Lesson 8: Leaders Show The Way

Standards	Objectives	Assignment
ELA & ELD Reading, Speaking & Listening **Social Justice** Justice Identity **Social Emotional Competencies** Self-Awareness Social Awareness See Appendix A for full description	*We will learn about and reflect on Cesar Chavez's life and legacy, making connections to our own leadership.*	Heart & Mind Note Catcher

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Time	Slide	Teacher Prep Notes	Guidance
			Ignite 1. Prompt students to analyze lesson title. 2. Ask: What does the title suggest? 3. Give students chew/think time. 4. Launch a turn and talk so students can share their responses with each other. 5. Cold-Call to check for understanding. 6. Respond to student's answer 7. Cold-Call one more student 8. Respond and close out discussion
			Unity Clap 1. Teach student the Unity Clap (See Below) Teacher: "Si Se Puede!" Students: "Yes We Can!" Teacher: "Si Se Puede!" Students: "Yes We Can!" Clapping begins slowly, then speeds up. All: "Isang Bagsak!" with a final clap
			SEL Check-in 1. Read the content of the slide. 2. Set a timer for 1 minute. 3. Support students in engaging in activity.

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	Community Agreements 1. Speak and listen with respect. 2. Try your best. 3. Participate. 		**Community Agreements** 1. Review agreements
	Objectives *View slide deck for objectives.* **Assignment:** **View Slide Deck for Assignment** 		**Objectives** 1. Review the lesson objectives 2. Prompt students to independently paraphrase the objective 3. Give chew/think time 4. Launch a turn and talk. 5. Cold-Call to check for understanding 6. Respond to student's answer 7. Cold-Call one more students 8. Respond and close out discussion
	Today's Assignment View slide deck for assignment. **Assignment:** View slide deck for assignment 	Assignments can be found in hard or soft copies of student workbooks.	**Today's Assignment** 1. Before lesson, teacher reviews and internalizes slide content 2. Employ a variety of reading strategies to ensure that 100% of students read the content of the slide, describing today's assignment.
	Our Social Justice Journey ***Six Elements of SJ Education*** 1. **Self-Love & Knowledge** 2. **Respect for Others** 3. **Social Movements & Social Change** 4. Issues of Social Justice 5. Awareness Raising 6. Social Action 		**Our Social Justice Journey** 1. Remind students of the journey of social justice education. 2. Employ a variety of reading strategies to ensure that 100% of students read the content of the slide, describing today's assignment.

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	We Can All Be Heroes Cesar Chavez wanted higher pay and better working conditions for farm workers. He felt the best way to improve the lives of farm workers was to create a farm workers' union. Cesar's dream was to organize a union that would protect and serve the farm workers whose poverty and powerlessness he had shared. He knew the experts said organizing farm workers was impossible.		**We Can All Be Heroes** 1. Employ a variety of reading strategies to ensure that 100% of students read the content of the slide, describing today's assignment.
	We Can All Be Heroes Yet Cesar Chavez helped create the United Farm Workers and organize one of the most successful social justice campaigns in the history of the United States. How was he able to succeed? In order to answer this question, let's begin by looking at Cesar Chavez's life to see what motivated his work. Let's try to discover what was in Cesar Chavez' s DNA.		**We Can All Be Heroes** 1. Employ a variety of reading strategies to ensure that 100% of students read the content of the slide, describing today's assignment.
	Key Terms: Civil Rights Civil rights are essential goods and opportunities that all people deserve as humans. 		**Key Terms: Civil Rights** 1. Employ a variety of reading strategies to ensure that 100% of students read the content of the slide, describing today's assignment.
	Key Terms: Exploitation the act of selfishly taking advantage of someone in order to benefit from their work 		**Key Terms: Exploitation** 1. Employ a variety of reading strategies to ensure that 100% of students read the content of the slide, describing today's assignment.

SAMPLE

	Key Terms: Migrant Farm Workers agricultural workers who moved from place to place in order to harvest various crops 		**Key Terms: Migrant Farm Workers** **1.** Employ a variety of reading strategies to ensure that 100% of students read the content of the slide, describing today's assignment.
	Key Terms: Social Justice the idea that all people deserve equal social, political and economic opportunities - regardless of factors such as their age, gender, race/ethnicity, nationality, sexual orientation, socio-economic status among others 		**Key Terms: Social Justice** **1.** Employ a variety of reading strategies to ensure that 100% of students read the content of the slide, describing today's assignment.
	Key Terms: Union an organization of workers who have come together to achieve a common goal and ensure good working conditions and fair pay 		**Key Terms: Union** **1.** Employ a variety of reading strategies to ensure that 100% of students read the content of the slide, describing today's assignment.
	What Motivated Chavez? **Take notes on your "Heart & Mind Notes Catcher" as you watch the video.**		**What Motivated Chavez?** 1. Play Video 2. Direct students to the workbook to take notes.

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			Chavez's Heart & Mind 1. Prompt students to take notes in their workbook as they watch the video.
			Your Heart & Mind 1. Prompt students to think of their own life in order to complete notes on their own "heart and mind." 2. Encourage students as they work.
			Today's Assignment 1. Before lesson, teacher reviews and internalizes slide content 2. Employ a variety of reading strategies to ensure that 100% of students read the content of the slide, describing today's assignment. 3. Launch students into "work time" to complete their assignment.
			For Next Time 1. Before lesson, teacher reviews and internalizes slide content 2. Employ a variety of reading strategies to ensure that 100% of students read the content of the slide, describing today's assignment.

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			Closing Unity Clap 1. Close out every lesson with a teacher or student-led Unity Clap!

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Appendix A: Standards

ELA	ELD	Social Justice	Social Emotional Competencies
CCSS.ELA-LITERACY.RI.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	ELD.PI.7.1.Ex **(Speaking)** - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information ELD.PI.7.6.a.Ex **(Reading)** - Explain ideas, phenomena, processes, and text relationships (e.g., compare / contrast, cause / effect, problem / solution) based on a close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	ID.6-8.2 - I know about my family history and culture and how I am connected to the collective history and culture of other people in my identity groups JU.6-8.15 - I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them	Self-Awareness Social Awareness

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