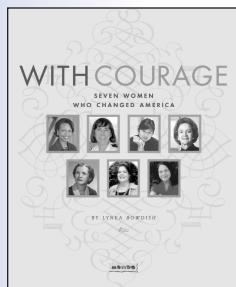


4-23 With Courage: Seven Women Who Changed America

“Dolores Huerta”

Written by Lynea Bowditch



This excerpt focuses on Dolores Huerta, who as a child became aware of the terrible conditions for migrant workers. Along with Cesar Chavez, she formed the United Farm Workers Union, which is now part of a bigger, more powerful union, fighting for the rights of migrant workers. She continues to struggle for the rights of farmworkers.

SESSION 1: Transparencies 1, 2, 3, and 4



 indicates possible student responses

TEACHING FOCUS

To help students to locate details in text to support and justify main idea

INTRODUCING THE TEXT

- Project Transparencies 1 and 2. Explain that the selection is from a book about influential women in America, and that you will read about her work to improve the lives of migrant workers. Encourage students to locate the main idea and focus on details in the text.

We are going to read about Dolores Huerta. When Dolores was little, she observed many people who worked on farms. Think about what you know about farm workers. (● they work outside; work can be hard.) Good observations. These will help us think about the main idea.

VOCABULARY

Introduce the word *migrant* from the first paragraph on Transparency 4, and invite them to share their understanding of the word.

What do you think the word migrant means? (● migrant sounds a lot like “migrate,” which is to move around a lot; when animals migrate, they usually leave a place to find food; a migrant may mean something or someone that moves around a lot.) Exactly. Migrant means someone who moves around in search of work, usually farmwork. Knowing the definition of migrant is helpful to understanding the main idea. Look for details that include this word as you read.

READING THE TEXT

- Project and read Transparencies 3 and 4. Invite students to join in as they feel able. Spend some time on the pronunciation of the Spanish words.

As we read, think about the things we have discussed. After we read the first two pages, we will think about the main idea and the details that support it.

DISCUSSING THE TEXT

- Have students identify the main idea and find details that support them.

What do you think is the main idea of this text? (● Dolores wanted to help people, so she became a teacher; migrant workers had a hard life.) What were some important details that support the main idea? (● migrant workers moved from farm to farm; children had to work, too; the children who attended school were hungry and didn't have proper shoes.) Good. The main idea helps us focus on the details of the story in order to deepen our understanding.

SESSION 2: Transparencies 5, 6, and 7



TEACHING FOCUS

To help students to identify intent, bias, and purpose and critically evaluate their influence on the reader

ELL SUPPORT

Encourage ELL students to elaborate on their ideas and responses. Use phrases such as “Tell me more about that.” Give ELL students frequent opportunities to share ideas with others.

TEACHER TIP

Help students learn how to properly use reference materials such as a dictionary or the *Bookshop Student Thesaurus* for vocabulary assistance in their reading and writing. Have materials such as these readily available for student use.

SHARE

Thinking about questions you'd ask an author can help you understand the author's purpose or point of view on a topic by making you a more interactive reader.

REFLECTING ON THE TEXT

- Ask students to summarize and reflect on the text read during the first session. Explain that when you read the next part of the text, you will look closely at the language the author has used to influence the reader.
What do you remember as being important from our last reading of this text? (● Dolores noticed that conditions for the migrant workers were very poor; she became a teacher so she could help, but wanted to do more.)
Tell us what you think about Dolores. (● she is a nice person; she has a lot of sympathy for migrant workers.) *It's interesting that the author has made us feel that way about Dolores. As we read the next section, look for language the author uses to influence our thinking. Understanding the author's bias, or intent, can influence our reading and affect our understanding of text.*

READING THE TEXT

- Project and read Transparencies 5, 6, and 7. Remind students to join in as they feel able to do so. Think of ways the author presents her information. What is her purpose in telling this story?

VOCABULARY

The word *union* is mentioned frequently in text. Read the third paragraph that includes the word *union* on Transparency 5, and invite them to share their understanding of the word.

What do you think union means? (● something that is formed from many parts.) *Great. Let's read the beginning of the third paragraph and see if our answer has changed.* (● it may mean a group of people joining together.) *Yes, in this text a union means a group of people who are united for a cause; in this case, to improve working conditions.*

DISCUSSING THE TEXT

- Discuss the language of the text, encouraging students to recognize language that influences the way the reader feels towards the character.
What did you notice about the author's language when she talks about Dolores? (● the author tells us that Dolores's work was dangerous; her work was hard; the author repeats, “But Dolores did it anyway,” making us feel that Dolores put the farm workers above her own feelings and difficulties.)
Well done. By looking closely at the language an author uses, we can discover how an author feels about a subject. Knowing the author's bias, we can be more critical as we read.

SESSION 3: Transparencies 1, 2, 4, 5, and 7



RE-ENTERING THE TEXT

- Introduce the focus and project Transparencies 1 and 2. Ask students to think about how the title of the book and the photograph of Dolores help us to form a point of view.

Reread the title of the book. Look again at the photograph of Dolores.

How do these two pages help you to form an opinion about the character?

(● the title makes us think that the character must be really brave; in the photo Dolores looks like a kind person who laughs a lot.)

ANALYZING THE TEXT

- Project Transparencies 4 and 7. Help students understand how forming their own point of view deepens their connections to the text.

Read Transparency 4. How does the author further influence our thinking about the character? (● by telling us her mother taught her that helping people is a good thing; Dolores was already helping people, but she wanted to do more.) Let's look at the last page again. It has a powerful ending ("sí, se puede"). How does this ending make you feel? (● Dolores is very brave and is still working hard to change the migrant workers' conditions.)

Great! Why do you think an author might deliberately write in a way that evokes these strong feelings? (● we can understand what it was like for Dolores; we can relate to Dolores.) Yes, connecting to a character helps us better understand the text. Why might that be? (● when you relate to a character, you can understand reasons for things she says or does; you can make better predictions about what might happen; you stay more interested and focused.) Terrific. When the text you causes you to develop strong feelings about a character, think about why this is happening and how it deepens your personal understanding of the text.

WORD WORK

Suffixes: Invite students to use prefixes and suffixes to aid in determining meaning within context.

Locate the word lobbyist on Transparency 5. Using the definition provided in the text, discuss what you think is its origin. (I think lobbyist is from the word lobby. The suffix is -ist, which refers to a person.) Yes, the word lobby means to influence someone to pass a law.

GRAMMAR

Use Transparency 5 to define and review an example of a declarative sentence.

The definition for lobbyist on Transparency 5 is an example of a declarative sentence, which simply states a fact or argument, without requiring either an answer or action from the reader.

TEACHING FOCUS

To help students to make critical judgments as part of a personal response when establishing individual point of view

FLUENCY

From Transparency 5, reread the two paragraphs beginning "Things weren't easy for . . ." Pause clearly at each comma. Guide students to understand how the punctuation and repeated sentence helps the reader develop an understanding of Dolores' character.



TEACHER TIP

Students may wish to continue reading this Bookshop selection to learn more about influential women. Invite students well beyond this text level to read the book independently. Remind other students that they will soon encounter this book in guided instructional reading.



BLM

Use the blackline master during this or an optional subsequent session, or as a follow-up independent activity to encourage students to find additional text that uses powerful language to help the reader form opinions about a character.

