Lesson 2: De Colores

Standards	Objectives	Assignment
ELA & ELD ● CCSS.RI.6.2 ● CCSS.SL.6.1 ● CCSS.L.6.3: ● ELD.PI.6-8.1 **Social Justice** ● Identity 1ID.6-8.1 **Social Emotional Competencies** ● Self-awareness See Appendix A for full description	We will learn about, discuss, and apply the ways that organizations like the United Farm Workers (UFW), maintained a loving, supportive, and peaceful community	Rituals & Agreements

Sample

Time	Slide	Teacher Prep Notes	Guidance
1 min			**Title Slide** • No guidance
1 min			**Objectives** • Option 1: Cue entire class to read aloud • Option 2: In pairs, one student reads, the second paraphrases • Option 3: Call on student to read to class • Option 4: Teacher reads to class
8 min.			**Shared Reading** • Option 1: Call on students to read to class • Option 2: Assign character roles to a small group of students and have the rest of the class follow along.

Sample

1 min.	**Cloze Read Aloud** **Directions:** 1. Follow along as I read the text on the next slide or in your book. 2. When you hear me pause, shout the next word in the paragraph. **Example:** Teacher: The United Farm Worker movement rallied around the expression "Sí se [pause]" Class: "Puede" 		**Cloze Read Aloud Cue** • Read the slide to the students and let them know the entire class will be reading the slide using the cloze read strategy for the next couple of slides.
1 min.	**Reading Review** From pages 1-16, we learned… • Cesar Chavez wanted to improve the terrible working conditions for farmworkers by creating a union. 		**Reading Review** • Use the cloze read strategy to ensure all students read the content of the slide. • Expand on the reading review as necessary.
1 min.	**Reading Review** From pages 1-16, we learned… • In 1965, he decided to organize workers to march to Sacramento to meet with the governor. 		**Reading Review** • Use the cloze read strategy to ensure all students read the content of the slide. • Expand on the reading review as necessary.
1 min.	**Reading Review** From pages 1-16, we learned… • Instead of driving, Cesar wanted people to walk there! 		**Reading Review** • Use the cloze read strategy to ensure all students read the content of the slide. • Expand on the reading review as necessary.

Sample

1 min.			**Reading Review** • Use the cloze read strategy to ensure all students read the content of the slide. • Expand on the reading review as necessary.
2 min.		**Tapping into Prior Knowledge** • Say: We just finished reading about how Cesar Chavez had a great idea to get farmworkers to march to the capital of CA. In order to organize for this to work, the farm workers had to work together and trust their leaders.	**Stop & Jot** • Read the slide. • Say: I will randomly call on some of you to share your thinking out loud. • Think about the question. • Jot down your thoughts about the question.
3 min.		**Before the Lesson:** • Place 4 signs in each corner of the classroom (Agree, Strongly Agree, Disagree, Strongly Disagree)	**Four Corners: #1** • Read the slide to students • Ask them go to the corner of the room that corresponds with their answer and ask them to use the sentence starters to explain their answer to their peers
3 min.			**Four Corners: #2** • Read the slide to students • Ask them go to the corner of the room that corresponds with their answer and ask them to use the sentence starters to explain their answer to their peers

Sample

3 min.			**Four Corners: #3** ● Read the slide to students ● Ask them go to the corner of the room that corresponds with their answer and ask them to use the sentence starters to explain their answer to their peers
1 min.			**Cloze Read Aloud Cue** ● Read the slide to the students and let them know the entire class will be reading the slide using the cloze read strategy for the next couple of slides.
1 min.			**What is a ritual?** ● Use the cloze read strategy to ensure all students read the content of the slide. ● Expand as necessary.
1 min.			**What is a ritual?** ● Use the cloze read strategy to ensure all students read the content of the slide. ● Expand as necessary.

Sample

1 min.			**What is a ritual?** • Use the cloze read strategy to ensure all students read the content of the slide. • Expand as necessary.
1 min.			**What is a ritual?** • Use the cloze read strategy to ensure all students read the content of the slide. • Expand as necessary.
8 mins			**Whiparound** • Ask students to think about the question. • Remind students that everyone will get a chance to answer the question, one at a time Read the slide
2 min.			**UFW Rituals #1** • Explain to students that many organizations have agreements or rituals . • Explain to students that the UFW had a few rituals that they practiced to help maintain a strong unity within the group • Read the slide to students

Sample

1 min.			**Unity Clap** ● Read the content of the slides to the students to review the steps of the unity clap.
1 min.			**Unity Clap** ● Lead the class in the unity clap!
1 min.			**UFW Rituals #2** ● Read the slide to students.
1 min.			**De Colores** ● Read the slide to students.

Sample

2 min.	**De Colores** • Many farmworkers said that even if they had a tough meeting, ending with this song instantly made them appreciate the power of the union 		**De Colores** • Read the slide to students. • Play a bit of the video/song
2 min.	**Turn & Talk # 1** **Question:** How do you think these rituals helped the UFW maintain unity? **Sentence Starter:** "I think these rituals helped the UFW maintain unity by…" 		**Turn and Talk #1** • Read the slide • Have students engage in the Turn and Talk strategy with this question
2 min.	**Turn & Talk #2** **Question:** Which ritual do you like best? Why? **Sentence Starter:** "The ritual that I like best is_____because_____." 		**Turn and Talk #2** • Read the slide • Have students engage in the Turn and Talk strategy with this question
1 min.	**Assignment** To help our class maintain a loving, supportive, and peaceful community, what ritual or agreement would you like to see us practice in the classroom? 		**Assignment** • Read the slide to launch students into their assignment.

Sample

1 min.	**Examples: Rituals** 1. A different student leads the unity clap each day. 2. When we do a good job, we give each other "snaps" 3. We high five each other at the end of a lesson. 		**Examples: Rituals** • Review the examples with the students. • Ask if they have any questions.
1 min.	**Examples: Agreements** 1. We listen with our hearts. 2. We speak from our hearts. 3. We make sure everyone is heard. 4. We take care of each other. 		**Examples: Agreements** • Review the examples with the students. • Ask if they have any questions.
4 min.	**Front the Writing** **Question:** To help our class maintain a loving, supportive, and peaceful community, what ritual or agreement would you like to see us practice in the classroom? **Directions:** 1. Write your response down on a sticky note, pieces of paper, or document. 2. Be prepared for me to call you to share your response with your partner and with your classmates. 		**Front the Writing** • Read the slide • Have students write their answers in their student workbook
1 min.	**For Next Time** We are going to share our rituals/agreements with the class and decide which ones we'd like to adopt as a class 		**For Next Time** • Read the slide

Sample

1 min.			**Unity Clap** Tell students we are going to end our sessions the way the UFW did, with a unity clap and saying Isang Bagsak.

Sample

Appendix A: Standards

CCSS ELA	CA ELD	Social Justice	Social Emotional Competencies
• CCSS.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • CCSS.SL.6.1:Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly • CCSS.L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	• ELD.PI.6-8.1.Ex Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information	Identity 1ID.6-8.1 I know and like who I am and can comfortably talk about my family and myself and describe our various group identities..	Self-awareness • Integrating personal and social identities • Linking feelings, values, and thoughts

Sample