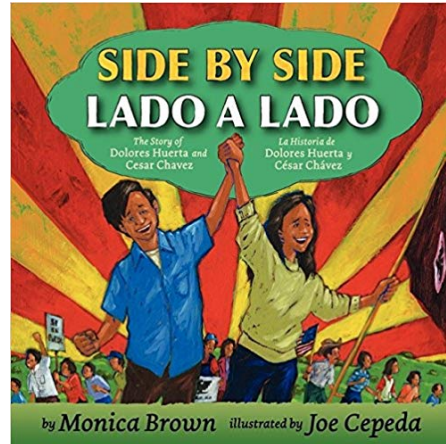


Side by Side/Lado a Lado: The Story of Dolores Huerta and Cesar Chavez/La Historia de Dolores Huerta y Cesar Chavez by Monica Brown



Content Objectives

- Students will describe the hardships of the farmworker.
- Students will explain how Dolores Huerta and Cesar Chavez worked together to improve the lives of farmworkers.

Language Objectives

- Students will read a book about Cesar Chavez and Dolores Huerta.
- Students will discuss the issues described in the book in a Talk Read Talk Write strategy.
- Students will write a response to summarize their reading and discussion.

Preparation

- Secure a copy of *Side by Side* from your campus library. (All campuses should have at least one copy.)
- For background information, read “A Note for Teachers and Parents” at the back of the book after reading the text
- Divide the class into equal groups of four
- Preview the [You Tube](#) reading of the book
- Review the “Talk Read Talk Write” Strategies (attached)

- Create envelopes with “The Envelope, Please Questions” -- a set of questions, one per strip, in each envelope for elementary students
- For primary students, photocopy handouts for the Write segment

Differentiation Strategies

- The book can be read in English and/or Spanish.
- Student groups that support EL and Special Ed students
- Use additional sentence stems as needed for students

Duration: 90 minutes

1. TALK I - (Share with the class, or project the following on the screen.)
Imagine you must work very hard all day preparing a feast made of beautiful food for many people. When it is time to sit down for the dinner, though so many have plates filled with your beautiful food, you have only a bowl of beans and nothing else.

Turn to your neighbor (or small group) and talk about this.

- How does that make you feel after all of your hard work? Is it fair?
 - This makes me feel _____ because....

2. READ –

Teacher shares with students: *“Dolores Huerta and Cesar Chavez were two people, who each in their own way, worked very hard to help others. Cesar Chavez was a farmworker who, with his family and from a very young age, traveled from place to place, harvesting food. Dolores and her family worked to help provide better living conditions for the workers. They worked together to make sure farm workers were paid fairly for this important work of harvesting food for so many people.”*

After sharing: Introduce the book. Students may read quietly, whole group or as appropriate for the class. In addition to the book, available in all the AISD elementary libraries, there is a [You Tube version](#) that is read by children.

3. Talk II -- The Envelope, Please – (Students will work with partner/small group of four. Each group will get an envelope package with four questions.)

Teacher says: *“I’m giving each group an envelope with four questions. Each member of your group will get one question to share with the others. Take turns reading your question aloud to your group, and discuss the question, giving everyone a chance to talk, before going to the next question.”*

4. WRITE –(Share with the students)

Teacher says: (Elementary) *“Now that you’ve had a chance to read about Dolores Huerta and Cesar Chavez, you are going to write about them. How did Cesar Chavez and Dolores Huerta make a difference in the lives of many people? What evidence from the story supports your reasons? Write a paragraph of at least 5-7 sentences.”*

Sentence Stem displayed: “Dolores Huerta and Cesar Chavez made a difference in the lives of many people because....”

(Primary-The Activity page is at the end of the lesson) *“Now that you’ve had a chance to read about Dolores Huerta and Cesar Chavez, you are going to write words about them and draw a picture of a scene from their story: How did Cesar Chavez and Dolores Huerta make a difference in the lives of many people?”*

The Envelope, Please! (for elementary students: For primary students, ask the questions individually for groups to discuss)

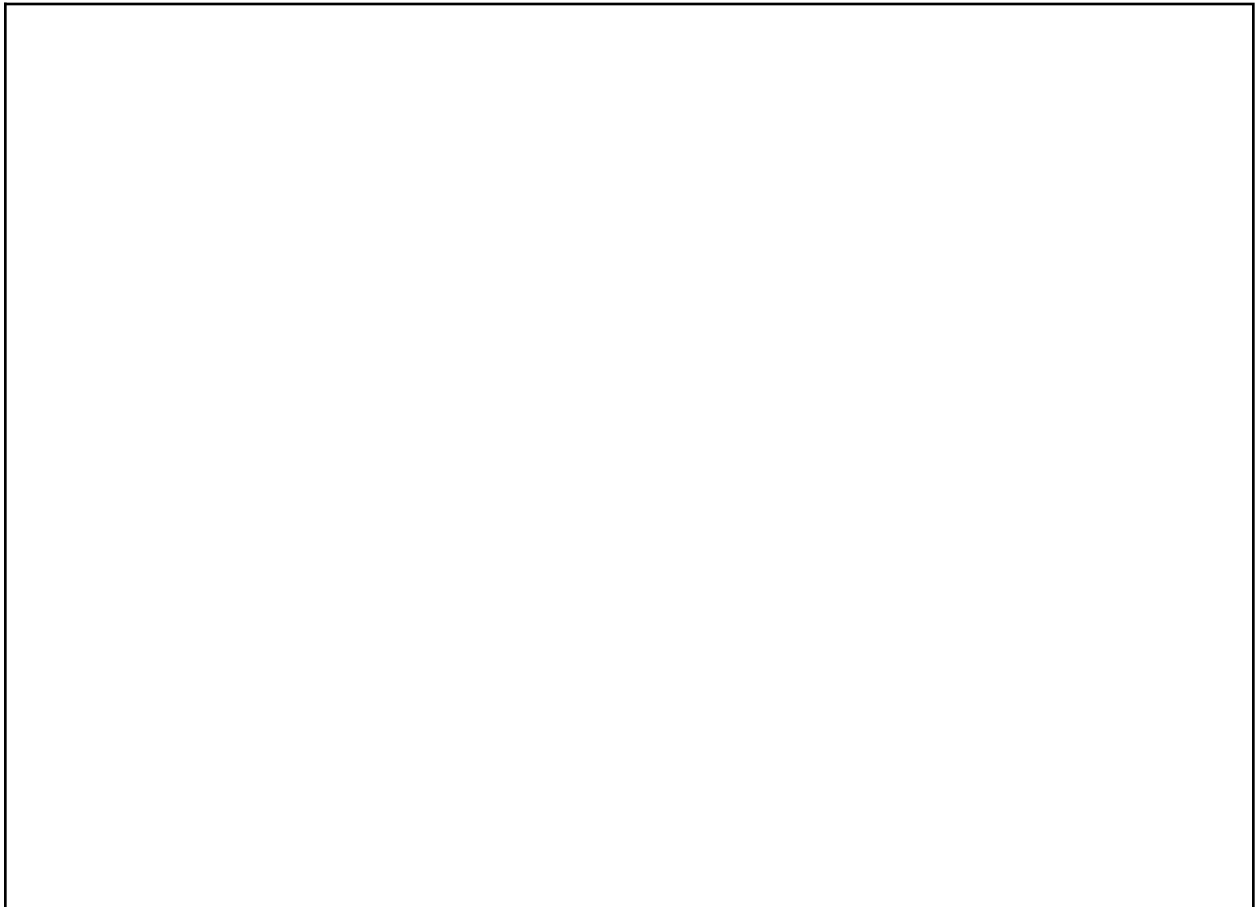
1. What would it be like to leave your school, home and your town to travel to different places as a migrant worker?
2. How were Cesar and Dolores' family lives different? How did they work together?
3. What was important about the grapes in the story?
4. What were some of the things that Dolores and Cesar did to get people to listen to them?

Name_____

After reading the story, think of two words to describe Dolores Huerta. Write those words next to her name. Then find two words that describe Cesar Chavez and write those words next to his name. When you are finished, draw a picture of Chavez and Huerta working together.

Dolores Huerta _____

Cesar Chavez _____



Talk-Read-Talk-Write in a Nutshell

Talk 1 - Give students a compelling question to discuss that is connected to the lesson, but not the central focus or question of the lesson. This is the hook, the activator and the connection to their prior knowledge. It is short and open-ended (Motley, 20).

Read - Give them a text that will serve as their primary source of new information and their learning for the lesson (Motley, 32).

- **Before Reading** be sure to tell them or show them the purpose for their reading. The reading purpose should connect with your learning objectives or instructional standards.
- **During Reading** give students an accountability task that ensures students are reading and thinking rather than skimming the text mindlessly. Some of the strategies in the book are Pay Attention To Lists, Annotation or Highlighting+. These accountability strategies also serve as informal assessment of what students are understanding as they read, and they present opportunities for teachers to engage with learners as they move around the room observing them as they work.

Talk 2 - This talk, "provides students with a much-needed opportunity to process the information they encountered during reading," (Motley, 49) and is, "the bridge from one independent activity (reading the text) to a second independent activity (writing a response)" (Motley, 50). This talk should be structured to ensure that all participants get an opportunity to both talk and listen to each other's perspectives on what they read. All that being said, the structure you put in place during this conversation must ensure that students have understood what they have read as well as be something students want to talk about. Motley suggests two strategies for this talk, Envelope, Please which is a series of questions pre-prepared and placed in an envelope that help guide the conversation, or a Check-In Conversation during which students share their thoughts, questions, annotations, etc. to help support each other after reading.

Write - The Write section of the TRTW model is an intentional effort to get students to generate their own thoughts by writing a compelling argument or explanation of a topic by writing complete

thoughts using complete sentences (Motley, 60). Motley explains in her book that students must understand who their audience is, and she says this is "the most critical factor for student writers to remember when they write" (Motley, 62). She suggests that students should either write an explanation or make a claim with evidence as their writing products.

<https://www.amylenord.net/blog/talk-read-talk-write-a-model-for-authentic-input>