

3rd-Grade Learning about Community: Immerse Lesson Plan

Lesson Title: What Can We Learn by Studying the Lives of César Chávez and Dolores Huerta?

Inquiry Phase: Immerse

Grade Level: 3rd Grade

Essential Questions:

1. What can we learn by studying the lives of people who have influenced the well-being of a community?
2. How do we formulate open-ended questions and conduct an inquiry project?

Lesson Plan Objectives: At the end of these lessons, students will be able to:

1. Use a Venn diagram to compare and contrast the lives of two community leaders.

Social Studies TEKS (for this inquiry unit):

§113.14.

(b) Knowledge and skills.

(1) History. The student understands how **individuals, events, and ideas have influenced the history of various communities**. The student is expected to:

(A) describe how individuals, events, and ideas have changed communities, past and present.

(12) Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:

(A) give examples of community changes that result from individual or group decisions;

(B) identify examples of actions individuals and groups can take to improve the community.

(14) Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:

(A) identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other **contemporary heroes**.

ELA-R TEKS (for this lesson):

§110.14.

(25) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic.

Standards for the 21st-Century Learner Indicators:

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

1.1.2 Use prior and background knowledge as context for new learning.

3rd-Grade Learning about Community: Immerse Lesson Plan

Assessment Tool: Venn Diagram

Resources for this Unit of Study: <http://tinyurl.com/di4ll-3-resources>

Resources for this Lesson

Side by Side/Lado a Lado: The Story of Dolores Huerta and Cesar Chavez by Monica Brown, illustrated by Joe Cepeda (HarperCollins 2010)

Venn Diagram

Venn Diagram Teacher Resource

Answer Garden ([http:// http://answergarden.ch](http://http://answergarden.ch)) and Tagxedo (<http://tagxedo.com>) or Wordle (<http://wordle.net>) for Optional Word Cloud Follow Up (Optional)

Estimated Lesson Time: One 30-minute Lesson

Instructional Plan Outline:

Classroom Teacher – School Librarian(s) Collaboration:

The classroom teacher and school librarian will co-read and use think alouds to co-model recording similarities and differences on a Venn diagram.

Measurable Outcome or Final Product: Each student will complete an individual Venn diagram and circle a note about which they might want to seek more information.

Preparation

- The educators make one copy of the Venn diagram for each student.
- Integrate academic vocabulary into think-alouds: inquiry and terms associated with notemaking: single words, short phrases, abbreviations.
- Integrate discipline-specific academic vocabulary into the lesson: leader, community, citizen, contract, and justice.

Motivation

1. Play a short video clip focused on Dolores Huerta and César Chávez from *Discovery Streaming: "Hispanic Americans Tell Their Story"* (1992).
2. Examine the *Side by Side/Lado a Lado* book jacket and make connections to the video clip.
3. Educators post the lesson objectives and let students know the class will read the book together, complete a Venn diagram to compare Dolores Huerta and César Chávez, and collaboratively create a word cloud based on what they learned (optional).

Presentation

4. Project the Venn diagram.
5. While one educator reads, the other will record ideas on the Venn diagram.
6. Both educators use think-alouds to ponder the similarities and differences between these two people. Involve students as much as possible.

3rd-Grade Learning about Community: Immerse Lesson Plan

7. Point out notemaking rather than complete sentences and information recorded in one's own words. If needed, review notemaking formats: single words, short phrases, abbreviations.
8. Students copy from the projected Venn diagram onto their individual Venn diagrams.
9. After reading the book, educators model reviewing the information they learned and talking about something about which they would like more information. They circle that note.

Guided Practice

10. Educators monitor as students talk with their elbow partners and circle the most compelling piece of information on their individual Venn diagrams.

Closure

11. Ask volunteers to share what they want to know more about.
12. Educators let students know they will be exploring these two famous Americans and learning more about how food gets to their table in Denton.

Assessment

13. Educators review students' Venn diagrams and most compelling information.

Follow Up (Optional)

14. Use Answer Garden ([http:// http://answergarden.ch](http://http://answergarden.ch)) to crowd source keywords and ideas related to Dolores Huerta and César Chávez and use Tagxedo (<http://tagxedo.com>) or Wordle (<http://wordle.net>) to create a word cloud.