evidence	Inference
<p><i>'Where are those men going, Mama?' asked Esther. "They are going to vote for the next president of the United States," Mama said. "Will Papa vote?" "Yes, Papa always votes." "Will you vote, Mama?" "No, dear, only men can vote." pg. 566</i></p>	<p><i>The reader can infer that Esther-</i></p>
<p><i>One day, Esther read a proclamation tacked to a wall: ALL MALE CITIZENS 21 AND OLDER ARE CALLED TO VOTE IN THE FIRST TERRITORIAL ELECTIONS. Esther looked around at the disorderly young men. "It's time I did that," she said. pg. 567</i></p>	<p><i>The reader can infer that Esther thinks-</i></p>
<p><i>Think about the genre and use your Genre Noticings.</i></p> <p><u>The genre of <i>I Could Do That: Esther Morris Gets Women the Vote</i> is:</u></p> <p><i>What is the author's message?</i></p> <p><i>The author's message is:</i></p>	<p><i>The author wrote this selection to-</i></p>

Lesson 5**Inferring in Literary Nonfiction****Lesson Overview: Fig 19D/4.7**

Texts: Harvesting Hope: The Story of Cesar Chavez**Approach: Minilesson****Making Inferences Minilesson**

1. Under the document camera, display the **Inference Handout** and review the definition of an inference.

Inference - an idea that the author does not state	
Text Evidence	Inference
<p>By the middle of July, the other two girls were laughing at the inference. They needed a really strong three meters each. They were used to see it again, she did not know it. The inference seemed to be something that had been noticed and her words to him. Inference response a statement that she would expect the Reader Read. Inference. pg. 812</p>	<p>What does this text tell you about the inference? pg. 812</p>
<p>Christina Day was very old. There, but the world was different to her. The world had a whole new look and she was. Inference from Christina Day's first gift of the book to her second text. pg. 812</p>	<p>What does this text tell you about the inference? pg. 812</p>

2. “Sometimes you need to make an inference using text evidence and background knowledge. Today we are going to focus on finding text evidence that supports an inference.” **Read the Inference in the first row.**
3. **Read the sentence frame under the text evidence on the first row.** “What sentences from the text support this inference? pg. 482 Let’s turn to pg. 482 We are going to read this page to see if we can find any evidence that supports the inference that Cesar felt vulnerable and unprotected at school. *None of the thirty-five schools Cesar attended over the years seemed like a safe place. Once, after Cesar broke the rule about speaking English at all times, a teacher hung a sign on him that read, I AM A CLOWN. I SPEAK SPANISH. He came to hate school because of the conflicts.* If you were made to wear a sign like that, how would you feel? Gather responses from your students or model your thinking to compose the statement and write it under the inference column on the first row. **“These sentences support the inference that Cesar felt vulnerable and unprotected at school.” Record the text evidence on the anchor chart.**
4. **Repeat the same process for the remaining inferences on the chart. (You could have students work in pairs or groups to find text evidence for the remaining inferences and share their thinking with the class)**
5. **Independent Practice:** Students will complete the the Inference Handout 2 in their Reading Notebook using I Could Do That: Esther Morris Gets Women the Vote.
6. **Reading Workshop:** Students engage in Reading Workshop when they complete the Independent Practice.

Inference = an idea that the author does not state

Text Evidence	Inference
What sentences from the text supports this inference? pg. 482	<i>The reader can tell that Cesar felt vulnerable and unprotected at school.</i>
What evidence from the story supports this inference? pg. 486	<i>The author believes that nonviolence and truth are powerful weapons.</i>
What evidence from the story supports this inference? pg. 507	<i>Cesar wanted to show a connection between the law and farmworkers' rights.</i>

Inference = an idea that the author does not state

With Answers

Text Evidence	Inference
<p>What sentences from the story supports this inference? pg. 482 <i>None of the thirty-five schools Cesar attended over the years seemed like a safe place. Once, after Cesar broke the rule about speaking English at all times, a teacher hung a sign on him that read, I AM A CLOWN. I SPEAK SPANISH. He came to hate school because of the conflicts.</i></p>	<p>The reader can tell that Cesar felt vulnerable and unprotected at school.</p>
<p>What evidence from the story supports this inference? pg. 486 <i>The company fought back with everything from punches to bullets. Cesar refused to respond with violence. Violence would only hurt La Causa.</i> The author repeats that Cesar would not use violence to emphasize the author's belief and Cesar's belief that nonviolence and truth are powerful weapons.</p>	<p>The author believes that nonviolence and truth are powerful weapons.</p>
<p>What evidence from the story supports this inference? pg. 507 <i>From the steps of the state capitol building, the joyous announcement was made to the public: Cesar Chavez had just signed the first contract for farmworkers in American history.</i> The capitol is the seat of the state government. That is why Cesar probably chose to make the announcement on the steps of the state capitol building.</p>	<p>Cesar wanted to show a connection between the law and farmworkers' rights.</p>

Name: _____

Inference Handout 2I Could Do That: Esther Morris Gets Women the Vote**Inference = an idea that the author does not state**

Text Evidence	Inference
What evidence from the story supports the inference? pg. 568	The reader can tell that Herman Nickerson didn't want to be outdone by Colonel William Bright.
What evidence from the story supports this inference? (throughout the text)	The reader can tell that Esther's "can-do" attitude helps her accomplish many things that others thought she could not attempt.

Block 1: Fiction

Lesson	TEKS & Objective/Product	Procedure
6	<p>TEKS: 4.7/Fig 19E Obj: We will summarize information in text maintaining meaning and logical order. Product: I will summarize information in text maintaining meaning and logical order when reading a literary nonfiction text.</p>	<p>Focus: Summarizing Literary Nonfiction Text: <u>Harvesting Hope: The Story of Cesar Chavez (Journeys)</u> Approach: Minilesson Resources/Materials:</p> <ul style="list-style-type: none"> ● Summarizing Literary Nonfiction Anchor Chart
7	<p>TEKS: 4.14/Fig. 19D Obj: We will use comprehension skills to analyze how graphics and images work together to impact meaning. Product: I will use comprehension skills to analyze how graphics and images work together to impact meaning.</p>	<p>Focus: Media in Literary Nonfiction Text: <u>Sacagawea (Journeys)</u> Approach: Minilesson Resources/Materials:</p> <ul style="list-style-type: none"> ● Media in Literary Nonfiction Anchor Chart
8	<p>TEKS: 4.7A, Fig 19F Obj: We will identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography. Product: I will identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.</p>	<p>Focus: Similarities and Differences in Events and Characters' Experiences Text: <u>Harvesting Hope: The Story of Cesar Chavez (Journeys) & "An American Hero-The Biography of Cesar E. Chavez"</u> (this article is included in the lesson) Approach: Minilesson Resources/Materials:</p> <ul style="list-style-type: none"> ● Similarities and Differences in Events and Characters' Experiences Anchor Chart
9	<p>TEKS: 4.3/Fig 19D Obj: We will understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support our understanding. Product: I will understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support our understanding by answering test-formatted questions.</p>	<p>Focus: Understanding Theme Text: <u>Harvesting Hope: The Story of Cesar Chavez & Sacagawea (Journeys)</u> Approach: Minilesson Resources/Materials:</p> <ul style="list-style-type: none"> ● Understanding Theme Anchor Chart
10	<p>TEKS: 4.7/Fig 19D, 4.7/Fig 19E, 4/14/Fig 19D Obj: We will understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support our understanding. Product: I will understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support our understanding by answering test-formatted questions.</p>	<p>Focus: Bridging to the Testing Genre Text: <u>"The Lady Who Loved the Land"</u> Approach: Minilesson Resources/Materials:</p> <ul style="list-style-type: none"> ● 4th Grade Bridging Read Aloud "The Lady Who Loved the Land" (included in the lesson) ● Bridging Assessment (included in the lesson)

Lesson 6

Summarizing Literary Nonfiction

Lesson Overview: 4.7/Fig 19E

Texts: Harvesting Hope: The Story of Cesar Chavez

Approach: Minilesson

BEFORE THE LESSON

1. Create the **Summarizing Literary Nonfiction Anchor Chart** with the summary section left blank.

Summarizing Minilesson

1. Display the **Summarizing Literary Nonfiction Anchor Chart** and discuss the elements of a good summary. Emphasize the importance of paraphrasing the major events that makes Cesar Chavez memorable.
 - **Paraphrase**-to express the meaning of something written in different words, especially to clarify the message

4th Grade Reading 22

Summarizing Literary Nonfiction

A **summary** is the retelling in your own words, or paraphrasing, of the most important parts.

The most important parts in literary nonfiction are the major events in the person's life that made them memorable.

Ask yourself! What about this person makes them worthy of having their life story told?

Summary:

2. Have students turn and talk with a partner or group about the major events in Cesar Chavez's life. Have students share their thinking with the rest of the class. Create a list of the important events your students have shared on the white board, an anchor chart, or the SmartBoard. If your students share events that are not important or that are not major events, talk through WHY the event should not be included in the summary. A sample list of the major events in Cesar Chavez's life is included.
3. **Paraphrase each major event that you recorded.** Craft the summary with your students using the paraphrased events. *Good summaries often combine paraphrased events in a concise way.* A completed Anchor Chart is included.
4. **Independent Practice:** Students will work with a partner or group to complete a summary using the same process for paraphrasing major events in their Reading Notebook for **I Could Do That! Esther Morris Gets Women the Vote.**
5. **Reading Workshop:** Each day as students complete the **Independent Practice**, they should read their Independent Book, record their thinking on sticky notes and paste them in their Reading Notebook in the Reading Response section, and continue to keep a record of their reading.

Major Events in Cesar Chavez's Life

- In 1937, Cesar's life is turned upside down by hard times due to a terrible drought and the family loses their ranch and is forced to move to California. **In 1937 Cesar's family is forced to move to California after the drought caused them to lose their farm. (paraphrased)**
- Cesar and his family work in the fields harvesting fruits and vegetables as migrant farm workers. Workers who complain are fired or beaten up and this upsets Cesar. **Cesar and his family worked as migrant farm workers. (paraphrased)**
- Cesar dedicates his life to fighting for justice. He helps start the National Farm Worker Association. In 1965, Delano vineyard owners cut the farmworkers' pay, so the workers strike against the company. **Upset by the way workers are treated, Cesar decided to fight for justice and started the National Farm Workers Association.(paraphrased)**
- The grape company fights the strike. Cesar refused to use violence as a weapon, but he organizes a march. The police try to stop the march, but Cesar forces them to back down.
- **Companies fought the farm workers, but Cesar refused to use violence.(paraphrased)**
- The grape company surprises Cesar with a message that they are ready to recognize the National Farm Workers Association. They issued a contract with better working conditions and a pay raise. Cesar achieved his goal.
- **Eventually the companies decided to recognize the National Farm Workers Association and issued a contract that included a pay raise and better working conditions. Cesar achieved his goal.(paraphrased)**

Summarizing Literary Nonfiction

A **summary** is the retelling in your own words, or **paraphrasing**, of the **most important parts**.

*The most important parts in literary nonfiction are **the major events in the person's life that made them memorable.***

Ask yourself: **What about this person makes them worthy of having their life story told?**

Summary:

In 1937, Cesar's family is forced to move to California after the drought caused them to lose their farm. Cesar and his family worked as migrant farm workers. Upset by the way workers are treated, Cesar decided to fight for justice and started the National Farm Worker Association. Companies fought the strike, but Cesar refused to use violence. Eventually, the companies recognized the National Farm Workers Association and issued a contract that included a pay raise and better working conditions. Cesar achieved his goal.

Name: _____

Summarizing Literary Nonfiction

A **summary** is the retelling in your own words, or **paraphrasing**, of the **most important parts**.

*The **most important parts** in literary nonfiction are **the major events in the person's life that made them memorable**.*

Ask yourself: **What about this person makes them worthy of having their life story told?**

Important Events in Esther Morris' Life

Summary:

Lesson 7

Media in Literary Nonfiction

Lesson Overview: 4.14/Fig. 19D

Text: Scagawea (Journeys, Unit 4, Lesson 20)

Approach: Minilesson

BEFORE THE LESSON

1. Create the **Media Literacy Anchor Chart** with the definitions and the **first 3 columns** completed, but leaving the last column blank. You will complete this with your students.

Media in Literary Nonfiction Minilesson

1. Display **Media Literacy Anchor Chart** and discuss the definition of media.
2. Explain that authors include different types of media in literary nonfiction text to help readers understand what they're reading. Sometimes literary nonfiction texts are hard for readers to understand because we might not have any background knowledge on the time period or the subject of the text. Authors include media to give readers extra information and visuals to help us learn more about the setting and subject of literary nonfiction text.

Media in Literary Nonfiction <small>Sacagawea</small>			
Media = text and graphic features the author includes to help the reader understand when reading the biography/autobiography			
Type of Media	Page #	What is it?	Purpose for the Reader
Illustration	507	Sacagawea is working to rescue the captain's important things.	
Illustration	512-513	An illustration of Sacagawea and her son on the shore of the Pacific Ocean.	
Illustration	514	Illustration of Lewis' report to President Jefferson	

2. **Have students turn to page 507 with the example of media in their student books.** “I noticed the author chose to include an illustration of a statue of Sacagawea with her baby picking something up by the river.” **Read the last paragraph on page 506 and page 507.** “This tells me that Sacagawea stayed calm and rescued the captains’ important things. These things were important to the expedition because without them they would not have been able to continue. They also named a river after Sacagawea a few days later. I know that author’s use illustrations to help the reader better comprehend important events in literary nonfiction. This event was important because it lead to the captains respecting Sacagawea.”
3. **Talk through the first “Purpose” of the illustration on page 507 and record it on the Anchor Chart using the COMPLETED sample Anchor Chart included in the handouts.**

Media in Literary Nonfiction "WITH ANSWERS" <small>Sacagawea</small>			
Media = text and graphic features the author includes to help the reader understand when reading the biography/autobiography			
Type of Media	Page #	What is it?	Purpose for the Reader
Illustration	507	Sacagawea is working to rescue the captain's important things.	This illustration gives the reader a visual representation of Sacagawea with her baby strapped to her back calmly gathering the captain's important things. This was an important event that lead to the captains respecting Sacagawea, so the author included an illustration of this event.
Illustration	512-513	An illustration of Sacagawea and her son on the shore of the Pacific Ocean.	The author includes the illustration to help the reader visualize Sacagawea and her son portly looking at the white and the Pacific Ocean. Seeing the Pacific Ocean was important to Sacagawea, so the author included an illustration of this event.
Illustration	514	Illustration of Lewis' report to President Jefferson	The author includes the illustration to help the reader visualize the report Lewis was working on for President Jefferson. This report was an important part of Lewis and Clark's expedition, so the author included an illustration of this subject.

4. Continue this process for the remaining examples of media. You might have students turn and talk to a partner about the last 1 or 2 to help you record the purpose for those examples of media.
5. **Independent Practice:** Students will use **I Could Do That! Esther Morris Gets Women the Vote (Journeys)** and complete the **Media Literacy Chart** in their **Reading Notebook** using the handout provided.
6. **Reading Workshop:** Each day as students complete the independent practice, they **SHOULD** read their independent book, record thinking on sticky notes, paste them in their **Reading Notebook** in the **Reading Response** section, and continue to keep a **Record of their Reading**.

Media in Literary Nonfiction Sacagawea

Media = text and graphic features the author includes to help the reader understand when reading the biography/autobiography

Type of Media	Page #	What is it?	Purpose for the Reader
Illustration	507	Sacagawea is working to rescue the captains' important things.	
Illustration	512~ 513	An illustration of Sacagawea and her son on the shore of the Pacific Ocean.	
Illustration	514	Illustration of Lewis' report to President Jefferson	

Media in Literary Nonfiction ***WITH ANSWERS***

Sacagawea

Media = text and graphic features the author includes to help the reader understand when reading the biography/autobiography

Type of Media	Page #	What is it?	Purpose for the Reader
Illustration	507	Sacagawea is working to rescue the captains' important things.	This illustration gives the reader a visual representation of Sacagawea with her baby strapped to her back calmly gathering the captains' important things. This was an important event that led to the captains respecting Sacagawea, so the author included an illustration of this event.
Illustration	512~ 513	An illustration of Sacagawea and her son on the shore of the Pacific Ocean.	The author includes the illustration to help the reader visualize Sacagawea and her son joyfully looking at the whale and the Pacific Ocean. Seeing the Pacific Ocean was important to Sacagawea, so the author included an illustration of this event.
Illustration	514	Illustration of Lewis' report to President Jefferson	The author includes the illustration to help the reader visualize the report Lewis was working on for President Jefferson. This report was an important part of Lewis and Clark's expedition, so the author included an illustration of this artifact.

Name: _____

Media in Literary NonfictionI Could Do That! Esther Morris Gets Women the Vote

Media = text and graphic features the author includes to help the reader understand when reading the biography/autobiography

Type of Media	Page #	What is it?	Purpose for the Reader
Illustration	562	An illustration of men carrying a US flag on their way to vote. Esther is in the background looking at them.	
Illustration	564	An illustration of Esther's hat shop. A woman is fainting at the sight and a mother is covering a young girl's eyes. Esther is proudly painting her sign.	
Illustration with labels	569	An illustration with labels showing how women responded to the news that women got the right to vote in Wyoming.	
Illustration	570	An illustration of Esther casting her vote.	

Lesson 8

Similarities and Differences in Events and Characters' Experiences

Lesson Overview: 4.7A

Text: Harvesting Hope: The Story of Cesar Chaves (Journeys) & "An American Hero-The Biography of Cesar E. Chavez"

Approach: Minilesson

BEFORE THE LESSON

- Create the **Similarities and Differences in Events and Characters' Experiences Anchor Chart** leaving the columns blank.

Similarities and Differences in Events and Characters' Experiences		
Harvesting Hope: The Story of Cesar Chavez	Both	"An American Hero-The Biography of Cesar E. Chavez"

- Write each event from the **Similarities and Differences in Events and Characters' Experiences Anchor Chart WITH ANSWERS** on a sheet of white copy paper to sort during the lesson. You will sort and attach these events under the correct column during the lesson.

Similarities and Differences in Events and Characters' Experiences

1. "Sometimes when author's start to write about a person's life, they want to make the biography read more like a story. They include the important events from the person's life, but they add literary language and fictionalize some events and character's experiences. Other times, they write a biography that is very dry and only includes facts. Today we are going to read a biography of Cesar Chavez called "**An American Hero-The Biography of Cesar E Chavez**" This is written as a factual account of Cesar Chavez's life. As I read it, I want you to think about what is the same and what is different between this biography and **Harvesting Hope: The Story of Cesar Chavez**.
2. Read "**An American Hero-The Biography of Cesar E. Chavez**" aloud. You can print this article and read it, place it under the document camera, or project it on your SmartBoard.
3. After reading, "**An American Hero-The Biography of Cesar E. Chavez**" guide students in discussing what was the same and different in both texts. Use the completed three column chart to guide this process.
4. Using the events written on plain copy paper, select one event and have students use the texts to decide under which column it belongs. Using this process, continue modeling/guiding students ("An American Hero...", Both, and Harvesting Hope) to categorize the remaining events. You might want to pass out the events to groups of students and have them work together to categorize the remaining events.

5. **Reading Workshop:** Each day as students complete the independent practice, they **SHOULD** read their independent book, record thinking on sticky notes, paste them in their **Reading Notebook** in the **Reading Response** section, and continue to keep a **Record of their Reading**.

An American Hero

The Biography of César E. Chávez



Photo copyright © Jocelyn Sherman

César E. Chávez was a good man who dedicated his life to helping others.

César was born to parents who taught him important ideas about hard work, the importance of education, and respect.

As a young boy, César worked on his family's farm feeding and watering the animals, collecting eggs, and bringing water to the house.

César's parents thought school was important. School was hard for César because the teachers only spoke English and César did not understand English. César thought some teachers were mean because they would

punish him when he spoke Spanish. César learned to read English in school and he learned to read Spanish from his uncles.

César's parents were very strict and taught him and his sisters and brothers to show respect to others.

His parents also taught him that it was important to help others. César and his family often helped his uncles, aunts, and cousins by giving them food when they had little to eat.



Photo Courtesy of César E. Chávez Foundation

César and his sister are standing outside their home.



Photo Courtesy of César E. Chávez Foundation

César and his sister are dressed for their First Holy Communion.

César's grandmother, Mama Tella, taught him about the importance of their religious faith and to have a strong belief in God. When César grew up, he would remember and practice what his grandmother had taught him. For César, religion was a most beautiful thing.

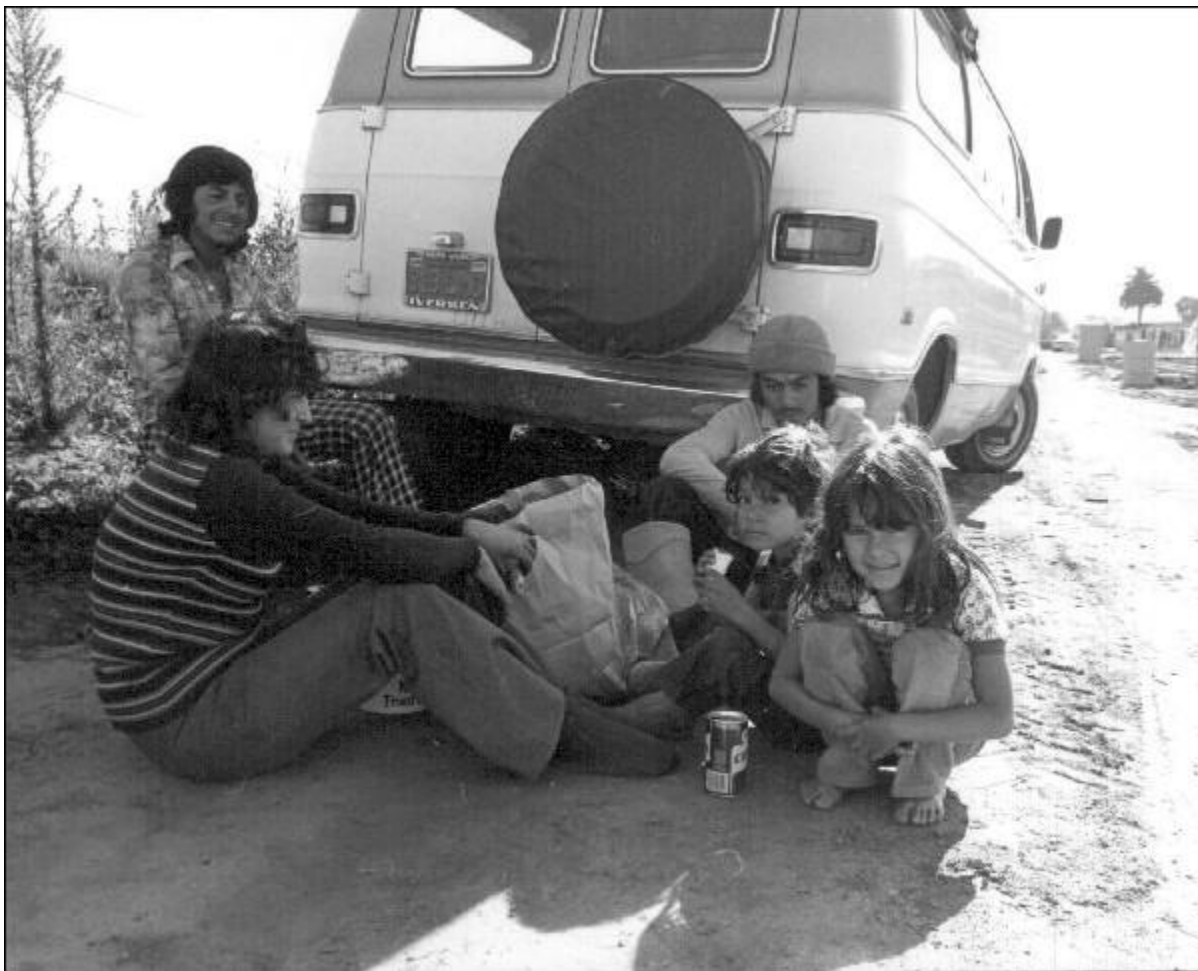


Photo Copyright © Manuel Echavaria

In 1975, this farm worker family is eating lunch along side the fields in the Santa Maria Valley in the shade of their van because there is no other shade available.

When César was ten years old, his family's home was taken away from them because they did not have enough money.

César's family moved to California to find work. They began working on farms picking fruits and vegetables. César's family would move from farm to farm looking for work, just like many other families who also lost their homes.

César's family moved often. Moving did not bother César, or his sisters and brothers too much because their parents loved them and because they were always happy to be together as a family.



Photo Courtesy of César E. Chávez Foundation
César and his brothers and sisters in front of the family car

Working on the farms was very difficult. Farm workers like the Chávez family would work very long hours. They often had few bathrooms and little clean water to drink. Farm workers suffered a lot and they were not treated with respect or dignity.



Photo Copyright © Manuel Echavaria

These farm workers are picking chili at Santa Maria in 1971.

César's family worked very hard on the farms, but they made very little money. Everyone in the family had to work, even the children. To make things worse, sometimes the men in charge of the farm workers would cheat and steal money from the farm workers, including César's family. These men would often run away so they would not get caught.

César's family had very little money and many times they did not have enough food to eat. César and his family never thought of themselves as being poor. César's mother would often tell César and his brother Richard to find homeless and hungry men so she could cook them a meal.



Photo by Cris Sanchez, Courtesy of United Farm Workers

In a migrant farm worker camp, the ladies are visiting while their laundry dries on the clothesline strung between their houses.

When César was a teenager, he and his older sister Rita would help other farm workers and neighbors by driving them to the hospital to see a doctor. Without César's and

his sister's help, these people would have had a very difficult time getting a doctor's help.

The people César helped often wanted to give him a little bit of money to pay for gas and for his help. César never took any of their money because his mother would have been mad at him. She used to say, "You always have to help the needy, and God will help you."



Photo Courtesy of César E. Chávez Foundation
César in his U.S. Navy uniform.

A few years later, César volunteered to serve in the United States Navy. César, like many American men and women, served in the military to fight for freedom and to protect the people of the United States.



Photo Courtesy of César E. Chávez Foundation

César and his wife, Helen, posed for their picture by the seashore.

After two years in the Navy, César returned home and married his girlfriend, Helen. After a short time, they moved to San Jose, California and began a family.

Life changed for César when he met a man named Fred Ross. Fred Ross believed that if people worked together they could make their community better. Fred Ross hired César to work for him in the Community Service Organization.

The Community Service Organization worked to help people. César now worked to bring people together to identify problems and find ways to solve their problems. Many problems were not solved because community leaders did not respect all people.

César, Fred Ross, and the Community Service Organization helped people in the community learn how to vote. They also taught people that community leaders respected voters. Community leaders worked harder to solve the problems of voters. César worked in many communities in California to help people gain the respect they deserved.



Photo Courtesy of César E. Chávez Foundation

César and other people from the Community Service Organization are getting ready to try to get the farm workers to vote.

After helping many people gain the respect of community leaders, César left the Community Service Organization to help farm workers gain the respect and dignity they deserved.

César started the National Farm Worker Association to help improve the working conditions of farm workers. African Americans, Filipinos, white Americans, Mexican Americans and Mexicans, and men and women of all backgrounds joined César.



Photo by Cris Sanchez

In a migrant farm worker camp, the ladies are visiting while their laundry dries on the clothesline strung between their houses.

César and the farm workers wanted the companies and growers that owned the farms to respect farm workers by providing them with fresh water to drink, bathrooms in the fields, and fair pay for a day's work.

The companies and growers refused to treat the farm workers with respect and dignity. The growers did everything they could to stop César and the farm workers. They even turned to violence and hurt many

farm workers and people who helped the farm workers. This made César very upset.



Photo Copyright © Manuel Echavaria

People of all ages marched to Preisker Park while participating in a demonstration in 1972.

César did not believe in violence. Like Martin Luther King, César wanted to bring change in a nonviolent way. Many people came to help César. Many people supported César because he believed in nonviolence. Like César, they also believed that farm workers deserved better treatment, respect, dignity, justice, and fairness.



Photo Courtesy of United Farm Workers

César is signing an important agreement while many union supporters watch with reporters from radio stations and newspapers.

César worked hard. He suffered and sacrificed a lot to make farm workers' lives better

After five years, some growers in California agreed with César and started to provide farm workers with fresh water to drink, bathrooms, and better pay. César, the farm workers, and their friends won, making farm worker's lives better.



Photo Copyright © Jocelyn Sherman

César marching again with many supporters.

César dedicated the rest of his life to making the world a better place and to serving others. He continued to work to bring respect, dignity, justice, and fair treatment to the poor, to farm workers, and to people everywhere.



Photo Copyright © Jocelyn Sherman

Many people came to César's funeral.

César died on April 23, 1993. He was sixty-six years old. People all over the world remember César E. Chávez as a man of courage who fought to improve the lives of all people.



Photo Courtesy of the César E. Chávez Foundation

**César E. Chávez is an American hero.
His legacy lives on!**

Similarities and Differences in Events and Characters' Experiences

<u>Harvesting Hope: The Story of Cesar Chavez</u>	Both	"An American Hero-The Biography of Cesar E. Chavez"

Similarities and Differences in Events and Characters' Experiences

With Answers

<u>Harvesting Hope: The Story of Cesar Chavez</u>	Both	<u>"An American Hero-The Biography of Cesar E. Chavez"</u>
<ul style="list-style-type: none"> • After eighth grade he dropped out to work in the fields full-time. • As he worked, it disturbed him that landowners treated their workers more like farm tools than human beings. Cesar was afraid and suspicious whenever outsiders showed up to try to help. • He crisscrossed California to talk to people about joining his fight. • From the steps of the state capitol building, the joyous announcement was made to the public: Cesar Chavez had just signed the first contract for farmworkers in American history. 	<ul style="list-style-type: none"> • When Cesar was ten years old, his family's home was taken away from them because they did not have enough money. • Cesar's family moved to California to find work picking fruits and vegetables. • Cesar's family worked very hard on the farms, but they made very little money. • Cesar started the National Farm Worker Association to help improve the working conditions of farm workers. • The companies did everything they could to stop Cesar and the farm workers. They even turned to violence. • Cesar did not believe in violence. 	<ul style="list-style-type: none"> • Cesar's parents thought that school was important and taught him to show respect to others and help them when needed. • Cesar's grandmother taught him about the importance of their religious faith and to have a strong belief in God. • Cesar joined the US Navy for two years. • Fred Ross hired Cesar to work for him in the Community Service Organization to help bring people together to identify problems and find ways to solve their problems. • Cesar signed an important agreement while many union supporters watch with reporters from radio stations and newspapers. • Cesar dedicated the rest of his life to making the world a better place and to serving others. He died on April 23, 1993.

Lesson 9

Theme in Literary Nonfiction

Lesson Overview: 4.3/Fig. 19D

Text: Harvesting Hope: The Story of Cesar Chavez & Sacagawea (Journeys)

Approach: Minilesson

(BEFORE THE LESSON)

1. Refer back to the **Common Themes Anchor Chart** from Block 1, lesson 23 (the picture of this chart is included).
2. Create the **Understanding Theme Anchor Chart** for Literary Nonfiction with the definitions and headings completed, but leaving the table blank.

Theme Minilesson

1. Display **Common Themes Anchor Chart** and discuss it with your students.
 - Theme is an abstract concept for students. This anchor chart explains many common themes that appear in literature. Students need to be able to connect texts they read to the ideas on the chart in order to infer a specific them.



2. Display **Understanding Theme Anchor Chart** and discuss it with your students.
 - Distribute a copy of the Understanding Theme Anchor Chart.

Understanding THEME			
Theme = the implied message, moral, or lesson in the story.			
- The author uses the real person's experiences to teach the reader something about <i>life</i> .			
Text	Lesson Person Learned	Personal Connection	THEME
"Joseph Plumb Martin" from <i>We Were There, Too!</i>			
<i>The Dog Newspaper</i>			
"Sybil Lindington" from <i>We Were There, Too!</i>			
<i>James Louison</i>			

3. Complete the first row of the chart with your students using the **Understanding Themes Anchor Chart** and the text. Model your thinking as you complete each section.

4th Grade Reading 50

Understanding THEME

*****WITH ANSWERS*****

Theme = the implied message, moral, or lesson in the story.

- The author uses the real person's experiences to teach the reader something about *life*.

Text	Lesson Learned	Personal Connection	THEME
Harvesting Hope: The Story of Cesar Chavez	Cesar Chavez and the other workers in the fields were not paid enough for the work they did. They also learned that they had a powerful weapon in the fight for their rights.	When I was in 4 th grade, I was in charge of the school's garden. I was delivering a speech on the day of the event. I realized there was something I had to make the speech, but the class had to listen through it. I was trying to get the class to listen for the future.	Change, Connection, Moral Lesson Having a desire to help others that motivates us to take our best, overcome challenges, and learn experiences can be motivating.
Sacagawea	Sacagawea courageously crossed the equator and survived the rigors of the journey with the knowledge of the area, survival skills, and traveling.	CONNECTION WITH YOUR OWN EXPERIENCE CONNECTION?	Signal and Change How the courage to do your best and to live with the respect of those around you.
I Could Do That: Esther Morris Gets Women the Vote			

4. For the second row have students help you complete the Lesson Learned, Personal Connection, and Theme columns for
5. **Independent Practice:** Students will complete the chart and explain the Themes of **I Could Do That - Esther Morris Gets Women the Vote (Journeys)** on the **Understanding Theme Chart** using their **Reading Notebook**.
6. **Reading Workshop:** Students engage in Reading Workshop when they complete the Independent Practice.

Respect These characters learn how to show respect to others in the story.

Honesty These characters learn to tell the truth even when it may be difficult.

Kindness These characters are generous to others in the story.

Acceptance These characters learn to accept others for their differences.

Courage These characters learn to face their fears.

Be Responsible These characters learn to do the right thing.

Compassion These characters find ways to show concern for other characters that were hurt or suffering.

Never Give Up! These characters face challenges and obstacles but they do not give up.

Friendship These characters know what it means to be a good trustworthy friends.

THEME
 The message, moral, or lesson.
 Sometimes it's **Stated** Sometimes it's **Implied**

The author tells what the **THEME** is. Fables give the **THEME** at the end.

You have to use the setting and events to find the **THEME**. Most stories are like this.

Common Themes

Elizabeth Ridgeway

Understanding THEME

*****WITH ANSWERS*****

Theme = the implied message, moral, or lesson in the story.

- The author uses the real person's experiences to teach the reader something about *life*.

Text	Lesson Person Learned	Personal Connection	THEME
<u>Harvesting Hope: The Story of Cesar Chavez</u>	Cesar learned that he could overcome his fear of talking and organize support to cause change. He also learned that truth is a powerful weapon in the fight for what is right.	"I have been scared to do things before, like delivering a speech in front of my class in high school. After I walked to the front of the room, I realized there was no going back. I had to make the speech, just like Cesar had to follow through with talking to people to raise awareness for the farmers!	Courage, Compassion, Never Give Up Having a desire to help others often motivates us to face our fears, overcome challenges, and those experiences can be rewarding.
<u>Sacagawea</u>	Sacagawea courageously joined the expedition and earned the respect of the captains with her knowledge of the area, survival skills, and translating.	*COMPLETE WITH YOUR OWN PERSONAL CONNECTION*	Respect and Courage Have the courage to do your best and you will earn the respect of those around you.
<u>I Could Do That-Esther Morris Gets Women the Vote</u>			

Understanding THEME

Theme = the implied message, moral, or lesson in the story.

- The author uses the real person's experiences to teach the reader something about *life*.

Text	Lesson Person Learned	Personal Connection	THEME
<u>Harvesting Hope: The Story of Cesar Chavez</u>			
<u>Sacagawea</u>			
<u>I Could Do That-Esther Morris Gets Women the Vote</u>			

Lesson 10

Bridging: Inferring, Summarizing, and Media in Literary Nonfiction

Lesson Overview: 4.7/Fig 19D, 4.7/Fig 19E, 4.14/Fig 19D, 4.3/Fig 19D

Text: “A Lady Who Loved the Land”

Approach: Minilesson

BEFORE THE LESSON

1. Read the selection that is included as a handout at the end of this lesson **4th Grade Bridging Read Aloud: “A Lady Who Loved the Land.”** You will be using this selection to read aloud and THINK aloud with your students, either under the document camera or on the SmartBoard. During the lesson, you will want to track your thinking about what you are reading, according to the genre noticings and minilessons you taught. (For example, you will want to notice characteristics of the genre, record inferences, identify any themes you notice, record the purpose of any media that may be included, and infer the author’s purpose.) Identify and plan these Think Aloud stopping points using sticky notes and “A Lady Who Loved the Land.” Be familiar with the text and what you want to record on the passage before you teach the lesson.
2. Cut apart the questions that follow the **4th Grade Bridging Read Aloud: “A Lady Who Loved the Land”** so that you can attach them to the appropriate anchor chart.

Bridging: Literary Nonfiction Minilesson

1. Display the **Making Inferences Anchor Charts, Media in Literary Nonfiction Anchor Chart, Summarizing Literary Nonfiction Anchor Chart, and Understanding Theme Anchor Chart** and explain that test makers have certain language that they use when they write test questions.
 - You must explicitly make the connection between the skills they have learned in class and what the test question is asking the reader to do.
2. Using the questions from the **4th Grade Bridging Read Aloud: “A Lady Who Loved the Land,”** read the first question and explain what the question is asking the reader to do. Then model using the appropriate Anchor Chart and the evidence from the text to support your thinking in crafting your answer.

For example, you might say:

“The reader can tell that Lady Bird Johnson was concerned that- That stem tells me that I need to make an inference about what Lady Bird Johnson was concerned. Let’s look at our inference anchor chart. How do we make an inference? We need to use text evidence to make an inference. So we need to reread to see what she was concerned about. Think aloud “I know that Lady Bird was concerned about nature, the environment, and people being able to travel and enjoy the landscape. Paragraphs 6&7 Now, let’s read the answer choices.” Read each answer choice and think through what makes it a possibility or not. You might want to mark the answer that you think is correct with a maybe dot or question mark until you read and think through all the answer choices. Then mark the correct answer.
3. Cut out this question and add it to the appropriate anchor chart (in this case you will add this question to the inference anchor chart).

4. Continue using this same process until you have bridged all 6 questions.
Question 2=Inference Anchor Chart
Question 3= Inference Anchor Chart
Question 4=Summarizing Anchor Chart
Question 5=Media Anchor Chart
Question 6=Theme Anchor Chart
5. **Independent Practice:** Student will complete the bridging assessment...
 - Use the data from this assessment to make informed decisions about individual student's needs.
6. **Reading Workshop:** Each day as students complete the independent practice, they **SHOULD** read their independent book, record thinking on sticky notes, paste them in their **Reading Notebook** in the **Reading Response** section, and continue to keep a **Record of their Reading**.

4th Grade Bridging Read Aloud

Read the selection. Then choose the best answer to each question.

The Lady Who Loved the Land

- 1 Claudia Alta Taylor was born on December 22, 1912, in Karnack, Texas. As a young girl she was said to be “as pretty as a lady bird.” Everyone called her Lady Bird. It was a perfect nickname for a child who enjoyed nature so much.

Growing Up in East Texas

- 2 The outdoors was Lady Bird’s favorite place. The lovely flowers that bloomed every spring were like friends to her. Even the spicy aroma of pine trees made Lady Bird feel at home. She paddled a boat in the bayous near her home. There she admired the cypress trees and the dried Spanish moss that clung to their limbs. In her diary she wrote that “it was a place of dreams.”
- 3 Lady Bird attended a one-room school until she was 12. She graduated from high school at the age of 15 and then studied at a school for girls. Lady Bird continued her education at the University of Texas at Austin, earning two degrees.



Lady Bird
at Age Five

© INTERFOTO/Alamy

From Lady Bird to First Lady

- 4 In 1934, Lady Bird met Lyndon B. Johnson, who was working for a U.S. congressman. Soon after their first date, the two were married. Many years later, when Johnson became the 36th president of the United States, the couple moved into the White House. The president’s wife, known as the First Lady, performs many duties. Lady Bird served as hostess for visiting world leaders and attended the official openings of government projects.
- 5 Lady Bird attended one such ceremony in 1964, when she spoke at the opening of the Flaming Gorge Dam in Utah. There

she emphasized that natural beauty is a great resource. She believed that nature should be treated with care and appreciation.

- 6 Lady Bird visited many areas of the American West. Although she loved the wild, rugged scenery, she saw many things that upset her. Areas that once were beautiful were littered with trash. Old cars and auto parts were discarded along roadsides, left there for anyone to claim. In addition, large advertising billboards were increasing in number and in size. The signs kept travelers from enjoying the natural beauty of the outdoors. The First Lady wanted to solve these problems.
- 7 Lady Bird created a plan to make the nation's highways a source of pride for Americans. She wanted travelers to experience the beauty of the outdoors from their vehicles. Through her efforts a law was written limiting the number of billboards along roadsides. It also provided funds for cleaning up trash and planting flowers along highways.
- 8 The Highway Beautification Act, known as Lady Bird's Bill, was passed in 1965. Instead of seeing signs and rusty cars, people driving along the highways could now see flowers blooming. But Lady Bird was not just concerned with beautification. She also supported laws protecting clean water and air.
- 9 Lady Bird had other ideas about how to help the environment. She worked to support city and national parks as well as wilderness areas. Back in Washington, D.C., she did her part to plant flowers along city streets.



Lady Bird enjoys
nature in January
1965

© Stan Wayman/Time & Life Pictures/Getty Images

Returning Home to Texas

- 10 In 1969 Lady Bird and her husband moved back to Texas. Here she encouraged her fellow Texans to make the highways more beautiful. She even gave awards to highway districts that placed native plants along their highways.
- 11 By 1982 her dream of creating a special place to protect native plants was achieved. The National Wildflower Research Center was built near Austin. People from all over enjoy its beautiful gardens. Programs offered at the center teach people of all ages to care for the land. The center was renamed in 1998. It is now called the Lady Bird Johnson Wildflower Center.
- 12 Lady Bird also helped create hiking and biking trails in an area of Austin called Town Lake. Today that section of the city attracts visitors and proud citizens. In 2007 the city honored Lady Bird by renaming the area Lady Bird Lake.
- 13 Lady Bird Johnson valued our nation's natural beauty. As first lady, she did her part to give others the chance to appreciate it, too. Texans can be proud that she continued working throughout her life to restore and protect the beauty of the land she loved.



Mrs. Lyndon Baines
Johnson (Claudia
Alta Taylor), 1912–
2007

© Arnaldo Magnani/Getty Images Entertainment/Getty Images

- 1** The reader can tell that Lady Bird Johnson was concerned that —
- A** government leaders would not be pleased with her role in official ceremonies
 - B** highways would become more cluttered with items that would keep people from appreciating nature
 - C** people would not visit the National Wildflower Research Center
 - D** laws would discourage travelers from viewing the natural beauty of the American West
-

- 2** Which sentence shows that Lady Bird Johnson tried to inspire others to beautify the land?
- A** *Lady Bird attended one such ceremony in 1964, when she spoke at the opening of the Flaming Gorge Dam in Utah.*
 - B** *Lady Bird visited many areas of the American West.*
 - C** *She even gave awards to highway districts that placed native plants along their highways.*
 - D** *Lady Bird also helped create hiking and biking trails in an area of Austin called Town Lake.*
-

- 3** What evidence from the selection shows that Lady Bird Johnson was well respected?
- A** People visit Austin’s wildflower research center.
 - B** Lady Bird Johnson supported national parks.
 - C** Public places were named after Lady Bird Johnson.
 - D** Lady Bird Johnson planted flowers near city streets.

- 4** What is the best summary of the section “Growing Up in East Texas”?
- A** When Lady Bird was a child, she admired the nature that surrounded her. She especially liked the flowers that bloomed in spring. She considered them to be like friends to her.
 - B** As a child, Lady Bird enjoyed the outdoors of East Texas. She played in fields of flowers, in piney woods, and on bayous. She attended school and eventually earned two degrees from a university.
 - C** When Lady Bird was young, she lived in East Texas. She liked spending time outside. She was comforted by things in nature like blooming flowers, and she enjoyed looking at trees.
 - D** As a young girl, Lady Bird often wrote about the outdoors in her diary. She described the bayous as “a place of dreams.” Lady Bird attended a one-room school until she was 12 and graduated from high school at the age of 15.
-

- 5** The pictures in the selection show Lady Bird —
- A** performing her duties
 - B** as a caring citizen
 - C** enjoying her interests
 - D** at different stages of her life
-

- 6** What is the message of this selection?
- A** No dream is impossible.
 - B** Always do your best.
 - C** Kindness is important.
 - D** Always do the right thing.

Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
1	2	Supporting	4.7 Fig. 19(D)	B
2	2	Supporting	4.7 Fig. 19(D)	C
3	2	Supporting	4.7 Fig. 19(D)	C
4	2	Supporting	4.7 Fig. 19(E)	B
5	2	Supporting	4.14 Fig. 19(D)	D
6	2	Supporting	4.3 Fig. 19(D)	A

4th Grade Bridging Assessment Block 2 Lesson 10

Eileen Collins: An American in Space

by L. Lee Smith

¹ Eileen Marie Collins was born in Elmira, New York, on November 19, 1956. As a child, Eileen dreamed about traveling in space. She always wanted to be a pilot and dreamed of flying in a spaceship, but she had little hope of ever doing so. Women were not a part of the American space program back then. Only men were chosen to be astronauts.



² Eileen's parents encouraged her dream. They took her to the airport to watch the planes take off and land. They wanted Eileen to attend college, but they did not have the money to send her. Her only hope was to win a scholarship, and then she could go to school for free. The Collins family knew that only the top-flight students won, so Eileen worked very hard in school. Her hard work paid off. Eventually, she graduated from one of the best colleges in the nation.

³ Eileen was now a scientist, but she still longed to be a pilot. She joined the United States Air Force and learned to fly. She became one of the best pilots in the Air Force, and NASA took notice of her skills.

⁴ They chose her for their Astronaut Training program. Eileen Collins couldn't believe it. She was going to fly in a spaceship!

⁵ Eileen's career as an astronaut has been one of many firsts. She was the first woman to pilot the Space Shuttle. Other females had flown on the Space Shuttle, but she was the first woman to actually take the controls. Then in July of 1999, Eileen became the first woman in charge of a Space Shuttle mission.

⁶ Eileen Marie Collins is one of America's greatest aviators. In addition to her career as an astronaut, Eileen is a wife and a mother. Eileen's young daughter hopes that her mother will achieve another first. She wants her to be the first woman to walk on the moon.

- 1** How did Eileen's parents encourage her?
- A** They helped her learn about planes.
 - B** They did not let her read books.
 - C** They told her they could not afford to send her to college.
 - D** They said girls can't be pilots.
- 2** What can you tell about Eileen from this selection?
- F** She likes planes.
 - G** She achieves her goals.
 - H** She is a good daughter.
 - J** She likes school.
- 3** Why did Eileen's parents encourage her to work hard in school?
- A** They wanted her to go to a good college.
 - B** They thought she had talent and pushed her to achieve.
 - C** They wanted the best for her.
 - D** They knew that only the best students win scholarships.

- 4 How do you think Eileen's daughter feels about her mother?
- F Discouraged
 - G Unhappy
 - H Hopeful
 - J Proud
- 5 What does the author want you to learn from Eileen Collins?
- A Complain and you will get attention.
 - B Being the first at something is best.
 - C Be lazy and don't study.
 - D Work hard to achieve your goals.
- 6 Why did the author write "Eileen Collins: An American First in Space"?
- F To teach readers how to become astronauts
 - G To persuade readers to study hard
 - H To describe space travel
 - J To inform readers about the life of a great American

- 7 Which is the best summary of this selection?
- A Eileen Collins dreamed of flying in space as a child, but didn't think she would ever be able to. Women were not a part of the American space program when she was growing up; only men were chosen as astronauts. After graduating from college, Eileen Collins joined the Air Force and learned to fly. She now has a daughter who hopes her mother will be the first woman to walk on the moon.
 - B Eileen Collins dreamed of flying all her life. She joined the Air Force after college and was soon noticed by NASA. She was the first woman to fly a Space Shuttle and the first woman to walk on the moon.
 - C Eileen Collins was born in 1956 and dreamed of traveling in space. Her parents were unable to afford college, so she had to work hard to earn a scholarship. Her hard work paid off and she graduated from one of the top colleges in the nation before joining the Air Force.
 - D Eileen Collins grew up wanting to be an astronaut in a time when only men were chosen for the American space program. She worked hard, graduated from one of the top colleges, and joined the Air Force where she learned to fly. NASA took notice of her skills, and she became the first woman to pilot a Space Shuttle and the first woman in charge of a Space Shuttle mission.
- 8 Why did Eileen have little hope of becoming an astronaut when she was a girl?
- F Only men were astronauts back then.
 - G Her mother did not want her to fly.
 - H She did not have good enough grades.
 - J She was scared of getting on a plane.

- 9 What is the message of the selection?
- A No dream is impossible.
 - B Family is what's important.
 - C Always try your hardest.
 - D Finishing first is great.
- 10 Which sentence from the selection would best describe the photo?
- F *She became one of the best pilots in the Air Force, and NASA took notice of her skills.*
 - G *The Collins family knew that only the top-flight students won so Eileen worked very hard in school.*
 - H *In addition to her career as an astronaut, Eileen is a wife and a mother.*
 - J *Then in July of 1999, Eileen became the first woman in charge of a Space Shuttle mission.*

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS ON YOUR ANSWER DOCUMENT

Test Key

4th Grade Bridging Assessment Block 2 Lesson 10

##	Item #	Correct Answer	Primary SE	Secondary SE	Obj/Cat
1	ITEM-4R0621070000000139-4R	A	4.7	4.F19(E) [R&S]	None
2	ITEM-4R0621070000000140-4R	G	4.7	4.F19(D) [R&S]	None
3	ITEM-4R0621070000000141-4R	D	4.7	4.F19(E) [R&S]	None
4	ITEM-4R0621070000000144-4R	J	4.7	4.F19(D) [R&S]	None
5	ITEM-4R0621070000000145-4R	D	4.7	4.F19(D) [R&S]	None
6	ITEM-4R0621070000000146-4R	J	4.7	4.F19(D) [R&S]	None
7	ITEM-4R0518100000000016-4R	D	4.7	4.F19(E) [R&S]	None
8	ITEM-4R_08162011_0000000134-4R	F	4.7	4.F19(E) [R&S]	None
9	ITEM-4R_08162011_0000000137-4R	A	4.3	4.F19(D) [R&S]	None
10	ITEM-4R_08162011_0000000140-4R	J	4.14 [S]	4.F19(D) [R&S]	None