



EXPEDITIONARY  
LEARNING

## **Grade 7: Module 2A: Unit 2: Lesson 5**

### **Mid-Unit Assessment: How Chávez Develops His Claims in the Commonwealth Club Address**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)
- I can determine a theme or the central ideas of an informational text. (RI.7.2)
- I can analyze the development of a theme or central idea throughout the text. (RI.7.2)
- I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)
- I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas) (RI.7.5)

**Supporting Learning Targets**

- I can determine one of César Chávez’s main claims and identify the supporting evidence for it.
- I can analyze the development of a central claim in César Chávez’s speech.
- I can analyze the structure of Chávez’s speech and explain how each section contributes to his central claim.

**Ongoing Assessment**

- Mid-Unit 2 Assessment: How Chávez Develops His Claims in the Commonwealth Club Address



Agenda	Teaching Notes
<p>1. <b>Opening</b></p> <p>A. Entry Task: Introduction to Paragraphs 18 and 19 (7 minutes)</p> <p>2. <b>Work Time</b></p> <p>A. Mid-Unit 2 Assessment (20 minutes)</p> <p>B. Independent Reading Activity (15 minutes)</p> <p>3. <b>Closing and Assessment</b></p> <p>A. Reviewing Learning Targets (3 minutes)</p> <p>4. <b>Homework</b></p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"><li>• This lesson includes the Mid-Unit 2 Assessment, which assesses RI.7.2 (except writing an objective summary), RI.7.3, and RI.7.5. When you grade this, only mark answers correct or incorrect; do not write correct answers. Students will correct their own work in Lesson 6.</li><li>• In the excerpt of César Chávez’s speech, there are terms that students will not be familiar with. In order to accurately assess the skills included on the assessment and ensure there is no confusion over the meaning of these terms, the definitions should be posted for the students to refer to during the assessment.</li><li>• After the mid-unit assessment, there is time dedicated for independent reading. Pick up where you left off with the launch of independent reading or do a check-in. See the Launching Independent Reading in Grades 6–8: Sample Plan (stand-alone document on EngageNY.org) for possible activities.</li><li>• In advance: Post vocabulary terms, line numbers, and definitions:<ul style="list-style-type: none"><li>* <i>cruel hoax</i> (line 132): making someone believe something that isn’t true in a mean-spirited way</li><li>* <i>peon</i> (line 135): someone who works as a slave to pay back debts</li><li>* <i>bargain in good faith</i> (line 139): discussions between employers and employees where each has an equal voice</li><li>* <i>exaggerations</i> (line 143): statements that make something seem worse than it is.</li></ul></li><li>• Review: Commonwealth Club Address, Paragraphs 18 and 19.</li><li>• Post: learning targets.</li></ul>



Lesson Vocabulary	Materials
<p>cruel hoax, peon, bargain in good faith, exaggerations</p>	<ul style="list-style-type: none"> <li>• Text of Commonwealth Club Address by César Chávez (students' annotated copies from Lessons 2-4)</li> <li>• Vocabulary words and definitions (See Teaching Notes, for display)</li> <li>• Mid-Unit 2 Assessment: How Chávez Develops His Claims in the Commonwealth Club Address (one per student)</li> <li>• Mid-Unit 2 Assessment: How Chávez Develops His Claims in the Commonwealth Club Address (Answers, for teacher reference)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Introduction to Paragraphs 18 and 19 (7 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to get out their <b>Text of Commonwealth Club Address by César Chávez</b> (students' annotated copies from Lessons 2-4) and invite them to find Paragraph 18. When they have found it, tell them their assessment today focuses on these two paragraphs. Before they take this assessment, they will have some time to make sure they understand the words in these paragraphs. Ask them to read silently to themselves as you read these two paragraphs aloud. After you read, prompt them to scan Paragraphs 18 and 19 for the posted <b>vocabulary words and definitions</b> and underline those words. Invite students to write the definitions above the words on their copies of the speech.</li> <li>• Explain that these two paragraphs mention unions several times and that it's important to have some background knowledge before reading them. The laws around forming unions were different in Chávez's time than they were in Lyddie's. In the 1800s, workers could be fired for forming unions, but in the 1930s laws were passed that protected the rights of workers to form unions. <ul style="list-style-type: none"> <li>* Workers are allowed to form unions, and employers are not allowed to threaten them for doing so. There is a law that says this.</li> <li>* Workers vote to have a union represent them. Once they are represented by a union, the union negotiates a contract with the employer on behalf of the workers.</li> <li>* A contract is a legally binding document that workers and employers are legally required to follow. It includes details like pay, hours, working conditions—everything on the Working Conditions anchor chart from Unit 1, Lesson 1.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Struggling readers may need help defining additional words. Encourage students to identify unfamiliar words and determine their meaning from context; provide them with the opportunity to check their predicted meanings.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit 2 Assessment (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the posted learning targets and tell students that today they get to demonstrate their progress on these targets:               <ul style="list-style-type: none"> <li>* I can analyze the development of a main claim in an excerpt of Chávez's speech.</li> <li>* I can analyze interactions between individuals, events, and ideas in Chávez's speech.</li> <li>* I can analyze how paragraphs of Chávez's speech contribute to the development of the ideas in this section.</li> </ul> </li> <li>• Assure students that there are no tricks to this assessment; it follows what they have been doing in Lessons 2, 3, and 4. Tell students that the assessment focuses on Paragraphs 18 and 19 of the speech.</li> <li>• Remind students that everyone needs to remain silent until the entire class is finished, and that this commitment is how they show respect for each other—it is non-negotiable. Write on the board: "If you finish early, you can ..." and include suggestions they made in Module 1, Unit 1, Lesson 14.</li> <li>• Distribute the <b>Mid-Unit 2 Assessment: How Chávez Develops His Claims in the Commonwealth Club Address</b> to each student. Remind them that they can and should refer to their texts as they complete the assessment. Tell students you will be concerned if you do not see them rereading as they complete the assessment.</li> <li>• Collect students' assessments. Congratulate them on having completed the assessment. Point out students who showed positive test-taking strategies such as rereading the text, reading the questions several times, or crossing out answers they know are incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>• If students receive accommodations for assessments, communicate with the cooperating service providers regarding this assessment.</li> <li>• When you grade this assessment, indicate only whether items are correct or incorrect; do not indicate the correct answer.</li> </ul>
<p><b>B. Independent Reading Activity (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Refer to <i>Launching Independent Reading in Grades 6-8: Sample Plan</i> (stand-alone document on EngageNY.org) and decide how best to use this time with your students. Options include:               <ul style="list-style-type: none"> <li>* Continue or complete the launch of independent reading</li> <li>* Check in on independent reading</li> </ul> </li> </ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Read the learning targets aloud again. Point out that students will continue to use and develop these skills as they keep reading the Chávez speech.</li></ul>	
Homework	Meeting Students' Needs
<p><b>A. Continue reading in your independent reading book for this unit.</b></p> <p><i>Note: Be ready to return the Mid-Unit 2 Assessment to students in Lesson 6. When you assess it, only indicate whether answers are correct or incorrect; do not provide correct answers. Students will correct their own Mid-Unit 2 Assessment as a way to prepare for the End of Unit Assessment.</i></p>	



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# Grade 7: Module 2A: Unit 2: Lesson 5

## Supporting Materials



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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: After reading the selection (Paragraphs 18 and 19) from César Chávez’s Commonwealth Club Address, answer the following questions.

1. Which statement best expresses Chávez’s view of Governor Deukmejian? (RI.7.2)
  - a. He causes problems for the farmworkers because he proposes unfair laws.
  - b. He supports the farmworkers’ cause.
  - c. He is more interested in supporting the growers than in enforcing laws that they break.
  - d. He’s a politician who should be voted out of office because he got money illegally.
  
2. Which lines from the passage best reflect the main idea of this section of Chávez’s speech? (RI.7.1)
  - a. “Ask the farm workers who see their lives eaten away by poverty and suffering” (line 151).
  - b. “It means the short life expectancy and the inhuman living and working conditions will continue” (lines 141 and 142).
  - c. “Are these make-believe threats?” (line 143)
  - d. “Since he took office, Deukmejian has paid back his debt to the growers with the blood and sweat of California farm workers” (lines 127 and 128).
  
3. How does Paragraph 19 relate to Paragraph 18? (RI.7.5)
  - a. P18 presents a problem, and P19 gives more examples to illustrate the problem.
  - b. P18 presents the evidence of a problem, and P19 contradicts that evidence.
  - c. P18 presents a problem, and P19 explains a possible solution.
  - d. P18 gives the background on the problem, and P19 gives the solution.
  
4. What is Chávez’s overall purpose in this section of his speech? (RI.7.5)
  - a. To get Governor Deukmejian out of office
  - b. To illustrate the negative effects for workers when laws aren’t enforced
  - c. To find possible solutions to the problems facing farmworkers
  - d. To explain the history behind the UFW movement



5. Chávez claims there are many negative effects when Governor Deukmejian doesn't enforce the law against growers. Which of the negative effects below does he NOT name? (RI.7.3)
- a. Malnutrition among children will continue.
  - b. Farmworkers are not getting paid on time.
  - c. Farmworkers are threatened if they support the union.
  - d. Farmworkers will go to jail for striking.
6. In lines 147–150, Chávez talks about a man named Rene Lopez. How does this contribute to the main idea of this section of the speech? (RI.7.5)
- a. Because he and Rene are friends and he wants people to know Rene will lead the union.
  - b. Because he wants people to know how important it is to vote.
  - c. Because he wants to illustrate in a personal way how farmworkers are being threatened.
  - d. Because he wants to explain what he means when he claims that farmworkers are poor.



Directions: After reading the selection (Paragraphs 18 and 19) from César Chávez’s Commonwealth Club Address, answer the following questions.

Which statement best expresses Chávez’s view of Governor Deukmejian? (RI.7.2)

- a. He causes problems for the farmworkers because he proposes unfair laws.
- b. He supports the farmworkers’ cause.
- c. **He is more interested in supporting the growers than in enforcing laws that they break.**
- d. He’s a politician who should be voted out of office because he got money illegally.

Which lines from the passage best reflect the main idea of this section of Chávez’s speech? (RI.7.1)

- a. “Ask the farm workers who see their lives eaten away by poverty and suffering” (line 151).
- b. “It means the short life expectancy and the inhuman living and working conditions will continue” (lines 141 and 142).
- c. “Are these make-believe threats?” (line 143)
- d. **“Since he took office, Deukmejian has paid back his debt to the growers with the blood and sweat of California farm workers” (lines 127 and 128).**

How does Paragraph 19 relate to Paragraph 18? (RI.7.5)

- a. **P18 presents a problem, and P19 gives more examples to illustrate the problem.**
- b. P18 presents the evidence of a problem, and P19 contradicts that evidence.
- c. P18 presents a problem, and P19 explains a possible solution.
- d. P18 gives the background on the problem, and P19 gives the solution.

What is Chávez’s overall purpose in this section of his speech? (RI.7.5)

- a. To get Governor Deukmejian out of office
- b. **To illustrate the negative effects for workers when laws aren’t enforced**
- c. To find possible solutions to the problems facing farmworkers
- d. To explain the history behind the UFW movement



Chávez claims there are many negative effects when Governor Deukmejian doesn't enforce the law against growers. Which of the negative effects below does he NOT name? (RI.7.3)

- a. Malnutrition among children will continue.
- b. Farmworkers are not getting paid on time.
- c. Farmworkers are threatened if they support the union.
- d. Farmworkers will go to jail for striking.**

In lines 147–150, Chávez talks about a man named Rene Lopez. How does this contribute to the main idea of this section of the speech? (RI.7.5)

- a. Because he and Rene are friends and he wants people to know Rene will lead the union.
- b. Because he wants people to know how important it is to vote.
- c. Because he wants to illustrate in a personal way how farmworkers are being threatened.**
- d. Because he wants to explain what he means when he claims that farmworkers are poor.