



Close reading plan

Lessons of Dr. Martin Luther King Jr. by Cesar Chavez

Dr. Brian Moore, 2014 Connecticut Dream Team teacher

What makes this text complex?			
Text and Author	"Lessons of Dr. Martin Luther King Jr."-	Where to Access Text	Chavez, C. (1990). Lessons of Dr. Martin Luther King Jr. <i>Cesar Chavez Foundation</i> . 4/26/2014 http://chavezfoundation.org/_cms.php?mode=view&b_code=001008000000000&b_no=11&page=1&field=&key=&n=3
Text Description			
This text is a primary source document that both pays tribute to the work of Dr. Martin Luther King Jr. and also calls attention to another social issue, that of the United Farm Workers. Chavez begins by focusing on the memory of Dr. King and describes several memorable examples of Dr. King's struggle including direct quotes from Dr. King. Chavez then goes on to compare the struggles of the Civil Rights movement to that of the United Farm workers and other members of the farming communities. He goes on to give specific examples of how children in the communities and workers in the fields are suffering. Throughout the piece Chavez refers back to the struggle and accomplishments of Dr. King. Chavez concludes the speech with a call to action for people to join the United Farm Workers' cause and makes one more comparison to the work of Dr. King.			
Quantitative			
Lexile and Grade Level	1030 9-10 th grades	Text Length	2023
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
The meaning and central idea is clear and unfolds as the reader continues reading through the text. There appears to be two central ideas throughout the speech. The author is both paying tribute to Dr. King while at the same time advocating for action in support of the United Farm Workers.		There are no graphics or headings. The text is organized in a logical pattern of ideas. The author begins by paying tribute to the work of Dr. King and that becomes the overarching and recurring theme. The purpose is revealed later in the text when Chavez discusses the difficulties faced by people of the farming communities and the farm workers. A comparison is made between these people and the struggles faced by people during the Civil Rights Movement. The author does conclude the speech with a call to action.	
Prior Knowledge Demands		Language Features	
The text requires students to know who Dr. King was and several specific examples from the Civil Rights movement, including the Montgomery Bus Boycotts, Dr. King's writing in the Birmingham jail, and Dr. King's I Have a Dream Speech. Additionally, Chavez references to Christ, Gandhi, and the bible (the promised land). Not all students may be familiar with these references without prior teaching.		Largely contemporary and conversational. Familiar and easy to understand with some discipline specific words. Some discipline specific words that students may struggle with include telegram, cancer clusters, pesticides, activist, and segregated. These and other words are listed in the vocabulary section under Tier 1 and Tier 2 Words. Pre-teaching activities may help to alleviate difficulties with these words.	

Vocabulary

Tier Two Words (General academic vocabulary)

“Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example.” (CCSS ELA Appendix A)

- Visionary
- Advocate
- Exhaustive
- segregated
- Activist
- Oppression
- Exploited
- Legacy
- Vanquished
- Inhumanity

Tier Three Words (Domain-specific words)

“[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text.” (CCSS ELA Appendix A)

- Telegram
- Pesticides
- cancer clusters

Potential Reader/Task Challenges

Some 10th graders may struggle with identifying the two themes of the text (honoring Dr. King and gaining support for the United Farm Workers) since they are intertwined. Some students may struggle to separate the examples of the Civil Rights Movement from the plight of the farmworkers. Most students should have the experiences necessary to access the content of the author. Some students may not have all of the background knowledge about the Civil Rights movement, DR. King, or the plight of the United Farmworkers to understand some of the direct references.

Text-dependent questions		
Question	Standard alignment	Page of this document
In his speech, “Lessons of Dr. Martin Luther King Jr.,” what evidence does Chavez use to honor Martin Luther King Jr’s commitment to peacefully promoting civil rights?	RI9-10.1	5
How does Chavez’s use of the word “radical” impact the tone of his speech?	RI9-10.4	8
How does Chavez’s use of the King quote, “Our separate struggles are really one. A struggle for freedom, for dignity, and for humanity” advance his purpose?	RI9-10.6	10
How do the examples of suffering and mistreatment described by Chavez help to develop his call to action?	RI9-10.5	12
How does Chavez’s purpose to “honor” Martin Luther King Jr. shift to serve his ultimate purpose?	RI9-10.2	15
Target Standards		
<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. • CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). • CCSS.ELA-LITERACY.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). • CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. 		

Question 1

Question #1	In his speech, “Lessons of Dr. Martin Luther King Jr.,” what evidence does Chavez use to honor Martin Luther King Jr’s commitment to peacefully promoting civil rights?	
Standard(s) covered:	RI.9-10.1 -Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
	Example response that meets standard	Look-fors
	<p>Cesar Chavez honors King’s commitment to peacefully promoting civil rights by using King’s own words. For example, in paragraph 10, Chavez recalled King’s statement, "We are not advocating violence. We want to love our enemies. I want you to love our enemies. Be good to them. This is what we live by. We must meet hate with love." Another quote Chavez uses is "If I am stopped, the movement will not stop. If I am stopped, our work will not stop. For what we are doing is right. What we are doing is just, and god is with us."</p>	<ul style="list-style-type: none"> • Identify explicit textual evidence • Cite evidence
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson you will learn how to support a given conclusion by identifying specific text evidence.	
Prior knowledge to review	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.RI.5.1	
Steps to achieve objective	Think aloud for direct instruction	
1) Skim through the text to find where the author refers to the event, person, or place in the question.	<ul style="list-style-type: none"> • Ok, so the question tells me that Chavez honored King. Now I need to find the places where Chavez talks about him to find what evidence Chavez gives about honoring King’s commitment to peacefully promoting the Civil Rights Movement. • I see that Chavez talks about King in many places for example paragraphs 2, 3, and 5. (2: Dr. King was a powerful figure of destiny, of courage, of sacrifice, and of vision. Few people in the long history of this nation can rival his accomplishment, his reason, or his selfless dedication to the cause of peace and social justice. 3: Today we honor a wise teacher, an inspiring leader, and a true visionary, but to truly honor Dr. King we must do more than say words of praise. 5:Many people will tell you of his wonderful qualities and his many accomplishments, but what makes him special to me, the truth many people don't want you to remember, is that Dr. king was a great activist, fighting for radical social change with radical methods.) 	

<p>2) Ask, "What information does the author present?"</p>	<ul style="list-style-type: none"> • I see that Chavez talks about King in many places such as paragraphs 2, 3, and 5, but where does he specifically talk about King's commitment to non violence and the taking action for the Civil Rights Movement? • I notice Chavez talks about taking action in paragraph 7. "The purpose of direct action is to create a situation so crisis-packed that it will inevitably open the door to negotiation." • I notice Chavez talks about non-violence in paragraph 9. "We are not advocating violence. We want to love our enemies. I want you to love our enemies. Be good to them. This is what we live by. We must meet hate with love." • I notice Chavez talks about the dangers of pesticides in paragraph 29. (These pesticides soak the fields. Drift with the wind, pollute the water, and are eaten by unwitting consumers.) While this could be a concern for the consumers this is not an example of non-violence or a call to action.
<p>3) Using the evidence you have found ask, "Which quotes best support the given conclusion?"</p>	<ul style="list-style-type: none"> • So, based on the details I've found, I need to determine which pieces of evidence support the conclusion that MLK advocated for non-violence and civil rights. • Let me go back to my list of paragraph numbers and details to see which places have this information. • Okay, I see that Chavez talks about King's commitment to the civil rights movement in paragraph 10 ("If I am stopped, the movement will not stop. If I am stopped, our work will not stop. For what we are doing is right. What we are doing is just, and god is with us.") and non-violence in paragraph 68 when he says, "Our non-violent cause will give you skills that will last a lifetime. When Dr. King sounded the call for justice, the freedom riders answered the call in droves. I am giving you the same opportunity to join the same cause, to free your fellow human beings from the yoke of oppression." • So now I can write my answer.

Extension and practice

- If students are having difficulties identifying which part of the text is about Martin Luther King Jr./Civil Rights Movement and Cesar Chavez/Plight of the migrant workers have students highlight or underline the text using two different colors. Choose one color for Martin Luther King Jr. and another for Cesar Chavez. Be prepared that students may say one or two sections apply to both and they may need a third color or another way to indicate this. One particular place this could happen is with the quote Cesar Chavez includes from a telegram he received from Martin Luther King Jr.
- If students are struggling to quote accurately from the text, start by defining that a quote is the exact words an author or person uses. Using quotes is an important way to explain what a text means. Quotes can provide evidence to help answer a question. Introduce a quote from a famous person or simply something you say all the time in the classroom. Write the quote in a visible place and review quotation marks. Then, return to the text with a simpler question such as, “What is one quote, or sentence, from the text that is an example of something Martin Luther King said or did that could be an example of his commitment to peacefully promoting Civil Rights?” Have students locate a sentence and share it with a partner using the sentence stem, “The author says, “quote...” This shows me Martin Luther King Jr. was honorable because ____.” Share sentences out as a class.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to and informational text and learning how to support a given conclusion by identifying specific text evidence.

See more examples of how to teach citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Objective: In this lesson you will learn to answer a question by using evidence and quotes from the text.

1. Skim through the text to find where the author refers to the event, person, or place in the question.
2. Ask, “What information does the author present?”
3. Using the evidence you have found ask, “Which quotes best support the given conclusion?”

[Draw Inferences from the text using key details and evidence](#)

Question 2

Question #2	How does Chavez’s use of the word “radical” impact the tone of his speech?	
Standard(s) covered:	RI.9-10.4 -Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	
	Example response that meets standard	Look-fors
	Cesar Chavez uses the word radical at the beginning of his speech on the first page. The word radical means major or drastic. This makes the tone of the speech more serious and makes it seem more important. The quote, “Dr. King was a great activist, fighting for radical social change with radical methods,” shows Dr. King was a major person in the movement who used drastic methods to make changes happen. The word radical is used in this quote to enhance the phrase “social change” and the word “methods.” This use of the word radical makes the purpose and methods of Dr. King seem more important.	<ul style="list-style-type: none"> • Cite Evidence • Explain how the use of the word “radical” affects the passage.
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson you will learn how to analyze the author’s use of a specific word choice by determining how it impacts the tone.	
Prior knowledge to review	CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text	
Steps to achieve objective	Think aloud for direct instruction	
1) Skim through the text and locate where the author uses the word. Re-read the text located around the word in each place it is being used.	<ul style="list-style-type: none"> • Let me re-read the question again to make sure I know which word I am looking for. • What does this word mean? I know the word “radical” means “major” or “drastic”. Let me write that down. • I think I should highlight the word each time it is used in the speech. • This word is used several times at the beginning of the speech including paragraph 5 where Chavez says, “Dr. King was a great activist, fighting for radical social change with radical methods.” The word radical is also found in paragraph 8 where Chavez says, “Dr. King was also radical in his beliefs about violence. He learned how to successfully fight hatred and violence with the unstoppable power of nonviolence.” • I need to look at the other words and phrases around the word radical and try to figure what radical means in this context. • It is being used as an adjective so the author is using it to enhance a noun. 	

2) Ask, "What ideas does the author connect to this word?"	<ul style="list-style-type: none"> • Let me reread the text again to see what words are being used with the word radical. • In paragraph 5 the word radical is being used to describe the change Dr. King wanted and the methods he was using to create change. • In paragraph 8 Chavez is using the word radical to describe Dr. King's beliefs about violence. • So the ideas connected to this word are the changes Dr. King wanted, the methods he was willing to use, and his beliefs about violence.
3) What was the author conveying by using this word?	<ul style="list-style-type: none"> • So I can see now Chavez is using the word radical to enhance several words (change, methods, and beliefs). • Now I know the word radical means major or drastic. • So I can guess the author is trying to make these aspects of Dr. King seem more major or drastic? • This would affect the tone of the speech and emphasize the importance of Dr. King.

Extension and practice

- If students are struggling to locate the word radical in the text have them go back and highlight the word with an easily visible color. Then students can better locate the parts of the text that contain the word.
- Students who are struggling to discern the meaning of the word radical from the context of the story could be given the definition or a list of synonyms to better help explain the meaning of the word. Then students can chunk the text by circling the sentence or paragraph that contains the word. This should make the text smaller and more manageable for students.

What next?

<p>For additional practice, with students or for students' independent work, apply this learning objective and set of steps to informational texts when determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p>	<p>See more examples of how to teach students how to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p>
<p>Objective: In this lesson you will learn to analyze the impact of a specific word choice on the tone of the passage by examining how the word is used and determining how it impacts the tone.</p> <ol style="list-style-type: none"> 1) Skim through the text and locate where the author uses the word. Re-read the text located around the word in each place it is being used. 2) Ask, "What ideas does the author connect to this word?" 3) What was the author conveying by using this word? 	<p>Analyze a Symbol in a Text 9-10.4</p>

Question 3

Question #3	How does Chavez’s use of King’s quote, “Our separate struggles are really one. A struggle for freedom, for dignity, and for humanity,” to advance his purpose?	
Standard(s) covered:	RI.9-10.6- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	
	Example response that meets standard	Look-fors
	<p>This quote supports the claims Chavez is making that the struggle of the farm workers is as important as the Civil Rights Movement. In paragraph 24 Chavez says, “The United Farm Workers are dedicated to carrying on the dream of reverend Martin Luther King, Jr. My friends, I would like to tell you about the struggle of the Farm workers who are waging a desperate struggle for our rights, for our children's rights and for our very lives.” King’s quote reinforces this claim that the Farm workers are continuing the struggle for Civil Rights.</p>	<ul style="list-style-type: none"> • Cite Evidence • Uses a statement from the text to connect the quote in the question to the author’s purpose.
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson you will learn how an author’s claims are developed and refined by analyzing a portion of the text.	
Prior knowledge to review	CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	
Steps to achieve objective	Think aloud for direct instruction	
1) Skim through the text to find where the author uses the quote.	<ul style="list-style-type: none"> • Hmm...so let me think. What is the question asking me? I know that it’s really important that I look back at the question before I re-read so that I know my purpose for re-reading. • I think this question is asking me to look for a quote found in the text. • So let’s see, where did that happen in the text? Oh, right, it was towards the beginning of the second page right at the top of the page, paragraph 20. 	
2) Based on the information in the text, ask yourself, “Are there any clues that might show the meaning and context of the quote?”	<ul style="list-style-type: none"> • If I read the entire paragraph I see that this quote is from a telegram Dr. King sent to Chavez. • At the beginning of the paragraph Chavez says, “Dr. King reminded me that our struggle was his struggle too.” • This is a clue that the Civil Rights movement of Dr. King is similar to the struggle of the United Farm Workers. • Another clue can be found in paragraph 24 where Chavez says, “The United Farm Workers are dedicated to carrying on the dream of reverend Martin Luther King, Jr.” • These clues show meaning of the word struggles that Dr. King uses is referring to the Civil Rights movement and the plight of the farm workers. 	

<p>3) Using the clues you have found, ask yourself, “How do these clues convey the author’s purpose?”</p>	<ul style="list-style-type: none"> • These clues compare the struggle of the United Farm Workers to the Civil Rights Movement. • This shows the struggle of the United Farm workers is as important as the Civil Rights Movement was. • The struggle of the United Farm Workers might even be an extension of the Civil rights movement. • This supports the author’s purpose of gaining support for the farm workers.
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Extension and practice

- For students who are struggling with the quote have the students summarize the meaning of the quote into as few words as possible. Then have the student do this with other sentences in that paragraph or surrounding paragraphs. Students can then find related portions of the text based on their summaries.
- As an extension activity students can identify other quotes in the text that demonstrate a connection between Dr. King and Chavez.

What next?

<p>For additional practice, with students or for students' independent work, apply this learning objective and set of steps to an informational text to analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p>	<p>See more examples of how to teach students to analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p>
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<p>Objective: In this lesson you will learn how an author’s claims are developed and refined by analyzing a portion of the text.</p> <ol style="list-style-type: none"> 1. Skim through the text to find where the author uses the quote. 2. Based on the information or the dialogue in the text, ask yourself, “Are there any clues that might help me answer this question?” 3. Using the clues you have found, ask yourself, “What do these clues lead me to believe?” 	<p>Analyze how word choice impacts meaning 11-12.5</p> <p>Analyze how structure contributes to meaning 11-12.5</p>
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Question 4

Question #4	How do the examples of suffering and mistreatment described by Chavez help to develop his call to action?	
Standard(s) covered:	RI.9-10.5- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	
	Example response that meets standard	Look-fors
	<p>Chavez gives many examples of suffering and mistreatment to urge people to boycott table grapes. The examples of suffering he gives relate to the pesticides being used on the crops. In paragraphs 32-34 Chavez claims, "The children come into contact with the poisons when they play outside, when they drink the water, and when they hug their parents returning from the fields. And the children are dying. They are dying slow, painful, cruel deaths in towns called cancer clusters..." Mistreatment examples have to do with the working conditions. One example of this is found in paragraph 46 where Chavez says, "Our workers labor for many hours every day under the hot sun, often without safe drinking water or toilet facilities." These examples give specific reasons for why people should join in the fight and boycott the grapes. These examples also help the audience develop an emotional connection to the grape workers possibly leading to increased support for the boycott, which reinforces the author's purpose.</p>	<ul style="list-style-type: none"> • Examples from the text used. • Makes a connection between what Chavez is calling people to do and the suffering and mistreatments.
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson you will learn to analyze how an author develops a claim by evaluating examples from the text.	
Prior knowledge to review	CCSS.ELA-LITERACY.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	
Steps to achieve objective	Think aloud for direct instruction	
1) Skim through the text to find the examples referenced in the question.	<ul style="list-style-type: none"> • What type of examples am I looking for? • OK, the question is asking for examples of suffering and mistreatment. • I see the author talks about suffering because of pesticides in paragraphs 28-41. • One example of the suffering is found in paragraphs 32-34 where Chavez claims, "The children come into contact with the poisons when they play outside, when they drink the water, and when they hug their parents returning from the fields. And the children are dying. They are dying slow, painful, cruel deaths in towns called cancer clusters..." • I see the author talks about the mistreatment of workers in paragraphs 44-50 • One example of mistreatment is found in paragraph 46 where Chavez says, "Our workers labor for many hours every day under the hot sun, often without safe drinking water or toilet facilities." 	

<p>2) Ask yourself, "Why are these examples relevant to the audience?"</p>	<ul style="list-style-type: none"> • Why is Chavez giving people these examples of suffering and mistreatment? What does he want them to do? • I see in paragraph 53 Chavez talks about boycotting the grapes. • I think he wants people to stop buying the grapes so growers will listen to the workers' demands. • Chavez claims the boycotts work and in paragraph 59 says, "As a result, grape sales keep falling. We have witnessed truckloads of grapes being dumped because no one would stop to buy them. As demand drops, so do prices and profits. The growers are under tremendous economic pressure." • Are these examples important enough to the audience to gain their support?
<p>3) Ask yourself, "How does the author's use of emotion in the text encourage a call to action?"</p>	<ul style="list-style-type: none"> • How would a boycott affect me if Chavez was asking me to boycott grapes? • I wouldn't be buying grapes even if the price was low or I really liked them. • Knowing what happened to other people and about how the grapes could be dangerous for me makes me feel better about not having them. • One example of the suffering is found in paragraphs 32-34 where Chavez claims, "The children come into contact with the poisons when they play outside, when they drink the water, and when they hug their parents returning from the fields. And the children are dying. They are dying slow, painful, cruel deaths in towns called cancer clusters..." • One example of mistreatment is found in paragraph 46 where Chavez says, "Our workers labor for many hours every day under the hot sun, often without safe drinking water or toilet facilities." • I think these examples of suffering and mistreatment are good reasons to boycott the grapes and help convince people to support Chavez's purpose.

Extension and practice

- Students who are struggling to identify the examples of suffering and mistreatment should make two lists while rereading the speech. One list of suffering and another of mistreatment. This should help students organize evidence and identify examples.
- As an extension activity students who are successful with answering this question could look for ways to compare the Farm Workers struggle to other agricultural areas other than grapes or even to other industries. (Ex: Tobacco farmers or the Erin Brockovich Story)

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to informational texts to determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

See more examples of how to teach students to determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Objective: In this lesson you will learn to analyze how an author uses rhetoric to advance his point of view by evaluating examples from the text.

1. Skim through the text to find the examples referenced in the question.
2. Ask yourself, "Why are these examples relevant to the audience?"
3. Ask yourself, "How does the author's use of emotion in the text encourage a call to action?"

[Interpret statements to analyze point of view](#)

Question 5

Question #5 **How does Chavez’s purpose to “honor” Martin Luther King Jr. shift to serve his ultimate purpose?**

Standard(s) covered: **RI.9-10.2-** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Example response that meets standard	Look-fors
<p>In the beginning of the speech Chavez starts out talking about honoring Dr. King. In the first paragraph Chavez states, “My friends, today we honor a giant among men: today we honor the reverend Martin Luther King, Jr.” Soon Chavez begins to make connections between the work of Dr. King and the struggle of the farm workers. In paragraph 17 Chavez begins to call people to action and refers to the rights of workers when he says, “My friends, the time for action is upon us. The enemies of justice want you to think of Dr. King as only a civil rights leader, but he had a much broader agent. He was a tireless crusader for the rights of the poor, for an end to the war in Vietnam long before it was popular to take that stand, and for the rights of workers everywhere.” In paragraph 24 Chavez has completed the shift from honoring Dr. King to gaining support for the farm workers. In this paragraph Chavez states, “The United Farm Workers are dedicated to carrying on the dream of reverend Martin Luther King, Jr. My friends, I would like to tell you about the struggle of the Farm workers who are waging a desperate struggle for our rights, for our children's rights and for our very lives.” These examples show the progression from honoring Dr. King to gaining support for the United Farm Workers and a grape boycott.</p>	<ul style="list-style-type: none"> • Examples from the text. • Examples of how Chavez honored Dr. King. • Examples of how Chavez begins to shift. • Examples of how Chavez has shifted and uses the actions of Dr. King to support his efforts.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective In this lesson you will learn to determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details by examining portions of Cesar Chavez’s speech.

Prior knowledge to review CCSS.ELA-LITERACY.RI.8.2
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Steps to achieve objective **Think aloud for direct instruction**

<p>1) Re-read the text to identify the author’s initial and final purpose.</p>	<ul style="list-style-type: none"> • So if I look at the beginning of the speech what is Chavez’s purpose? • In the first paragraph Chavez states, “My friends, today we honor a giant among men: today we honor the reverend Martin Luther King, Jr.” • How is this different from his purpose later on in the speech? • In paragraph 24 Chavez states, “The United Farm Workers are dedicated to carrying on the dream of reverend Martin Luther King, Jr. My friends, I would like to tell you about the struggle of the Farm workers who are waging a desperate struggle for our rights, for our children's rights and for our very lives.” • This shows a change in what Chavez is talking about
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<p>2) Ask yourself, “What statements show a transition from the purpose at the beginning of the speech and the author’s ending purpose?”</p>	<ul style="list-style-type: none"> • Where can I see the author begin to shift his purpose between paragraph 1 and 24? • In paragraph 17 Chavez begins to call people to action and refers to the rights of workers when he says, “My friends, the time for action is upon us. The enemies of justice want you to think of Dr. King as only a civil rights leader, but he had a much broader agent. He was a tireless crusader for the rights of the poor, for an end to the war in Vietnam long before it was popular to take that stand, and for the rights of workers everywhere.” • This shows a connection between Dr. King and the farm workers which begins to shift the purpose of the speech.
<p>3) Ask yourself, “How can I summarize this transition from one purpose to another?”</p>	<ul style="list-style-type: none"> • Well I need to give an example of the purpose at the beginning of the speech. • In the first paragraph Chavez states, “My friends, today we honor a giant among men: today we honor the reverend Martin Luther King, Jr.” • Then I need an example of a transition between the two purposes. • In paragraph 17 Chavez begins to call people to action and refers to the rights of workers when he says, “My friends, the time for action is upon us. The enemies of justice want you to think of Dr. King as only a civil rights leader, but he had a much broader agent. He was a tireless crusader for the rights of the poor, for an end to the war in Vietnam long before it was popular to take that stand, and for the rights of workers everywhere.” • Finally, I need an example of the author’s ultimate purpose. • In paragraph 24 Chavez states, “The United Farm Workers are dedicated to carrying on the dream of reverend Martin Luther King, Jr. My friends, I would like to tell you about the struggle of the Farm workers who are waging a desperate struggle for our rights, for our children's rights and for our very lives.”

Extension and practice

- Students who struggle to see the author’s purpose may need additional help. In this case you should provide struggling students with the two purposes. Then have the student create a list of examples from the text for each of the purposes. Then have the students reread the text and identify where in the text they believe the shift happens.

What next?

<p>For additional practice, with students or for students' independent work, apply this learning objective and set of steps to informational texts to determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>See more examples of how to teach students to determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
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Objective: In this lesson you will learn to determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details by examining portions of Cesar Chavez's speech.

1. Re-read the text to identify the author's initial and final purpose.
2. Ask yourself, "What statements show a transition from the purpose at the beginning of the speech and the author's ending purpose?"
3. Ask yourself, "How can I summarize this transition from one purpose to another?"

[Analyze the development of a theme over the course of a text.](#)