CURRICULUM UNIT TO INCREASE READING COMPREHENSION SKILLS

ESL 3A

PROTEST UNIT

GRADES 9-12

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Hamline University 2017
Capstone Project Summary

The research question addressed in this project is, what is an effective curriculum for accelerating reading comprehension skills in secondary English Language Learner students. This issue is a compelling one for me as a high school teacher at a large urban school with approximately 35% of our students considered an English learner. My role as an English as a Second Language (ESL) teacher enables me to see many different students and teachers throughout my week. I witness students and teachers struggling with the issue of poor reading comprehension. Those struggles and conversations about what to do about them pushed me to this capstone project to work toward improving reading comprehension skills in the students I serve.

Through an extensive review of the literature and research on various issues that impact reading comprehension for English learners at the high school level, a better understanding of the complexity of the problem was achieved. Using this newfound knowledge a nine week curriculum unit was developed using the Understanding by Design framework of Wiggins and McTighe’s. The curriculum unit is a quarter long course developed for students at the WIDA Level 3 English proficiency. It is developed with an instructional routine that could be followed for students at all proficiency levels. It would be necessary to change the texts though, as those were chosen to meet the reading levels of level 3 students.

The curriculum is based on a weekly instructional routine. Two major findings in my research are 1) deep understanding of vocabulary has a huge impact on reading comprehension and 2) increased time reading various types of text
increase student reading comprehension skills. I built the instructional routine around those two tenets. Every day starts with a mini vocabulary lesson to build greater depth of knowledge around academic English. Every day students are also reading a text at their instructional level and making connections to that text on an academic and personal level. I also included time two days a week for reading a self-selected book. The intensive focus in these two areas is what I hope will show results in increasing students’ reading comprehension skills.

The intended audience for this project are first and foremost my students. Some of the research I looked into was on what sorts of interventions at the high school level are successful. I took that into mind in choosing a relevant and current topic for the unit, citizen activists and protests. I make the connection between social justice issues and educational justice issues for the essential question of the unit; one that they will read about and discuss in an academic seminar for their final exam.

The other audiences for this capstone project are the teachers in my school. The ESL teachers can hopefully benefit from this if the outcomes are what I hope them to be. They can use the instructional routine to develop their own curriculum units around. If the results are positive then mainstream teachers will see students struggling less in their classrooms. They may also develop their own instructional routines that include a bigger focus on deep vocabulary knowledge and more in school reading time for students. One issue that is becoming increasingly problematic is the practice of mainstream teachers
reducing the amount of text required for students to read for their classes. If I can show that targeted direct instruction and increased time to read in school can show improved reading skills then perhaps that practice can come to an end.

The format choice for the building blocks of my curriculum unit is using the Understanding by Design framework developed by Wiggins and McTighe. From that comprehensive overview of determining the essential questions and outcomes I developed a learning routine that employs strategies and tasks that work towards those outcomes. The class routine begins with a mini vocabulary lesson, followed by a reading routine and the class is closed with an exit ticket. The vocabulary lessons focus not on simple memorization but on making connections to concepts and content they are familiar with. They include looking at word parts as well as having fun with words. The reading routine is divided between the text of the week, all related to citizen activists, or to reading their self-selected novel. The exit ticket is more vocabulary connections or reading connects.

The unit begins with some assessments to determine students’ reading levels. This information will be used to assure that the text we use in class is within their zone of proximal development. I want to challenge students but not frustrate them. Part of the final assessment is a reading comprehension assessment that students will take to demonstrate growth from the beginning of the quarter. The results will be shared with student and their families as soon as I have them. Sharing the results with teachers will be at the end of the year at a staff development opportunity. I am also hoping to share the positive results with district personnel to start a dialogue and plans for improving the instructional model for English learners at all of the district high schools.
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**APPENDIX A**

- Assessments for Determining Independent Reading Levels: 32
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Curriculum Unit to Increase Reading Comprehension Skills in High School English Learners

UbD Template 2.0

<table>
<thead>
<tr>
<th>ESTABLISHED GOALS</th>
<th>Transfer</th>
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</thead>
</table>
| **CCSS.ELA-LITERACY.RI.9-10.1**  
I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **Students will be able to independently use their learning to...**  
- understand how citizen activists can spark change in a society  
- demonstrate an understanding of how they can create change in their own community  
- use reading strategies for difficult text in other classes and other contexts  
- demonstrate an increase in their reading comprehension as measured on the WIDA ACCESS  
- demonstrate an understanding of their own reading comprehension level and what strategies they can use to build those skills  
- increase the amount of time they read independently on a weekly basis |
| **CCSS.ELA-LITERACY.RI.9-10.2**  
I can 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. | **Meaning**  
**ESSENTIAL QUESTIONS**  
What can you do as a member of your community if you feel that the system you live in is unfair or unjust?  
How does my reading comprehension level affect my ability to fully participate in high school content classes? |
| **CCSS.ELA-LITERACY.RI.9-10.4**  
I can 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). | **Acquisition**  
**Students will know...**  
- throughout history there have been everyday citizens who have brought about changes to society by starting and/or |
| **CCSS.ELA-LITERACY.RI.9-10.8**  
I can accurately describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is | **Students will be skilled at...**  
- finding, evaluating and expressing evidence in text that supports a claim  
- Clearly communicating their ideas and |
valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**CCSS.ELA-LITERACY.RI.9-10.9**
I can analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

**CCSS.ELA-LITERACY.SL.9-10.1.A**
I can come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**WIDA Can-Do Descriptors:**
**Developing Level**
**Reading**
- Compare/contrast authors’ points of view, characters, information, or events
- Infer meaning from text
**Writing**
- Justify or defend ideas and opinions

<table>
<thead>
<tr>
<th>Participating in protest movements</th>
<th>Feelings about issues in the world and in their community during academic seminars</th>
</tr>
</thead>
<tbody>
<tr>
<td>-key vocabulary terms of texts</td>
<td>-increasing their vocabulary bank in depth and scope by engaging in mini lessons on:</td>
</tr>
<tr>
<td>-reasons for recent and historical protests</td>
<td>+ word parts roots/suffixes/prefixes/word families</td>
</tr>
<tr>
<td>-outcomes of previous protests</td>
<td>+ concept maps + word webs + writing and speaking practice</td>
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<tr>
<td>-deep knowledge of vocabulary words, going beyond basic definitions, is the basis for reading comprehension</td>
<td>-increase their reading stamina</td>
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<tr>
<td>-there are specific strategies they can use to attain access to text that is above their reading level</td>
<td>-using the reading strategies practiced in this unit.</td>
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<tr>
<td>-more time spent reading text at their independent level will increase their reading comprehension skills</td>
<td>+reading for gist +marking the text</td>
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<tr>
<td></td>
<td>+making personal connections +summarizing +QAR questions</td>
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<tr>
<td></td>
<td><strong>+reading for gist</strong> <strong>+marking the text</strong> <strong>+making personal connections</strong> <strong>+summarizing</strong> <strong>+QAR questions</strong></td>
</tr>
</tbody>
</table>
### Listening
- Categorize examples of genres read aloud

### Speaking
- Take a stance and use evidence to defend it

### Stage 2 - Evidence

<table>
<thead>
<tr>
<th>Evaluative Criteria</th>
<th>Assessment Evidence</th>
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<tbody>
<tr>
<td>- Able to make describe how literacy may impact their life by participation in Academic seminar that reflects learnings from texts</td>
<td>- Mini academic seminars</td>
</tr>
<tr>
<td>- Comprehending text as demonstrated in accurately answering comprehension questions</td>
<td>- Academic seminar – final assessment</td>
</tr>
<tr>
<td>- 80% or higher accuracy for comprehension questions</td>
<td>- Answer QAR comprehension questions for a variety of texts</td>
</tr>
<tr>
<td>- 90% or higher accuracy for vocabulary assessment</td>
<td>- Demonstrate retention, understanding and ability to use new academic vocabulary both orally and in writing</td>
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<tr>
<td>- vocabulary use- include at least 5 new academic vocabulary terms in “on my own” question</td>
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</tbody>
</table>

### Stage 3 – Learning Plan

*See Agenda of Lessons*
## Increasing Reading Comprehension – Protest Unit

### Instructional Routine

<table>
<thead>
<tr>
<th>Mondays</th>
<th>Tuesdays</th>
<th>Wednesdays</th>
<th>Thursdays</th>
<th>Fridays</th>
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</thead>
<tbody>
<tr>
<td><strong>Mini vocabulary lesson</strong></td>
<td><strong>Mini vocabulary lesson</strong></td>
<td><strong>Mini vocabulary lesson</strong></td>
<td><strong>Mini vocabulary lesson</strong></td>
<td><strong>Mini vocabulary lesson</strong></td>
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<tr>
<td>key words, word web,</td>
<td>Oral practice with peers</td>
<td>Write sentences</td>
<td>Roots, suffixes, prefixes</td>
<td>Word play- homonyms, antonyms,</td>
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<tr>
<td>making predictions, list-</td>
<td></td>
<td>demonstrating deep understanding, share</td>
<td>Polysemantc words</td>
<td>synonyms, categorizing, puns,</td>
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<tr>
<td>group-label</td>
<td></td>
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<td>rapping, rhyme, idioms</td>
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<tr>
<td><strong>Reading Routine</strong></td>
<td><strong>Reading Routine</strong></td>
<td><strong>Reading Routine</strong></td>
<td><strong>Reading Routine</strong></td>
<td><strong>Reading Routine</strong></td>
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<tr>
<td>▪ Building background</td>
<td>▪ Reading for the gist</td>
<td>▪ Mark the text</td>
<td>▪ Mark the text</td>
<td>Reading lab</td>
</tr>
<tr>
<td>show pictures, video, play</td>
<td>▪ 3 word summary for each</td>
<td>▪ Personal connection</td>
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<tr>
<td>audio</td>
<td>paragraph</td>
<td>▪ Questions</td>
<td></td>
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<tr>
<td>▪ Modeling fluency</td>
<td>▪ Flexible reading teams of 3</td>
<td>▪ Noticing vocab and grammatical structure</td>
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<tr>
<td>teacher reads text aloud,</td>
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<tr>
<td>modeling various reading</td>
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<td>strategies, rereading, think</td>
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<tr>
<td>aloud</td>
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<tr>
<td>▪ Begin reading and</td>
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<tr>
<td>marking the text</td>
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<td><strong>Exit Ticket</strong></td>
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<td><strong>Exit Ticket</strong></td>
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<tr>
<td>Vocabulary extensions and</td>
<td>Answer “right there” questions</td>
<td>Think and search questions</td>
<td>Response to novel</td>
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<tr>
<td>connections</td>
<td></td>
<td>Making connections to other</td>
<td>Reflection on reading</td>
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<td>school work or beyond school</td>
<td>stamina</td>
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<td>issues</td>
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<td><strong>Exit Ticket</strong></td>
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<tr>
<td>Reading Log</td>
<td>Reading log</td>
<td>Reading log</td>
<td>Reading log</td>
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<tr>
<td>▪ Making connections</td>
<td>▪ On my own questions</td>
<td>▪ Reflection on reading</td>
<td>▪ Reflection on reading</td>
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<tr>
<td>▪ Mini academic seminar</td>
<td>▪ Weekly reflection on reading</td>
<td>stamina</td>
<td>stamina</td>
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<td></td>
<td>connections across curriculum</td>
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</table>
# Week 1: January 29-February 2

## Materials
- San Diego Quick Assessment
- Assessment tests
- Novels
- Academic Seminar Template

<table>
<thead>
<tr>
<th>Day</th>
<th>Learning Target</th>
<th>Learning Activities</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| M   | I can read text and answer comprehension questions to the best of my ability to determine my independent reading level. | - Share learning target: encourage best work, sustained focus to get best results.  
- Begin testing  
- Students pulled individually to take San Diego Quick Assessment (help from other ESL teacher) | Formative: 4 levels of text, 2 comprehension questions for each.  
- The highest test level with at least 1 correct answer is their starting data point |
| T   | I can read text and answer comprehension questions to the best of my ability to determine my independent reading level. | - Finish testing  
- Share reading level with those who completed testing on day 1.  
- Share novel choices with those who are finished testing.  
- Novels have reading levels clearly noted | Formative: 1:1 check in with students to clarify reading levels and what that means for class work and independent reading choices. |
| W   | I can choose a novel that matches my interests and/or matches my independent reading level. | Introduce Enduring Understandings: **Ordinary citizens can spark change in our society by protesting against things they don’t agree with.**  
**Reading comprehension has a direct impact on a student’s ability to fully engage in high school academic** | Formative:  
- Exit ticket |
Introduce Essential Questions: What can you do as a member of your community if you feel that the system you live in is unfair or unjust?

How does my reading comprehension level affect my ability to fully participate in high school content classes?

- Introduce the summative assessment of the unit: Paideia Seminar and reading comprehension assessment
- Students look through novel choices, read the book jacket, read the overview of each provided.
- Students write down their top 3 choices, ranked, and submit to teacher.

Exit Ticket:
What are some protests you have heard about?

<table>
<thead>
<tr>
<th>TH</th>
<th>I can read my novel and determine if it is a good fit for me.</th>
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<tbody>
<tr>
<td></td>
<td>I can read silently for 10 minutes.</td>
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Exit ticket:
Reading Log:
How well did you meet the learning target? Rate yourself.
Thoughts about your novel.

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<tr>
<th>F</th>
<th>I can create a tool for learning, remembering and</th>
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</table>

- Reading Lab for first 20 minutes of class
- Set up vocabulary notebook

Formative:
- Check progress and
using academic vocabulary | Practice vocab notebook as a class using words/phrases from Enduring Understanding and Essential Questions [protest, spark change, ordinary citizens] | accuracy of notebooks as students work

### Week 2: February 5-9

<table>
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<th>Materials</th>
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<tbody>
<tr>
<td>✓ Article of the week from newsela.com: President Trump's remarks about NFL players spark more protests (674 Lexile)</td>
</tr>
<tr>
<td>✓ Photos/PowerPoint slide for building background</td>
</tr>
<tr>
<td>✓ Comprehension questions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Learning Target</th>
<th>Learning Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>I can demonstrate my understanding of new academic vocabulary words by showing their relationship to each other in a word web.</td>
<td>Mini vocabulary lesson  - Key vocabulary: National Anthem, kneel/kneeling/knelt/took a knee, fists raised, locked arms, united, free speech  - enter into vocabulary notebook  - Make connections between the key vocabulary with a partner creating a word web  - What do you already know?  - Partners share out, unique ideas</td>
<td>Formative: word web Exit ticket: Add one connection with an explanation to your word web</td>
</tr>
<tr>
<td></td>
<td>Reading Routine  - Build background-photos, video, whole group discussion  - Teacher read: modeling fluency</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|   | I can pronounce and use new academic vocabulary in sentences | Mini vocabulary lesson  
   |   | I can read and annotate text to show my understanding. | Oral practice with peers  
   |   | I can answer questions about the text that are found directly in the reading. | Continue marking the text  
   |   |   | reading for gist- 3 word summary in margin for each paragraph  
   |   |   | Answer “right there” questions  
   | Exit Ticket: |   | What would you change or add to your vocabulary word web after rereading the text?  
   | Formative: |   | “right there” questions  
   |   |   | Exit ticket  
   | T | I can demonstrate my understanding of the meaning of key vocabulary words by writing sentences that show understanding | Mini vocabulary lesson  
   |   | I can find clues in the text to help me find answers to comprehension questions. | Write sentences demonstrating understanding of academic vocabulary, share with peer and teacher  
   | Reading Routine |   | Reread the text- write a personal connection in the margin for each paragraph  
   | Exit Ticket: |   | Answer think and search questions  
   | Formative: |   | writing sentence to demonstrate understanding of vocabulary words  
   |   |   | Think and search comprehension questions  
   | W | I can show my understanding | Mini vocabulary lesson  
   | TH | | | Exit Ticket |
| of an essay by answering comprehension questions. | • Polysemantic words – locked, raised, took, free into vocabulary notebook  
Reading Lab  
Exit ticket:  
• Author and me questions  
Reading Log:  
• How well did you meet the learning target? Rate yourself 5= awesome 1=lots of room for improvement.  
• Thoughts about your novel. |  |
|---|---|---|
| F | I can make connections between my novel and other topics. | Mini vocabulary lesson  
• Idiomatic Phrases: locked arms, take a knee, free speech  
Reading Lab  
Exit ticket:  
Reading Log  
What words have you noticed in your novel that you learned in other classes?  
Or  
Are there any connections between your book and the article we read this week? Explain | Formative:  
Exit Ticket |
Week 3: February 12-15 (no school Friday)

<table>
<thead>
<tr>
<th>Day</th>
<th>Learning Target</th>
<th>Learning Activities</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| M   | I can demonstrate my understanding of new academic vocabulary words by showing their relationship to each other in a word web. | Mini vocabulary lesson  
  - Key vocabulary: activist/activism, grassroots, extreme, segregation, dragged on  
    - enter into vocabulary notebook  
    - Make connections between the key vocabulary with a partner creating a word web  
    - What do you already know?  
    - Partners share out, unique ideas | Formative: word web  
Exit ticket: Add one connection with an explanation to your word web |
| T   | I can pronounce and use new academic vocabulary in sentences | Mini vocabulary lesson  
  - Oral practice with peers | Formative:  
  - Oral practice |
| I can read and annotate text to show my understanding. | Reading Routine  
- Continue marking the text  
- reading for gist- 3 word summary in margin for each paragraph  
Exit Ticket:  
- Answer “right there” questions | “right there” questions |
|---|---|---|
| W I can demonstrate my understanding of the meaning of key vocabulary words by writing sentences that show understanding | Mini vocabulary lesson  
- Write sentences demonstrating understanding of academic vocabulary, share with peer. Pairs share out exemplar.  
Reading Routine  
- Reread the text- write a personal connection in the margin for each paragraph  
Exit Ticket  
- Answer think and search questions | Formative:  
- writing sentence to demonstrate understanding of vocabulary words  
- Think and search comprehension questions |
| TH I can find clues in the text to help me find answers to comprehension questions. | Mini vocabulary lesson  
- Prefix – anti…antiwar  
Reading Routine  
- Answer author and me questions  
Reading Lab  
Exit Ticket  
- Reading Log- sum up your learning experience today in 1-3 words | Formative:  
- Author and me questions  
- Exit Ticket |
Week 4: February 20-23 (no school Monday)

<table>
<thead>
<tr>
<th>Day</th>
<th>Learning Target</th>
<th>Learning Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>I can demonstrate my understanding of new academic vocabulary words by showing their relationship to each other in a word web.</td>
<td>Mini vocabulary lesson</td>
<td>Formative: prediction/conversation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Key vocabulary: sanitation workers, strike, waged, discrimination, final, demands, rally</td>
<td>Exit ticket</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- With a partner make a prediction about the text</td>
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<td></td>
<td></td>
<td>- Share out orally</td>
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<tr>
<td></td>
<td></td>
<td>- enter into vocabulary notebook</td>
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<td>Reading Routine</td>
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<tr>
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<td>- Build background-photos, video, maps, whole group discussion</td>
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<td>- Teacher read: modeling fluency</td>
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<td>- Begin reading and marking the text - underline important ideas, circle important terms and ? by words or sentences you don’t understand.</td>
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<td>Exit Ticket</td>
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<td>- Compare your prediction to the text. Name one way your prediction was correct.</td>
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<tr>
<td>W</td>
<td>I can pronounce and use new academic vocabulary in sentences</td>
<td>Mini vocabulary lesson</td>
<td>Formative:</td>
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<td></td>
<td></td>
<td>Oral practice with peers</td>
<td>- Oral practice</td>
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<td></td>
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<td></td>
<td>- Right there questions</td>
</tr>
</tbody>
</table>
| I can read and annotate text to show my understanding. I can answer questions about the text that are found directly in the reading. | Reading Routine  
- Continue marking the text  
- Reading for gist - 3 word summary in margin for each paragraph  
Exit Ticket:  
- Answer “right there” questions |
|---|---|
| **TH** I can demonstrate my understanding of the meaning of key vocabulary words by writing sentences that show understanding I can find clues in the text to help me find answers to comprehension questions. | Mini vocabulary lesson  
- Write sentences demonstrating deep understanding of academic vocabulary, share with peer. Pairs share out. Unique ideas only.  
Reading Routine  
- Reread the text - write a personal connection in the margin for each paragraph  
**Exit Ticket:**  
- Answer think and search questions |
| **F** | Mini vocabulary lesson  
- Roots, prefixes  
- Verb phrases  
Reading Routine  
- Answer author and me question  
Reading Lab |
| Formative:  
- ✓ Writing sentence to demonstrate understanding of vocabulary words  
- ✓ Think and search comprehension questions |
| • Author and me question |
### Week 5: February 26 - March 2

#### Materials
- **Text:** Activist and Labor Organizer: Cesar Chavez (810 Lexile)
- **Vocabulary:** list, group, label instructions
- **Background knowledge:** PowerPoint Slide

<table>
<thead>
<tr>
<th>Day</th>
<th>Learning Target</th>
<th>Learning Activities</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| M   | I can demonstrate my understanding of new academic vocabulary words by sorting them and giving them a title. | Mini vocabulary lesson  
  - Key vocabulary: labor organizer, conditions, Great Depression, migrant farm worker, community organizer, generations, founded, union, bargain (v), contracts  
    - Enter into vocabulary notebook  
    - With a partner, List, Group, Label on a section of the whiteboards to share out | Formative: List, Group, Label  
Exit ticket |
| T   | I can pronounce and use new academic vocabulary in sentences  
I can read and annotate text | Mini vocabulary lesson  
  - Oral practice with peers  
Reading Routine | Formative:  
Oral practice  
Exit ticket |
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Description</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W</strong></td>
<td>I can demonstrate my understanding of the meaning of key vocabulary words by writing sentences that show understanding. I can find clues in the text to help me find answers to comprehension questions.</td>
<td>Continue marking the text • Continue marking the text • reading for gist- 3 word summary in margin for each paragraph Exit Ticket: • Answer “right there” questions Mini vocabulary lesson • Write sentences demonstrating deep understanding of academic vocabulary tier 2 words only, conditions, generations, founded, union, bargain (v), contracts share with peer and teacher Reading Routine • Reread the text- write a personal connection in the margin for each paragraph • Answer think and search questions</td>
<td>Formative: • writing sentence to demonstrate understanding of vocabulary words • Think and search comprehension questions</td>
</tr>
<tr>
<td><strong>TH</strong></td>
<td>I can read independently and focused for at least 15 minutes.</td>
<td>Mini vocabulary lesson • Word phrases (labor organizer, Great Depression, migrant farm worker, community organizer) Reading Routine • Reading Lab Exit Ticket: • Reading Log: rate yourself as an independent focused reader</td>
<td>Exit Ticket:</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>I can make connections between 2 different texts and the world around me.</td>
<td>Mini vocabulary lesson • Suffixes: -er, -ed, -s Reading Lab Exit Ticket: mini academic seminar</td>
<td>Exit Ticket: mini academic seminar</td>
</tr>
</tbody>
</table>
Exit ticket:
- Mini academic seminar: in groups of 3 or 4
  - What are some similarities between Cesar Chavez and Dr. King? What are some differences? Do we have people like Chavez and King in our country today? What current issue could benefit from a leader like Chavez or King?
  - Group leader tallies contributions using graphic organizer

---

**Week 6: March 5-9**

**Materials**

| ✓ Text: Women around the world on strike, or at least on pause, in solidarity (1060 Lexile) |
| ✓ Comprehension questions |
| ✓ Academic seminar template |

<table>
<thead>
<tr>
<th>Day</th>
<th>Learning Target</th>
<th>Learning Activities</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| M   | I can describe and explain connections between two different groups of people I read about. | Mini vocabulary lesson  
  - Key vocabulary: solidarity, rally/rallies, economic clout, misogyny, urge/d, vital  
  - enter into vocabulary notebook  
  Reading Routine  
  - Teacher read: modeling fluency  
  - Begin reading and marking the text - underline | Exit ticket: Analyze and describe citing evidence in mini seminar |
<p>| | | |</p>
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<tbody>
<tr>
<td><strong>T</strong></td>
<td>I can pronounce and use new academic vocabulary in sentences</td>
<td>I can read and annotate text to show my understanding.</td>
</tr>
<tr>
<td></td>
<td>I can answer questions about the text that are found directly in the reading.</td>
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<tr>
<td><strong>W</strong></td>
<td>I can analyze the impact of word choice in a text has on the reader.</td>
<td>I can find clues in the text to help me find answers to comprehension questions.</td>
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<tr>
<td><strong>TH</strong></td>
<td>I can find clues in the text to help me find answers to</td>
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<tr>
<td><strong>Exit Ticket:</strong></td>
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<tr>
<td><strong>Reading Routine:</strong></td>
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<td></td>
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<td><strong>Exit Ticket:</strong></td>
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<td><strong>Exit Ticket:</strong></td>
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<td><strong>Exit Ticket:</strong></td>
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<tr>
<td><strong>Exit Ticket:</strong></td>
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</tbody>
</table>

**Important ideas, circle important terms and ? by words or sentences you don’t understand.**

- Come back to vocabulary and fill in what you still need with help from the class

**Exit Ticket:**

- Mini Paideia seminar: How are the things you read about women in this text similar to any other activists we’ve learned about?

**T**

- Mini vocabulary lesson
  - Oral practice with peers

**Reading Routine**

- Continue marking the text
- reading for gist- 3 word summary in margin for each paragraph

**Exit Ticket:** (summative)

- Answer “right there” questions

**W**

- Mini vocabulary lesson
  - How does the author use quotes from various people in this text? Work with your team and share out 2 ideas with the class.

**Reading Routine**

- Reread the text- write a personal connection in the margin for each paragraph

**Exit Ticket:** (summative)

- Answer think and search questions

**TH**

- Mini vocabulary lesson
  - Connotation of word choice- urged vs advised,
<table>
<thead>
<tr>
<th>comprehension questions</th>
<th>vital vs necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Routine</td>
<td></td>
</tr>
<tr>
<td>• Answer author and me questions</td>
<td></td>
</tr>
<tr>
<td>Reading Lab</td>
<td></td>
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<tr>
<td>Exit Ticket:</td>
<td></td>
</tr>
<tr>
<td>• Rate your independent reading work today- fist of 5</td>
<td></td>
</tr>
</tbody>
</table>

| F | I can explain how reading affects me in school and or in my life outside of school. |
|   | Mini vocabulary lesson |
|   | Reading Lab |
|   | Exit ticket: Write for 2 minutes about a time this week when you had to read for information. Did you feel successful? Did you feel frustrated? Did anything we have learned so far in this class help you in any way? If yes, explain. If no, tell me what do you think would have helped you in the situation you experienced. |

| Formative: Exit Ticket |

**Week 7: March 12-16**

**Materials**

- Text: Native American Activism in the 1960’s and 1970’s (1040 Lexile)
- Comprehension questions
- Background building PowerPoint

<table>
<thead>
<tr>
<th>Day</th>
<th>Learning Target</th>
<th>Learning Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>I can demonstrate my understanding of new academic vocabulary words by showing their relationship to each other in a word web.</td>
<td>Mini vocabulary lesson</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Key vocabulary: conference, established, emergence of, confronting, reservation tribes, claimed, negotiated, occupation, tactic, treaties, caravans, massacre, representatives, shifted, scarce, fishing rights</td>
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<tr>
<td></td>
<td></td>
<td>o enter into vocabulary notebook</td>
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<td></td>
<td></td>
<td>Formative: word web</td>
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<td></td>
<td></td>
<td>Exit ticket: Add one connection with an explanation to your word web</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make connections between the key vocabulary with a partner creating a word web</td>
<td>What do you already know?</td>
<td>Partners share out, unique ideas</td>
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</tbody>
</table>

**Reading Routine**
- Build background-photos, video, whole group discussion
- Teacher read: modeling fluency
- Begin reading and marking the text - underline important ideas, circle important terms and ? by words or sentences you don’t understand.

**Exit Ticket:**
- Add one more new word to your word web and explain the connection

<table>
<thead>
<tr>
<th>T</th>
<th>I can pronounce and use new academic vocabulary in sentences</th>
<th>Mini vocabulary lesson</th>
<th>Formative:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I can read and annotate text to show my understanding.</td>
<td>Oral practice with peers</td>
<td>“right there” questions</td>
</tr>
<tr>
<td></td>
<td>I can answer questions about the text that are found directly in the reading.</td>
<td>Continue marking the text</td>
<td>Exit ticket</td>
</tr>
<tr>
<td></td>
<td></td>
<td>reading for gist- 3 word summary in margin for each paragraph</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answer “right there” questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exit Ticket:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What would you change or add to your vocabulary word web after rereading the text?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W</th>
<th>I can demonstrate my understanding of the meaning of key vocabulary words by</th>
<th>Mini vocabulary lesson</th>
<th>Formative:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Write sentences demonstrating deep understanding of</td>
<td>writing sentence to demonstrate</td>
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<tr>
<td>Writing sentences that show understanding</td>
<td>Academic vocabulary, share with peer and teacher</td>
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<td>------------------------------------------</td>
<td>--------------------------------------------------</td>
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<tr>
<td>I can find clues in the text to help me find answers to comprehension questions.</td>
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</tbody>
</table>

**Reading Routine**
- Reread the text- write a personal connection in the margin for each paragraph
- Answer think and search questions

**Exit Ticket**
- Think and search comprehension questions

**Mini vocabulary lesson**
- Polysemous words —words that can be nouns or verbs
- Change words to root words
- Groups find 1 synonym and 1 antonym for each word to add to vocabulary notebook

**Groups find 1 synonym and 1 antonym for each word to add to vocabulary notebook**
- Answer author and me questions

**Reading Lab**
- Exit ticket:
- Reading Log; What words have you noticed in your novel that you learned in other classes?
- Or Are there any connections between your book and the article we read this week? Explain

**Exit Ticket**
- Formative:
### Week 8: March 19-23

#### Materials

- ✓ Text: Detroit Teachers Stage Massive Sickout Over Ailing Condition of Schools (1030 Lexile)
- ✓ Comprehension questions

<table>
<thead>
<tr>
<th>Day</th>
<th>Learning Target</th>
<th>Learning Activities</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| M   | I can demonstrate my understanding of new academic vocabulary words by showing their relationship to each other in a word web. | Mini vocabulary lesson  
  - Key vocabulary: staged, sickout, plagued, raise, adequately, rally, resurgence, accumulated, crushing debt, deemed, neglected, current, infuriated, pawns, unethical, drastic, tasked with/task  
  - enter into vocabulary notebook  
  - Make connections between the key vocabulary with a partner creating a word web  
  - What do you already know?  
  - Partners share out, unique ideas | Formative: word web  
  Exit ticket: Add one connection with an explanation to your word web |
<p>| T   | I can pronounce and use new academic vocabulary in | Mini vocabulary lesson | Formative: |</p>
<table>
<thead>
<tr>
<th></th>
<th>I can read and annotate text to show my understanding. I can answer questions about the text that are found directly in the reading.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W</strong></td>
<td><strong>I can demonstrate my understanding of the meaning of key vocabulary words by writing sentences that show understanding.</strong> I can find clues in the text to help me find answers to comprehension questions.</td>
</tr>
<tr>
<td><strong>Mini vocabulary lesson</strong></td>
<td>• Divide words amongst groups of 4-5 students. Each student writes sentences demonstrating deep understanding of academic vocabulary for 3-4 words, share with peers in small groups. <strong>Reading Routine</strong> • Reread the text- write a personal connection in the margin for each paragraph <strong>Exit Ticket</strong> • Answer think and search questions <strong>Formative:</strong> • writing sentence to demonstrate understanding of vocabulary words • Think and search comprehension questions</td>
</tr>
<tr>
<td><strong>TH</strong></td>
<td>Mini vocabulary lesson • With a partner sort the vocabulary into parts of speech <strong>Reading Routine</strong> • Answer author and me questions <strong>Formative:</strong> • parts of speech work • author and me questions</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td><strong>I can make connections between my novel and other</strong></td>
</tr>
<tr>
<td></td>
<td>Mini vocabulary lesson • In teams, find a synonym that you all know for each <strong>Formative:</strong></td>
</tr>
</tbody>
</table>
Exit ticket:
This article was about poor conditions in Detroit. There is a growing gap between literacy levels of white students and students of color in our school district. Do you think there is something unfair or unjust in our education system or our community that causes some students to have poorer reading skills than others? Explain your answer.

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### Week 9: March 26-29 (Finals Week)

<table>
<thead>
<tr>
<th>Day</th>
<th>Learning Target</th>
<th>Learning Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>I can make connections between a text and my community by preparing for an academic seminar.</td>
<td>Pre-seminar activities</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>I can participate in an academic discussion with my peers, use academic terms accurately and refer to textual evidence.</td>
<td>Academic Seminar</td>
<td>Post Seminar Activities</td>
</tr>
<tr>
<td>Wor TH</td>
<td>I can read a new text and mark the text and answer comprehension questions.</td>
<td>Reading assessment: Text determined by class performance. All students expected to level up from the beginning of the quarter. San Diego Quick Assessment</td>
<td>Measure for Growth Comprehension Assessment: QAR questions</td>
</tr>
</tbody>
</table>
Music has always played a part in American wars. During the Revolutionary War, people sang "Yankee Doodle." It cheered them up during dark times. During World War I, people sang "God Bless America." Many consider this the song of the United States.

But wars are not always popular. Those who are against them also write songs. A song that opposes something is called a protest song. During the Vietnam War, there were many protest songs.
Anti-war movement against Vietnam
The Vietnam War started not long after World War II. It took place about 50 years ago. At first, the United States was not very involved in the war. But that changed during the 1960s. By 1968, there were more than half a million U.S. soldiers in Vietnam. More and more of them were getting killed each day.

Many people were against the war. Students protested all over the country. Musicians wrote songs to protest the war. These songs became angrier as the war went on.

Bob Dylan and "Blowin' in the Wind"
One of the first people to write protest songs was Bob Dylan. He was a songwriter who lived in New York City. In 1962, he wrote the songs "Blowin' in the Wind" and "Masters of War." Both songs were a strong attack on the evils of war.

Others followed in Dylan's footsteps. They wrote songs to express people's anger about the Vietnam War.

"Fortunate Son" and the Vietnam draft
One of the most popular protest songs was "Fortunate Son." It was by the band Creedence Clearwater Revival. The song came out in 1969. That year, the government held something called a draft lottery. This was a way to choose young men to go fight in the war.

The draft was not completely fair. Young men from rich families were able to avoid the draft. Often they would stay in college as long as possible. But poor men were forced to join the Army and fight. "Fortunate Son" was about this unfairness.

Jimi Hendrix plays "The Star-Spangled Banner"
Perhaps the greatest protest song was also from 1969. That year, there was a huge music festival called Woodstock. Guitarist Jimi Hendrix played "The Star-Spangled Banner." It did not sound quite like the National Anthem. The way Hendrix played the song was different. He twisted the tune into a new piece of music. Hendrix made his electric guitar sound like people screaming. It reminded listeners of the people who died in Vietnam.
College protest shootings
In 1968, Richard Nixon became president. He said he had a plan to end the Vietnam War.

But in 1970, Nixon decided to send in more soldiers. This made people angry. There were many student protests. At a protest at Kent State University in Ohio, police shot and killed four students.

Songwriter Neil Young saw pictures of the shootings. He was inspired to write the song "Ohio." It was a call to do something about the deaths and the war.

The diversity of protest music
White rock stars got the most attention for their protest songs. But others also wrote protest songs. Women wrote protest songs, including Joan Baez and Nina Simone.

African-Americans wrote many protest songs. In 1970, Martha Reeves and the Vandellas released "I Should Be Proud." A few months later, The Temptations released "War." Both were songs that spoke against the Vietnam War. In 1971, Marvin Gaye released "What's Going On." "War is not the answer," he sings. "Only love can conquer hate."
For a time, many young people believed that music could help stop the war. As it turned out, music could not do this. But protest songs did raise people's spirits. They helped bring people together around the country.

*Kerry Candaele is a writer and filmmaker. He has written books about music and American history.*

**Comprehension Questions**

1. **Read the selection from the introduction [paragraphs 1-2].**

   But wars are not always popular. Those who are against them also write songs. A song that opposes something is called a protest song.

   Which option could replace "opposes" in the selection above WITHOUT changing its meaning? (A) gets along with
   (B) disagrees with
   (C) gives support to
   (D) talks badly about

2. **Read the selection from the section "Bob Dylan and Blowin' in the Wind."**

   In 1962, he wrote the songs "Blowin’ in the Wind" and "Masters of War." Both songs were a strong attack on the evils of war.

   What does the author mean by the phrase "both songs were a strong attack?"
   (A) both songs protested
   (B) both songs were popular
   (C) both songs were evil
   (D) both songs were interesting

3. **Which answer choice is a section title?**

   (A) "The Sixties and Protest Music"
   (B) Kerry Candaele, The Gilder Lehrman Institute, adapted by Newsela staff
(C) Perhaps the greatest protest song was also from 1969.
(D) "The diversity of protest music"

4. What is the purpose of the introduction [paragraphs 1-2]?

(A) to provide specific examples of artists who wrote songs about war in the 1960s
(B) to provide information about wars and details about what happened in Vietnam in the 1960s
(C) to explain what protest songs are and when people sang them in the past
(D) to explain why many people did not support the Vietnam War
Students say "don't change our history"

By Associated Press, adapted by Newsela staff

09/25/2014

DENVER — On Wednesday afternoon near Denver, about 1,000 students gathered in the streets. They came from several high schools. New teaching rules may soon shape what they learn in their history classes. Students were there to stop that from happening.

A new plan was proposed to change history standards. The new standards would try to make students more patriotic and love their country. They would be taught more positive lessons about America’s history. Fewer lessons would teach information that makes the United States look bad.

Most of the young protesters gathered at a busy street corner. They waved signs and American flags. The demonstration lasted about three hours.
Later, about another 75 students walked out of Alameda International High School. They had met with school Superintendent Dan McMinimee. Students were not happy with what he had to say about the new plan.

**Picking And Choosing Parts Of History**

The plan was suggested by school board member Julie Williams. She is a conservative, meaning that she supports traditional ideas. Many conservatives think some schoolbooks say too many bad things about America. They believe that reading such material will change students' thinking. Students, they fear, will become rebellious. They will no longer feel proud of their country.

Williams' plan was created because of a change in how history is taught in schools across the country. The change is to look at both the bad in American history along with the good. Williams and other conservatives do not agree with that.

Supporters of the new approach to history say it gives a more balanced view. They say both sides of the story should be heard. They think that honesty about our country's problems in history and mistakes is a good thing.

Many conservatives think the new history lessons will focus too much on problems. Students might start hating America and its leaders, they say. Williams and others want all history readings to be reviewed. They only want to allow those that make students proud of the United States.

**Student Demonstrations Go On**

So far, schools have not tried to stop student demonstrators.

At Wednesday's protest, students gathered peacefully. Most came from two high schools, Chatfield and Dakota Ridge.

Some kids were just skipping class, student organizer Scott Romano admitted. However, he said most were there "for the right reasons."
Teacher protests began on Friday. Then students joined in. Teachers staged a so-called "sick out." They called in sick at the same time, causing two schools to shut down.

Students began walking out of classes on Monday. Hundreds have done so by now.

Not everyone thinks the students know what they are doing. Superintendent McMinimee said he worries that students were not fully informed.

Students, he said, "don't necessarily have the whole picture."

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Assessment

1 According to the article, why are the students protesting?
   (A) They are rebellious.
   (B) They no longer feel proud of their country.
   (C) They dislike the old rules about what should be taught in history classes.
   (D) They dislike the new rules about what should be taught in history classes.

2. Aside from the students, who else protested?
   (A) teachers
   (B) conservatives
   (C) the superintendent
   (D) school board members
3. Which point of view does the author suggest is "conservative"?

(A) History standards should only show the bad side of America.

(B) History standards should show both sides of America.

(C) History standards should show neither side of America.

(D) History standards should only show the good side of America.

4. Which point of view does the author attribute to the student protesters?

(A) History standards should only show the bad side of America.

(B) History standards should show both sides of America.

(C) History standards should show neither side of America.

(D) History standards should only show the good side of America.
“Hunger Games” salute now banned by Thailand's military leaders

By Los Angeles Times, adapted by Newsela staff

11/25/2014

Nachacha Kongudom, 21, raises a three-finger salute outside a cinema where “The Hunger Games: Mockingjay - Part 1” is showing, in Bangkok, Thailand, Nov. 20, 2014. Police detained three students Thursday at the opening of the latest “Hunger Games” movie in Thailand, where opponents of May’s military coup have adopted the film’s three-finger salute as a sign of defiance.

Life is imitating art in Thailand — or at least imitating a very popular movie. Students there are using a hand gesture from the “Hunger Games” movies to protest against military leaders now running the country. The Thai army has banned the three-finger salute.

Three students in the capital, Bangkok, were arrested in a movie theater showing “The Hunger Games: Mockingjay — Part 1.” The students were the latest protesters accused of using a hand gesture from the movie. "Mockinjay" is the newest movie based on the books by Suzanne Collins about teens fighting a dictatorship.
Thailand’s military took over the government on May 22 and imposed martial law, cutting back civil liberties and preventing people from protesting. The military said it was necessary to restore order after months of protests.

**Reading "1984"**

Thailand had been affected by demonstrations for and against the former Prime Minister Thaksin Shinawatra. Opponents accused his government of corruption and said it should go. Supporters of the government said it was elected democratically and should stay.

Gatherings of five or more people have been banned since the military took over in May. Frustrated by not being able to gather and demand a return to democracy, young protesters are using symbols.

Some protesters are reading in public George Orwell’s “1984,” a novel about a dictatorship. Other protesters are raising the salute borrowed from the movies to protest against Thailand’s military leaders.

Premieres of “Mockingjay” were canceled at two Bangkok movie theaters. Student organizers had bought up hundreds of tickets. They planned to give tickets away and gather opponents of the military. A colonel with the city's police said the three students arrested were taken to an army camp for “attitude adjustment.”

The Chinese government has also put off the release of “Mockingjay” in the country’s theaters until next year, said the magazine Variety. It wasn’t clear if that was because of the movie’s popularity with pro-democracy activists. Chinese officials have been dealing with protesters demanding more democracy in Hong Kong for more than a month.

**Three-Finger Salute To Leader**

In Thailand, five other student protesters were arrested for using the three-finger salute. They flashed the sign during a speech by the army's leader, Prayuth Chan-Ocha.

Prayuth told journalists it only bothered him when the students used the hand sign because it could "ruin their future." Prayuth also told reporters that martial law will continue until the time is right to end it.
Defenders of human rights criticized the government for banning even symbols of protest.

These actions are part of a pattern of human rights violations, said Matilda Bogner, a United Nations human rights official. The actions shut down critics and independent voices, she said.

"Life in Thailand is growing more absurd by the day," John Sifton wrote in a Twitter post. He works for Human Rights Watch.

If Prayuth's government is that afraid of young people imitating a movie, that is a sign that things need to change, Sifton wrote.

**Assessment**

1. Read the section “Reading 1984.” Information under which two paragraphs is MOST relevant to include in a summary of the article.

   (A) paragraphs 2 and 3
   (B) paragraphs 1 and 5
   (C) paragraphs 3 and 4
   (D) paragraphs 3 and 5

2. Select the sentence that BEST supports the main idea of the article.

   (A) Supporters of the government said it was elected democratically and should stay.
   (B) Premieres of “Mockingjay” were canceled at two Bangkok movie theaters.
   (C) In Thailand, five other student protesters were arrested for using the three-finger salute.
   (D) Defenders of human rights criticized the government for banning even symbols of protest.
3. Read the sentence from the article.

Thailand's military took over the government on May 22 and imposed martial law, cutting back civil liberties and preventing people from protesting.

Which of the following options best replaces the phrase "cutting back" as used in the above sentence?

(A) curbing
(B) extending
(C) expanding
(D) shortening

4. Select the sentence that contains a word that means the same as "disturbed."

(A) “Life in Thailand is growing more absurd by the day," John Sifton wrote in a Twitter post.

(B) Defenders of human rights criticized the government for banning even symbols of protest.

(C) Thailand had been affected by demonstrations for and against the former Prime Minister Thaksin Shinawatra.

(D) A colonel with the city's police said the three students arrested were taken to an army camp for “attitude adjustment.”
Chaos reigns as Trump's travel ban sparks backlash of protests, confusion

By Los Angeles Times, adopted by Newsela staff

01/31/2017

WASHINGTON, D.C. — Last Saturday, the Trump administration issued a controversial executive order blocking U.S. entry to refugees and citizens of seven Muslim-majority nations. The order caused confusion at airports across the United States, and arrival halls were soon filled with chanting protesters.

The White House defended the directive as a success, but opponents moved rapidly to oppose it. Since its signing, the measure has led to the detention of more than 100 people who were in the process of arriving at airports across the country, all of whom were carrying valid entry documents.
Meanwhile, twice as many travelers from these countries were denied permission to board flights to the United States, reported lawyers representing immigrant rights' groups. These groups succeeded in winning a federal judge's stay, temporarily stopping the deportation of anyone who had arrived with a visa.

Backlash against the ban quickly grew at airports and cities around the country. Thousands rallied in Los Angeles, California; Washington, D.C.; Philadelphia, Pennsylvania; Boston, Massachusetts; and other metropolitan areas. Despite the seriousness surrounding the ban, the atmosphere at many airport rallies was raucous and cheerful. Whenever a detainee was released, he or she was greeted with cheers and applause from well-wishers. At Los Angeles International Airport, thousands of protesters filled the lobby of the international terminal. They spilled into the street outside, chanting, “Let them in!” and “Love, not hate, makes America great.”

Ex-U.S. Soldier Who Fought Alongside Muslims Is Outraged
Jacob Kemper, a 35-year-old Army veteran who served two tours in Iraq, held a sign that read, "I Fought Next to Muslims." He said he was infuriated to think soldiers he fought alongside might be denied entry to the country. “I really don’t care about religion, but I really hate oppression,” he said.

Shay Soltani, a network engineer, left Iran 40 years ago but still has family members there. She joined Sunday’s protest in Los Angeles, she said, because she doesn’t know if she will be able to see them again because of Trump’s order. “I am so hurt by this,” she said. “He is against freedom of speech and the Constitution and everything I believe in as an American.”

Groups including the American Civil Liberties Union said they would ultimately press to have Trump’s order overturned as unconstitutional. In the meantime, the emergency stay issued by a federal judge prohibited the removal of any of those who were halted upon arrival, said Lee Gelernt. Gelernt is deputy director of the ACLU’s Immigrants’ Rights Project.
For some, the directive’s second full day brought a reprise of anxiety and heartbreak from the day before. Hind Mohamed traveled to New York’s John F. Kennedy International Airport from New Jersey with her family, hoping to greet her mother, a green card holder traveling from Sudan.

Her mother’s flight had been on the ground an hour, but there was no immediate sign of her. “I’m just nervous,” Mohamed said, teary-eyed.

Teenager Voices Objections
Her 16-year-old son, Awab Hassan, offered a teen’s unvarnished take on the executive order, saying it lumped together terrorists and innocent people. “That’s not justice — to see this country devolve, I’m not proud of that,” he said. “Where’s the feeling of taking people in, sharing the American dream?”

Some turned-away arrivals eventually got through the net, often thanks to luck and quick legal help. In New York, Vahideh Rasekhi, a 32-year-old Iranian linguist, was put aboard a flight to head back to Tehran, Iran. But she was able to contact volunteer attorneys via smartphone. Rasekhi’s plane turned back to the terminal, and the graduate student was released from detention Sunday afternoon.

Even as the number of freed detainees grew, the vigils were nerve-racking. Two Iranian friends paced a curb outside a terminal at New York’s Kennedy airport. One of them, a green-card holder from Iran, had just heard that his wife, also a permanent resident, would face up to five more hours of questioning after returning from a family visit in Iran.

Despite the judicial stay, the Trump administration insisted enforcement of the president’s directive would be unaffected. “Prohibited travel will remain prohibited,” the Department of Homeland Security said in a statement. It added that the government retains the right to cancel visas for reasons of national security. The directive blocked all refugee arrivals for 120 days, and refugees from Syria are blocked indefinitely. The executive order also suspended entry by people holding passports from Syria, Sudan, Somalia, Iran, Iraq, Yemen and Libya.
Government Softens Stance
Later, Homeland Security officials clarified that the green-card holders from the affected countries would face additional checks when returning from trips abroad but suggested these travelers would not be denied entry unless a problem arose. That reversed indications a day earlier that the ban would include them.

Most Republicans lawmakers were slow to defend President Trump’s actions. Two Republican leaders — Arizona’s John McCain and South Carolina’s Lindsey Graham — weighed in with a strongly worded joint statement warning against a “self-inflicted wound in the fight against terrorism.” They added, “Our government has a responsibility to defend our borders, but we must do so in a way that makes us safer and upholds all that is decent and exceptional about our nation.”

Congressional Democrats ratcheted up the pressure, saying they planned to introduce legislation to overturn it. Senate Minority Leader Charles E. Schumer of New York, who tearfully recalled a forebear’s Ellis Island arrival, called the directive “mean-spirited” and “un-American.”

Trump had tweeted Sunday, saying the U.S. needs “strong borders and extreme vetting, NOW.” The president also decried what he called a “horrible mess” regarding immigration in other parts of the world, including Europe.

European leaders have expressed shock and dismay over Trump’s directive. Some U.S. allies were taken aback by the blocked entry of their own citizens who also have passports from one of the affected countries named in the executive order.

Assessment

1. Read the selection from the section "Ex-U.S. Soldier Who Fought Alongside Muslims Is Outraged."

Shay Soltani, a network engineer, left Iran 40 years ago but still has family members there. She joined Sunday’s protest in Los Angeles, she said,
because she doesn’t know if she will be able to see them again because of Trump’s order. “I am so hurt by this,” she said.

**Which inference is BEST supported by this selection?**

(A) Immigrants who are already long-time U.S. residents feel they have no reason to be concerned about the executive order.

(B) Some immigrants who are already long-time U.S. residents fear that the executive order may also negatively impact them.

(C) Immigrants who have been long-time residents of the U.S. are hurt by some of the things being said at recent protests.

(D) Some immigrants who have been long-time residents of the U.S. are thinking of leaving the country to be with their families.

2. Based on the section "Ex-U.S. Soldier Who Fought Alongside Muslims Is Outraged," which of the following statements would Lee Gelernt of the ACLU MOST likely agree with?

(A) Refugees should get more protection than other immigrants because of the danger they face.

(B) The executive order will help protect America’s borders and should be followed.

(C) People with green cards should not object to additional screening at airports.

(D) The executive order is unconstitutional and should be overturned.

3. Does the author of the article suggest that the executive order has broad support from lawmakers in Congress? Which line from the article supports your answer?

(A) Yes; The White House defended the directive as a success, but opponents moved rapidly to oppose it.
(B) Yes; “Prohibited travel will remain prohibited,” the Department of Homeland Security said in a statement.

(C) No; They added, “Our government has a responsibility to defend our borders, but we must do so in a way that makes us safer and upholds all that is decent and exceptional about our nation.”

(D) No; Some U.S. allies were taken aback by the blocked entry of their own citizens who also hold passports from one of the affected countries named in the executive order.

4. Based on the article, which of the following BEST represents the Trump administration's approach to issuing the executive order?

(A) They believe swift action is needed on immigration and the president has the right to take such action.

(B) They believe it was important to wait for support of Republican lawmakers before issuing the order.

(C) They believe there should be a delay in following the executive order because there is confusion over how to follow the new rules.

(D) They believe pressure from Democratic lawmakers caused them to take action too quickly on immigration.
Several New England Patriots players kneel during the national anthem before an NFL football game against the Houston Texans, September 24, 2017, in Foxborough, Massachusetts. Photo by: AP

Photo/Michael Dwyer

This weekend, President Donald Trump talked about football. Since last year, some football players in the National Football League (NFL) have been protesting during the national anthem. People usually stand when the song plays, but some players have been kneeling.
The players want to protest how people of color are treated. Trump believes they are wrong for kneeling during the national anthem. Trump's statements caused more athletes to protest on Sunday.

**Players Take A Knee, Lock Arms**

Last week, only four players knelt or sat. Two stood with their fists raised. In the nine early games on Sunday, reporters counted 102 players kneeling or sitting. At least three raised their fists. The Pittsburgh Steelers stayed in the locker room during "The Star-Spangled Banner."

Some players protested during a football game in London, England. The players had traveled overseas to play. About 20 players from the Baltimore Ravens and Jacksonville Jaguars took a knee during both the British and American national anthems.

Players on both teams and the Jaguars team owner Shad Khan locked arms.

**Kneeling During Anthem Began With Kaepernick**

Colin Kaepernick used to be the quarterback for the San Francisco 49ers. Kaepernick was the first player to kneel during the national anthem last year. He was protesting how some police treat African-Americans. This year, he is not on a team. Some people believe NFL team owners do not want him to play on their teams because of the attention he got. Some people do not like the protests, but some people support the protests.

Trump said NFL protesters should be fired. On Saturday, the president took back a White House invitation for the NBA (National Basketball Association) champion Golden State Warriors. The team was thinking about not going to the White House. They dislike some of Trump’s words and behavior.
Players on many teams that played on Sunday sat, knelt or locked arms during the anthem. The players wanted to show support for each other.

Many NFL owners stood up for their players. The owners did not want Trump saying bad things about the players.

**Other Athletes Respond**

Not every team was protesting Trump. The National Hockey League’s Pittsburgh Penguins did accept a White House invitation from Trump. The Penguins won the championship last season.

The Penguins said they respect the office of the president and "the long tradition of championship team visiting the White House."

Trump talked about the football players in a speech on Friday night and tweets on Saturday. Some of the nation’s top athletes responded. For example, basketball star LeBron James called the president a "bum." Hours later, the first player in Major League Baseball took a knee during the national anthem.

During his speech, Trump said he would want to see an NFL team owner fire a player for disrespecting the flag.

Trump also tweeted, "If NFL fans refuse to go to games until players stop disrespecting our Flag & Country, you will see change take place fast. Fire or suspend!"

Trump also made fun of the league’s new safety rules. The NFL made new safety rules to try to protect players' health and treat concussions and other head injuries. Head injuries can cause serious and long-lasting harm.
"Lack Of Respect For The NFL"

The league and the players do not always agree, but they have been united in standing up for the players. The head of the NFL is Roger Goodell. On Saturday, Goodell said that Trump's words show "lack of respect for the NFL, our great game and all of our players." Goodell said that Trump does not understand the good things that players do in their communities.

Steven Mnuchin works for the Trump government. He defended Trump on Sunday. Mnuchin said that the president thinks "owners should have a rule that players should have to stand in respect for the national anthem." Mnuchin added that the players "can do free speech on their own time."

New England Patriots team owner Robert Kraft has been a strong supporter of the president. However, Kraft felt "deep disappointment" with Trump on Sunday.

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President Trump's remarks about NFL players spark more protests

By Associated Press, adapted by Newsela staff

1. **Right There:** What are the football players protesting? ________________________
   __________________________________
   I found evidence for this answer in paragraph_________________

2. **Right There:** Who was the first football player to protest by kneeling during the national anthem? ________________________
   __________________________________
   I found evidence for this answer in paragraph_________________

3. **Right There:** What does Donald Trump want NFL team owners to do if their players kneel during the national anthem? ________________________
   __________________________________
   I found evidence for this answer in paragraph_________________

4. **Think and Search:** Other than kneeling, how have professional athletes protested during the national anthem? ________________________
   __________________________________
   __________________________________
   __________________________________
   __________________________________
   I found evidence for this answer in paragraph_________ and ____________

5. **Author and Me:** What does President Trump mean when he says that if NFL fans stopped going to games the players would stop their protests?________
   __________________________________
   __________________________________
   __________________________________
Taking it to the streets: Grassroots activism in the United States

By Gale, Cengage Learning, adapted by Newsela staff
11/09/2017

On September 20, 2015, around 100 protesters blocked the light rail line in St. Paul, Minnesota, to protest the treatment of Marcus Abrams by St. Paul police. Abrams, who was 17 and had autism, was violently arrested by Metro Transit Police on August 31, 2015. During his arrest, he suffered a split lip and multiple seizures. The Black Lives Matter movement is an example of grassroots activism today.

Photo: Fibonacci Blue/Flickr

Anyone can be an activist. An activist is someone who believes in something strongly.

Grassroots activism begins when people join together. They fight for a common cause that they believe in. Grassroots activism can be simple. People might hand out flyers about unsafe drinking water, for example. It can also be more extreme, like blocking a busy road. Activists want people to pay attention to their cause.
The Civil Rights Movement

Participants, some carrying American flags, marching in the civil rights march from Selma to Montgomery, Alabama in 1965.

Photo: Peter Pettus/Library of Congress

The Civil Rights Movement is one of the most famous grassroots movements in the United States. In the 1950s and 1960s, activists fought for the rights of African-Americans. They were fighting against segregation. In the South, black and white people were separated. Black children could not go to school with white children. Black and white people could not sit together in restaurants or on buses.

In 1955, a black woman named Rosa Parks was arrested in Montgomery, Alabama. She would not give up her bus seat to a white man. To protest, black residents refused to ride the buses. After 381 days, the city gave in. The U.S. Supreme Court said that segregation on buses and trains was unfair. It would no longer be allowed. The decision was a big deal. It began with grassroots activism.
Teaching a Lesson

Sometimes, grassroots activism teaches an important lesson. This was the case in the 1960s and 1970s.

The Vietnam War began in 1956. By 1961, many Americans wanted the United States to get involved. The war dragged on, and many American soldiers died. An antiwar movement began at colleges across the country.

Student protesters marching down Langdon Street at the University of Wisconsin-Madison during the Vietnam War era. Photo: UW Collections

The antiwar movement got bigger. Large protests began all over the country. The Vietnam War finally ended in 1975. The United States lost.
The antiwar movement did not end the war. Yet, it made the U.S. government listen to its citizens. Government leaders learned that they needed people's support to win a war.

**Occupy Wall Street**

Adbusters is a Canadian group. In 2011, it began a peaceful protest in a New York City park. It said there are too many rich people and poor people and not enough people in the middle.

*After the police evicted the Occupy Wall Street protesters and cleaned the park, protesters regrouped at a lot on Canal & 6th Street. Photo: David Shankbone/Wikimedia*

Many of the protesters set up tents and began living in them. They posted signs and banners. They gave speeches and marched in the streets. Eventually, the protesters had to leave.

Occupy Wall Street did not have much effect. However, it did get political leaders and the public to start talking.
Grassroots Activism Today

Today, grassroots activists are bringing attention to many issues. Black Lives Matter is one example of grassroots activism today. Many African-Americans feel mistreated by police officers. Black Lives Matter is protesting this unfair treatment.

Another grassroots movement began after the 2016 election in the United States. On January 21, 2017, people around the world participated in Women's March events. The purpose was to show the importance of women's rights. Organizers and protesters talked about other issues as well. These included immigration, health care and racial equality.

 Millions of people participated in the events. Some people were disappointed with the organizers, though. They felt that the Women's March did not have a clear meaning. Others felt it did not include enough women of color.

*Adapted with permission © Cengage Learning, Inc.*
1. **Right There**: What do grassroots activists want?____________________
   ________________________________
   I found evidence for this answer in paragraph______________

2. **Right There**: What did the U.S. government learn from the antiwar protesters during the Vietnam war?____________________
   ________________________________
   I found evidence for this answer in paragraph______________

3. **Right There**: What is the Black Lives Matter protesting about?___________
   ________________________________
   I found evidence for this answer in paragraph______________

4. **Think and Search**: What are two examples of protests that did not have the desired outcome the activists were hoping for?____________________
   ________________________________
   ________________________________
   I found evidence for this answer in paragraph__________ and ____________

5. **Author and Me**: This article gives examples of protests that have brought about immediate change and others that have had minimal impact. What changes seem to be the most difficult for governments to make?___________
   ________________________________
   ________________________________
   ________________________________
Week 4 Text

Martin Luther King Jr.'s Last March: The Memphis Sanitation Workers Strike
By National Archives, adapted by Newsela staff

01/12/2017

Word Count 633

U.S. National Guard troops block off Beale Street in Memphis, Tennessee, as civil rights marchers wearing placards saying "I AM A MAN" pass by on March 29, 1968. It was the third consecutive march held by the group in as many days. Martin Luther King Jr., who had left town after the first march, would soon return and be assassinated.

Martin Luther King Jr. was one of the great leaders of the civil rights movement of the 1950s and 1960s.

King and his followers fought for equal rights and fair treatment for all Americans. Their protests included marches of thousands of people. They also organized people to stop going to certain businesses or using services like buses. They wanted the law changed.
King waged a nonviolent war against racism. He and his followers fought against unequal treatment from police, mayors, governors and other citizens. There were two great victories. One was the Civil Rights Act of 1964, which made discrimination against the law. The other was the Voting Rights Act of 1965. This made it against the law to do things to stop people from voting.

**King believed in nonviolent action**

King always believed in nonviolent action. But, this was put to the test while helping city workers in Memphis, Tennessee. This was King’s final civil rights fight before his death.

During a heavy rainstorm in Memphis on February 1, 1968, two black city workers were crushed to death by their garbage truck. On the same day, 22 black workers were sent home because of bad weather. They went without pay while their white bosses received their pay. About two weeks later, more than 1,100 black city workers began a strike. They stopped working because they wanted job safety, better pay and more rights. Memphis Mayor Henry Loeb did not want to give in to most of the workers’ demands.

As the strike lengthened, support for the strikers within the black community of Memphis grew. King was invited to join the fight by the Reverend James Lawson, who was helping the strikers.

**A promise to lead peaceful protests**

King was already involved in other civil rights battles around the country. Still, he agreed to lend his support to the Memphis city workers. King spoke at a rally there on March 18, where he promised to lead peaceful protests.

Unfortunately, a demonstration on March 28 turned sour. A group of rowdy students used the signs they carried to break windows of businesses. People began stealing from these businesses and the march was stopped. About 60
people were injured, and one 16-year-old African-American male was shot and killed by a policeman.

Mayor Loeb asked the government for help. Nearly 4,000 National Guard troops were sent to Memphis, but the following day over 200 striking workers continued their daily march. They carried signs through the streets that read, “I Am A Man.”

"I've Been to the Mountaintop" speech

The violence deeply distressed King and he continued talking with those involved to reach a peaceful end. On April 3, King gave his famous “I’ve Been to the Mountaintop” speech. He told the striking workers, “We’ve got to give ourselves to this struggle until the end.”

Plans for a peaceful demonstration grew stronger. On April 4, leaders for the strikers worked out with officials that the march would continue on April 8. But, later that evening, on April 4, 1968, King left his hotel and was assassinated. He was shot by a man named James Earl Ray.

The strike ended with better pay for black workers

Radio announcements urged calm in Memphis. Mayor Loeb called in the state police and the National Guard. Everyone was ordered to be indoors by 7 p.m. Black and white ministers pleaded with Loeb to meet the workers' demands. The mayor said no. President Lyndon Johnson sent his Undersecretary of Labor, James Reynolds, to help end the strike.

On April 8, about 42,000 people marched through Memphis in honor of King. They were led by Coretta Scott King, King's wife who also fought for civil rights. On April 16, the Memphis City Council agreed to more rights and better pay for black workers.
**Martin Luther King Jr.’s Last March: The Memphis Sanitation Workers Strike**

By National Archives, adapted by Newsela staff

1. **Right There:** What did the striking workers want?

   I found evidence for this answer in paragraph.

2. **Right There:** What is the Voting Rights Act of 1965?

   I found evidence for this answer in paragraph.

3. **Right There:** What happened on April 4th 1968?

   I found evidence for this answer in paragraph.

4. **Think and Search:** How did Martin Luther King Jr. influence the protests in Memphis?

   I found evidence for this answer in paragraph and paragraph.

5. **Author and Me:** The plans for a peaceful protest were ruined by the actions of a few. How are those events similar to other protests you’ve read about or heard about?
Week 5 Text

Activist and Labor Organizer: Cesar Chavez

By Cesar Chavez Foundation, adapted by Newsela staff

11/08/2016

Farm labor leader Cesar Chavez pickets outside the San Diego headquarters of Safeway markets in protest over the arrest of 29 persons at a Delano, California, Safeway.

Synopsis: Born in Arizona in 1927, Cesar Chavez used nonviolent means to bring attention to the struggle of farmworkers. He co-founded the United Farm Workers group. As a labor leader, Chavez led marches and protests to win better conditions for workers. He died in 1993 in Arizona. Lawmaker Robert Kennedy called Chavez an American hero.

Becoming a Migrant Farmworker

Cesar Chavez was born in 1927 in Arizona. At age 11, his family lost their farm during the Great Depression. They became migrant farm workers. Chavez traveled around California working in the fields, where he experienced the challenges of farmworker life.
Chavez joined the U.S. Navy in 1946. He returned from the service in 1948 and married Helen Fabela. Together, they settled in San Jose, California, and had eight children.

**Gaining Rights for Farmworkers**

Chavez's work as a community organizer began in 1952. He spent 10 years working for the Community Service Organization, an important Latino civil rights group. He helped people sign up to vote and led the fight against discrimination. By the age of 35, he had his first steady job.

But Chavez's dream was to protect and serve farmworkers. He understood the cycle of poverty that had trapped farmworkers for generations.

So in 1962, Chavez left the first good job he had ever had. With $1,200 in life savings he founded the National Farm Workers Association. The group later became known as the United Farm Workers of America (UFW).

The Chavez family moved to a dusty little farm town in California's Central Valley.

Chavez traveled to other farm towns trying to find workers to join his group. He would often talk to 100 workers before finding one or two who weren't afraid to join.
Learning from Gandhi and Martin Luther King

Cesar Chavez began fighting for farmworkers 50 years ago. At first, he simply wanted to build a strong union. Workers form unions so they can bargain together as a large group. The idea is that they will have more power to demand better pay and working conditions. But Chavez soon realized it would take a larger effort to fight poverty and discrimination. He started health and daycare centers and job-training programs.

Chavez learned from leaders like Mahatma Gandhi and Dr. Martin Luther King Jr. He adopted their peaceful way of fighting. He made farmworkers promise never to hurt other people.

To win fights, Chavez used nonviolent means like protests and strikes. Millions of people across America supported the farmworkers' cause. They refused to buy grapes and other products until the growers listened to the workers. This helped the workers win better pay and working conditions.

UFW's Big Wins For Farmworkers

Under Chavez, the UFW achieved huge gains for farmworkers. The group became the first successful farmworkers union in American history.

The group helped win the first union contracts requiring rest periods and clean drinking water. The UFW also won important healthcare benefits for farmworkers.

Because of Chavez and others, California passed the Agricultural Labor Relations Act of 1975. It was the nation's first and only law guaranteeing farmworkers the right to bargain together.

Death and Legacy

Chavez died in his sleep on April 23, 1993, in the small farmworker town of San Luis, Arizona. More than 50,000 people attended his funeral.
Chavez's motto, "Si se puede!" ("Yes, it can be done!"), still inspires people around the world. His birthday is an official holiday in 10 states. In 1994, President Bill Clinton awarded Chavez the Presidential Medal of Freedom, the nation's highest civilian honor.

Chavez liked to say that his job as an organizer was helping ordinary people do amazing things. He gave people the faith to believe in themselves, even if they were poor. Chavez succeeded where many others failed to unite farmworkers.
1. **Right There:** What did Chavez do as a community organizer in the 1950’s? __________________________________________________________________________

I found evidence for this answer in paragraph ________________

2. **Right There:** What does Chavez’s motto, “Si se puede!” mean? __________________________________________________________________________

I found evidence for this answer in paragraph ________________

3. **Right There:** What was the first successful farmworkers union in American history? __________________________________________________________________________

I found evidence for this answer in paragraph ________________

4. **Think and Search:** What were some reasons Chavez’ protests were successful? __________________________________________________________________________

I found evidence for this answer in paragraph ___________ and ____________

5. **Author and Me:** Early in his years as a farmworker activist, Cesar Chavez wanted to mainly work for a strong union. How would a strong union help groups of workers looking for ways to have more power in their lives? ____________________________________________________________________________

Name ______________________
Women around the world on strike, or at least on pause, in solidarity

PHILADELPHIA, Pa. — Some American women stayed home from work, joined rallies or wore red to demonstrate their economic clout Wednesday. It was a part of many International Women's Day events held around the globe.

In January, women's marches drew more than 1 million Americans into the streets the day after President Donald Trump's inauguration. Wednesday's Day Without a Woman protest in the United States was put together by the organizers of those marches.
The turnout this time appeared in many places to be far smaller. There were no immediate estimates of how many women heeded the call to skip work.

**Some Businesses, Schools Close For the Day**

A crowd of about 1,000 people, the majority of them women, gathered in New York City in the shadow of Trump Tower to demonstrate. Women dressed in red and waved signs reading "Nevertheless she persisted," "Resist like a girl" and "Misogyny out of the White House now." Trump has been accused of misogyny, or prejudice toward women.

"Trump is terrifying. His entire administration, they have no respect for women or our rights," said 49-year-old Adina Ferber, who took a vacation day from her job at an art gallery to attend the demonstration. "They need to deal with us as an economic force."

Rallies were also planned in Philadelphia; Baltimore, Maryland; Milwaukee, Wisconsin; Washington, D.C.; and Berkeley, California. Some businesses and institutions said they would either close or give female employees the day off.

School in such places as Prince George's County, Maryland; Alexandria, Virginia; and Chapel Hill, North Carolina; canceled classes after hundreds of teachers and other employees let it be known they would be out. In Providence, Rhode Island, the municipal court closed for lack of staff.

"**SHE makes a difference**"

The U.S. event, inspired in part by the Day Without an Immigrant protest held last month, was part of the United Nations-designated International Women's Day.

In Rome, Italy, hundreds of women set off on a march from the Colosseum to demand equal rights. Germany's Lufthansa airline had six all-female crews flying from several cities in the country to Berlin.

Sweden's women's soccer team replaced the names on the backs of their jerseys with Twitter messages from Swedish women. Finland announced a new $160,000 International Gender Equality Prize. Women also held rallies in Tokyo, Japan, and Madrid, Spain.
In New York, a statue of a fearless-looking girl was placed in front of Wall Street's famous charging bull sculpture. The girl appeared to be staring down the animal, and a plaque at her feet read, "Know the power of women in leadership. SHE makes a difference."

**Shopping Takes a Hit, Too**
As part of the Day Without a Woman protest, women were also urged to avoid shopping.

Some criticized the strike, warning that many women cannot afford to miss work or find child care. Organizers asked those unable to skip work to wear red in solidarity.

Monique LaFonta Leone, a 33-year-old health care worker in Colorado Springs, Colorado, had to work. However, she put on a red shirt and donated to charity, including Planned Parenthood.

"I have bills to pay, but I wanted to make my voice heard, no matter how quiet," she said. "I also wanted to make a statement to say that women are doing it for themselves. We're out here in the workforce and making a difference every day."

**Tattoos Marking the Day**
Trump took to Twitter and asked others to join him in "honoring the critical role of women" in the United States and around the world. He tweeted that he has "tremendous respect for women and the many roles they serve that are vital to the fabric of our society and our economy."

Lovely Monkey Tattoo, a female-owned tattoo parlor in Whitmore Lake, Michigan, offered female-related tattoos with messages like "Nevertheless, She Persisted" for $50 to $100, with proceeds going to Planned Parenthood. "She Persisted" is a reference to the recent silencing of Senator Elizabeth Warren by a male colleague on the U.S. Senate floor.
Not Quite the Whole Dollar

Women make up more than 47 percent of the U.S. workforce and are more common among registered nurses, cashiers, accountants and pharmacists, according to the government.

They make up at least one-third of physicians and surgeons, and the same with lawyers and judges. Women also represent 55 percent of all college students.

At the same time, American women earn 80 cents for every dollar a man makes. The median income for women was $40,742 in 2015, compared with $51,212 for men, according to government information.

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Women Around the World on Strike, or at list on pause, in Solidarity

By Associated Press, adapted by Newsela staff

1. **Right There:** What was the protest on Wednesday March 8th about?________

I found evidence for this answer in paragraph________

2. **Right There:** What was a criticism of the strike?__________________________

I found evidence for this answer in paragraph________

3. **Right There:** How much money do American women make compared to American men? ____________________________

I found evidence for this answer in paragraph________

4. **Think and Search:** What were some ways other than marching on March 8th that women could support this cause? ____________________________

I found evidence for this answer in paragraph________ and __________

5. **Author and Me:** A statue of a fierce looking little girl was placed on Wall Street with a sign that said "Know the power of women in leadership. SHE makes a difference" what does that mean?__________________________

________________________________________

________________________________________
Native American Activism in the 1960s and 1970s

By Native American Almanac, adapted by Newsela staff
10/30/2017

About 50 Native Americans took over an abandoned Nike site after the U.S. government ended their 19-month occupation of Alcatraz Island. In this June 14, 1971, photo, young Native Americans sleep on the road and rest on a car used as a roadblock to the abandoned residential area. A sign reads “Indian People of All Tribes.” Photo by: Bettmann/Getty Images

A nationwide Native American conference was held in Chicago in June 1961. It led to the drafting of a “Declaration of Indian Purpose,” which asserted the right of tribal communities to maintain and develop themselves with money from the government. The conference helped kick off a wave of Native American activism.

Native American organizations founded
Following the conference, many important legal, political and economic organizations were established. They included the National Indian Youth Council, the American Indian
Movement (AIM), the National Indian Education Association and the Native American Rights Fund. In addition, dozens of Native American newspapers and magazines were started.

The growth of a Native American population in various U.S. cities contributed to the emergence of a national Native American activist movement. This came to be known as the Red Power movement.

During the 1960s, Native Americans began uniting to take control of their own future. Native American activists forced the public and the federal government to look at problems confronting reservation tribes.

**The occupation of Alcatraz Island**

On November 20, 1969, 89 Native Americans landed on Alcatraz Island, in San Francisco, California. It was once a prison island. The group claimed the island by the “right of discovery,” in the same way Europeans had done centuries before. The Native Americans wanted the U.S. government to give money to turn Alcatraz into a Native American cultural center and university. Over the next 19 months, the group negotiated with the federal government.

The occupation ended on June 11, 1971. Negotiations with the government did not result in any plan for the future of Alcatraz Island. However, the occupation greatly increased Indian activism in cities and on reservations.

Occupations soon became a common tactic. They were used to draw attention to the problems and demands of North American Indians. Most of these occupations didn’t last long.

**“Trail of Broken Treaties”**

During the 1970s, government buildings also became the sites of protests. Among them were Bureau of Indian Affairs (BIA) offices in Cleveland Denver, and the main BIA headquarters in Washington, D.C., in 1972. The BIA is the department of the government that is in charge of all Native American tribal lands. It also provides health care and education to Native Americans. Many Native Americans felt then that the BIA was just
controlling Native American land for the government’s purposes, breaking its treaties and providing poor education.

The unplanned occupation of the Washington BIA occurred during a protest known as the “Trail of Broken Treaties.” This protest involved caravans that traveled to the national BIA offices from across the U.S. When protesters found their planned camping ground was no longer available, they took over BIA offices for a week.

“Wounded Knee II”
A siege on South Dakota’s Pine Ridge Reservation in the spring of 1973 was perhaps the single most notable event of the Red Power era. The 10-week-long siege came to be known as “Wounded Knee II.” It was named after the Wounded Knee massacre in 1890. In that first conflict, Native Americans had been protesting their treatment by the U.S. government at Wounded Knee on the Pine Ridge reservation. The U.S. Army killed 146 Sioux during a standoff.

“Wounded Knee II” grew out of a dispute within the Oglala Lakota Tribe. A group within the tribe asked AIM to assist them in their struggle against the Oglala Lakota chairman, Richard Wilson. The group claimed Wilson was dishonest and more interested in making money for himself than he was in helping the tribe.

The U.S. government soon got involved in the struggle. Federal marshals and FBI agents surrounded the reservation, creating a standoff that drew national and worldwide media attention. Native leaders, who were armed, made clear their intention to fight rather than surrender. The standoff finally ended when an agreement was reached and both sides withdrew.

International Indian Treaty Council
Following the stand at Wounded Knee, AIM brought together thousands of Native representatives in a ten-day gathering that founded the International Indian Treaty Council (IITC). In 1975, the council received United Nations (U.N.) recognition.

By the mid-1980s, the IITC was drawing representatives from indigenous, or native, communities from around the world. The IITC achieved a major breakthrough in 2007,
when the U.N.'s General Assembly passed the Declaration on the Rights of Indigenous Peoples.

“The Longest Walk”
The last major event of the Red Power era occurred in July 1978. Several hundred Native people marched into Washington, D.C., at the end of a protest known as “The Longest Walk.”

The peaceful protest march had begun five months earlier in San Francisco. It was intended to symbolize the forced removal of Native people from their homelands and draw attention to continuing problems they faced.

Land and water rights
During the 1970s, much Indian activism shifted to the courts. Tribes went to federal and state courts to claim land and protect their treaty rights.

In the eastern United States, Indian groups claimed lands taken illegally during the late 1790s. Indians in Maine, Rhode Island and Connecticut succeeded in reclaiming some of this territory.

In the 1970s, Indian activists demanded that water rights be protected. This was especially the case in the Southwest, where water is scarce.

During this same period, Indians in the Great Lakes and northern Pacific coast region used the courts to win back fishing rights. Such rights had been guaranteed by treaties, but had been stripped away during the 19th century.

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Native American Activism in the 1960’s and 1970’s

By Native American Almanac, adapted by Newsela staff

1. **Right There:** What started a wave of Native American activism in 1961?

   I found evidence for this answer in paragraph ____________

2. **Right There:** What did the Native Americans want from their protest on Alcatraz Island?

   I found evidence for this answer in paragraph ____________

3. **Right There:** What was the last major event of the “Red Power” era?

   I found evidence for this answer in paragraph ____________

4. **Think and Search:** In the 1970’s Native American activism shifted to legal battles. What were 2 successful protests in the 1970’s and what did the Native American groups get from those protests?

   I found evidence for this answer in paragraph ____________ and ____________

5. **Author and Me:** How might the fight for indigenous rights by Native Americans have an effect on indigenous people in other parts of the world?

   ____________________________

   ____________________________

   ____________________________
Detroit teachers stage massive sickout over ailing condition of schools

By Washington Post, adapted by Newsela staff
01/24/2016

Western International High School teacher Debrah Baskin, 53, and other teachers from Detroit schools protest outside the Cobo Center only hours before President Barack Obama’s visit to the auto show, Jan. 20, 2016.

More than 85 of Detroit, Michigan's approximately 100 public schools were closed Wednesday as teachers staged a sickout. The educators were protesting the system’s overcrowded classrooms, broken finances and crumbling buildings.

Teachers say they are fed up with working in schools that are not fit for them or their students. Classrooms are plagued by rats, roaches, mold, ceilings full of holes and unreliable heat. Teachers do not have textbooks or other supplies they need to teach, they say, and they have not had a raise in 10 years.
"We felt it was time to take a stand. No more. Enough is enough," said Marietta Elliott, a special education teacher at Paul Robeson Malcolm X Academy. "We need better working environments for our students to be educated in. We need supplies to be able to adequately educate them." Teachers also want fair pay for the work they do, she added.

Ann Mitchell, administrator of the Detroit Federation of Teachers, said some teachers have 45 kids in a class. A class that size is far over the national average, which ranges from 15 to 23 students per class, depending on grade level.

**Obama Trip An Opportunity**

A spokeswoman for Detroit Public Schools did not respond to a request for a comment. The school system's Facebook page said that just eight of the system's schools would be open Wednesday.

Wednesday's teacher sickout was the largest in a series this month, and the second to close most of the schools in the 46,000-student system.

Elliott said the protest was planned by a grass-roots group called Detroit Public School Teachers Fight Back. She said hundreds of teachers and supporters showed up to rally Wednesday outside the North American International Auto Show. The site was chosen because President Barack Obama was stopping by to celebrate the resurgence of the nation's car industry.

One of the teachers' key demands is a return to local control over the school system. The system has been under the control of a series of state emergency managers for the last six years. During that time, the system has accumulated a crushing debt of more than half a billion dollars.

**Manager Draws Anger, Criticism**

The emergency managers were brought in by the state government because the city's school system was deemed to be in crisis. Teachers say the emergency managers have done nothing to help.
"Things have just gone from bad to worse. Each year, each emergency manager, the debt has grown," said Mitchell. "The schools are just totally neglected."

The schools’ current emergency manager is Darnell Earley. He has drawn criticism in recent weeks for his previous role as emergency manager of Flint, Michigan, from 2013 until January 2015. It was during that period that Flint began using the Flint River as its drinking water source. The move led to elevated lead levels in drinking water and a public health crisis.

Earley has said that he was not to blame because the decision to switch water sources was made before he took over in Flint.

Teachers were infuriated by comments he made after a Jan. 11 sickout that closed 64 schools. Earley claimed the tactic uses "students as pawns to advance a political position" and is "unethical."

**Protests Spur Legislation**

Vanessa Dawson, a sixth-grade English teacher at Paul Robeson Malcolm X Academy, referred to Earley’s remarks angrily. "Calling it unethical, knowing what he's done in Flint and the condition of our schools, it was the straw that broke everything," she said.

"This was drastic what we did, in terms of taking off, but drastic times call for drastic measures," Dawson said. "At this point someone had to hear what we were saying."

The teachers’ Jan. 11 sickout drew national media attention and responses from state and local lawmakers. Detroit Mayor Mike Duggan, who toured several schools, declared that conditions in some of them "break your heart" and said that city officials will inspect every building by April. Duggan also established a way for parents, teachers and students to report unsafe and unhealthy conditions in schools.

New state legislation to be introduced next week would attempt to deal with Detroit schools’ financial crisis by splitting the district into two. The current school system would be tasked with paying off its debt, while a new district would actually operate the schools.
It would be run by a school board whose members would be appointed by the governor and the mayor.

Governor Rick Snyder urged lawmakers to act quickly to address the schools crisis in his State of the State address on Tuesday. "The Detroit Public Schools are in a crisis," he said. "Too many schools are failing at their central task."
Detroit Teachers Stage Massive Sickout Over Ailing Conditions of Schools

By Washington Post, adapted by Newsela staff

1. Right There: What were educators protesting during the sickout?

I found evidence for this answer in paragraph__________

2. Right There: What are some things the teachers were demanding?

I found evidence for this answer in paragraph__________

3. Right There: Who do the teachers want to control the schools?

I found evidence for this answer in paragraph__________

4. Think and Search: What are two reasons emergency manager Darnell Earley has come under attack from the teachers who are protesting?

I found evidence for this answer in paragraph__________ and ___________

5. Author and Me: The teachers’ sickout drew national media attention. How might attention from around the country have impacted how this story ended?


<table>
<thead>
<tr>
<th>Date</th>
<th>Title of article/story/speech</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Notes about this word: connections, meaning, translation, picture,</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary word</th>
<th>Verbal Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. __________ 2. ______ 3. ______</td>
</tr>
</tbody>
</table>


What do you already know about this?

Colin Kaepernick explains why he won't stand during the National Anthem.
Week 4

Reverend Martin Luther King Jr.

Civil Rights Movement

Timeline of Civil Right Movement
Week 5

YouTube Video

https://www.youtube.com/watch?v=lZC14nUhta0

Chicano! PBS Documentary The Struggle in the Fields
The Pay Gap in Comparison with White Men’s Earnings

Earnings Ratio of Women Compared with White Men, by Race/Ethnicity, 2016

<table>
<thead>
<tr>
<th></th>
<th>Current Population Survey (CPS)</th>
<th>American Community Survey (ACS)</th>
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<tbody>
<tr>
<td>Hispanic or Latina</td>
<td>54%</td>
<td>54%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>63%</td>
<td>63%</td>
</tr>
<tr>
<td>White (non-Hispanic)</td>
<td>79%</td>
<td>77%</td>
</tr>
<tr>
<td>Asian</td>
<td>87%</td>
<td>90%</td>
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<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>--</td>
<td>59%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>--</td>
<td>57%</td>
</tr>
</tbody>
</table>

Source: The Simple Truth about the Gender Pay Gap
Week 7

YouTube: United Native Americans Reclaims Mount Rushmore-1970

https://www.youtube.com/watch?v=3Wd1uLgV7mc&feature=youtu.be&t=2m51s
Mini Academic Seminar Organizer

Opening Question:

Seminar tally sheet

Team leader starts the discussion with the opening questions.

Team leader marks the sheet for the group (use tally marks: `|||| |||`)

<table>
<thead>
<tr>
<th>Names</th>
<th>Asked a question or stated an opinion</th>
<th>Cited text evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Leader</td>
<td></td>
<td></td>
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<tr>
<td>Team member</td>
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<tr>
<td>Team member</td>
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</tbody>
</table>
**Final Assessment: Preparation and Participation in an Academic Seminar**

**Seminar Selection**  
*Detroit Teachers Stage Massive Sickout Over Ailing Condition of Schools*

your name

**Key Concepts/Skills**  
Make connections between a text and my community. Participate in an academic discussion with my peers, use academic terms accurately and refer to textual evidence.

<table>
<thead>
<tr>
<th>PRE-ACTIVITIES</th>
<th>SEMINAR QUESTIONS</th>
<th>POST ACTIVITIES</th>
</tr>
</thead>
</table>
| **PROCESS**    | I can participate in an academic discussion with my peers, use academic terms accurately and refer to textual evidence. | • This article is about the poor conditions in schools in Michigan. How does the condition of a school impact student learning?  
• What evidence is there that poor school conditions adversely affect student learning?  
• Do you think there is something unfair or unjust in our education system or our community that causes some students to have poorer reading skills than others? | Write a personal response (3-5 paragraphs) to the question:  
There is a gap between the literacy levels of white students and students of color at our school. As a student activist, what could you do that would bring attention to this issue and have real results for change? Refer to the efforts of at least one activist you’ve learned about this quarter. |
| **CONTENT**    | I can make connections between evidence in text and my own community. | |

Adapted from Paideia.org
### Key Concepts/Skills

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>PRE-ACTIVITIES</th>
<th>SEMINAR QUESTIONS</th>
<th>POST ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Opening Question</td>
<td>• Personal written response to discussion and to text</td>
</tr>
<tr>
<td>CONTENT</td>
<td>• Core Question: Examining the text</td>
<td>• Personal application/ideas</td>
<td>• Focus on value beyond school</td>
</tr>
</tbody>
</table>

Adapted from Paideia.org
A shopper walks past a sign hanging outside the closed Marco's Fish Market, February 16, 2017, in South Philadelphia's Italian Market. In an action called A Day Without Immigrants, immigrants across the country stayed home from school and work last Thursday to show how important they are to the U.S. economy and way of life.

Image from: AP Photo/Jacqueline Larma.

PHILADELPHIA, Pa. — Last Thursday, many shops and restaurants in U.S. cities were not open. It was part of a protest. It was called a Day Without Immigrants. Immigrants are people who move to another country to live and work.

Many immigrants didn't go to work or school that day. They hoped to show just how important they are to life in the United States. They wanted the country to see how hard they work. Many feel they are being treated unfairly by President Donald Trump.
Marcela Ardaya-Vargas is from Bolivia. Bolivia is a country in South America. She now lives in Virginia. She and her son went to a march together. "When he asked why he wasn't going to school, I told him because today he was going to learn about immigration," she said. "Our job as citizens is to unite with our brothers and sisters."

Three Groups Of Immigrants In The United States
Immigrant workers in the United States fall into three main groups. Some become citizens. Some get "green cards." Green cards give them permission to live and work here. Getting citizenship or a green card is difficult. It can take a long time.

Some immigrants, though, live in the United States illegally. Many come for better jobs. There are about 11 million immigrants living in the United States illegally today. President Trump has said he wants them to leave. Other leaders want to find ways to let them stay legally.

Businesses Depend On Immigrants
Many businesses, though, depend on immigrants. Those here illegally are often hired by companies unable to find enough workers. These places include hotels and restaurants.

In the United States, 12 million people work in restaurants. Seven out of 10 restaurant workers are immigrants. More than a million restaurant workers are in the United States illegally. Many owners worry they could not replace these workers.

In Chicago, Pete's Fresh Market is owned by Vanessa Dremonas. Her father started the company. He came from Greece. The company closed some of its stores for A Day Without Immigrants. She told her workers they would not be punished for taking the day off. "We've supported immigrants from the beginning," she said.
Comprehension Questions

1. Read the introduction [paragraphs 1-3]. Which sentence explains the goal of immigrants who took part in the protest? (A) Last Thursday, many shops and restaurants in U.S. cities were not open.

   (B) Immigrants are people who move to another country to live and work.

   (C) They hoped to show just how important they are to life in the United States.

   (D) Many feel they are being treated unfairly by President Donald Trump.

2. What is the MAIN idea of the section "Three Groups Of Immigrants In The United States"?

   (A) It can be difficult for immigrants to stay in the United States legally.

   (B) Many immigrants in the United States have green cards that let them work.

   (C) Some leaders have had disagreements with President Trump.

   (D) President Trump does not want illegal immigrants to stay in the country.

3. Which sentence summarizes a MAIN idea of the entire article?

   (A) Immigrant workers were supported by the owners of Pete's Fresh Market in Chicago.

   (B) Immigrant workers in the United States fall into three main groups who took part in A Day Without Immigrants.

   (C) A Day Without Immigrants was meant to show how immigrants are important to businesses in the United States.

   (D) A Day Without Immigrants was organized to help workers get citizenship or green cards.
4. Read the section " Businesses Depend On Immigrants. " Which paragraph gives an example of a business that closed for A Day Without Immigrants?

(A) Many businesses, though, depend on immigrants. Those here illegally are often hired by companies unable to find enough workers. These places include hotels and restaurants.

(B) In the United States, 12 million people work in restaurants. Seven out of 10 restaurant workers are immigrants. More than a million restaurant workers are in the United States illegally. Many owners worry they could not replace these workers.

(C) In Chicago, Pete's Fresh Market is owned by Vanessa Dremonas. Her father started the company. He came from Greece. The company closed some of its stores for A Day Without Immigrants. She told her workers they would not be punished for taking the day off. "We've supported immigrants from the beginning," she said
U.S. restaurants and food stores close to support immigrant protest

By Associated Press, adapted by Newsela staff

02/20/2017

PHILADELPHIA, Pa. — Last Thursday, the Italian Market in Philadelphia was strangely quiet. Restaurants in New York and Washington, D.C. were closed for the day, too. Grocery stores, coffee shops and taco joints also shut down in cities across the United States.

Workers at these closed businesses were part of a nationwide protest. It was called A Day Without Immigrants. Immigrants are people who move to another country to live and work.
Many immigrants stayed home from work and school as part of the protest. They hoped to show the country how important they are to the country's way of life. Thousands of people took part in marches and rallies. The protest was aimed at President Donald Trump's efforts to make harsher policies on immigration.

Marcela Ardaya-Vargas is from Bolivia, a country in South America. She now lives in Virginia. She took her son to a Day Without Immigrants march in Washington. "When he asked why he wasn't going to school, I told him because today he was going to learn about immigration. Our job as citizens is to unite with our brothers and sisters," she said.

Many Immigrants Work In Food Services
The protests affected restaurants the most. Many food places were closed across the country. Immigrants often work in restaurants as cooks, dishwashers and servers.

About 12 million people work in restaurants in the United States. Immigrants hold about seven out of 10 restaurant jobs. About 1.3 million people working in restaurants are immigrants living in the United States without permission from the government.

In Chicago, Pete's Fresh Market closed five of its 12 stores for the day. It is owned by Vanessa Dremonas. Her father started the company after immigrating from Greece. She told employees they would not be penalized for taking the day off. "We've supported immigrants from the beginning," she said.

Immigrants And American Jobs
In Philadelphia, the well-known Italian Market has many Mexican-owned shops. But for that day they stood empty. "It's actually very sad," said Rani Vasudeva. She is a professor in Philadelphia. "You realize the impact the immigrant community has."

Since 2007, the number of immigrant workers in the United States has climbed. There are now almost 26 million living and working here, according to the U.S. Labor Department.
Foreign-born workers fall into three main groups in the United States. Some have gained American citizenship. Others have earned "green cards," government papers that let them live and work in the United States legally. There are also about 11 million immigrants living in the United States without permission, according to the Pew Research Center.

U.S. citizenship and green cards are hard to get. But jobs in the United States attract immigrants willing to move and live here without permission. They are often hired by businesses unable to find enough workers.

Many people who skipped work to protest will lose a day’s pay. Activists argued that the cause is worth the sacrifice. "Every human being deserves a life with dignity and respect, and we're not getting that," said Olivia Vazquez, a 22-year-old organizer. "They're ready to fight back."

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Reading Comprehension Questions

1. Read the introduction [paragraphs 1-4]. What would be a good title for the introduction? (A) "Showing How Important Immigrants Are"
   (B) "President Trump's Efforts"
   (C) "Grocery Stores And Coffee Shops"
   (D) "Moving To Another Country"

2. Which sentence from the article BEST helps you understand the role of immigrants in businesses that sell food?
   (A) Last Thursday, the Italian Market in Philadelphia was strangely quiet.
(B) The protests affected restaurants the most.

(C) Immigrants hold about seven out of 10 restaurant jobs.

(D) They are often hired by businesses unable to find enough workers.

3. Which sentence from the section "Immigrants And American Jobs" explains WHY many immigrants live and work without permission in the United States?

(A) Since 2007, the number of immigrant workers in the United States has climbed.

(B) Foreign-born workers fall into three main groups in the United States.

(C) U.S. citizenship and green cards are hard to get.

(D) But jobs in the United States attract immigrants willing to move and live here illegally.

4. Read the last paragraph of the article. Many people who skipped work to protest will lose a day's pay. Activists argued that the cause is worth the sacrifice.

"Every human being deserves a life with dignity and respect, and we're not getting that," said Olivia Vazquez, a 22-year-old organizer. "They're ready to fight back."

How does this paragraph support a MAIN idea of the article?

(A) by showing that some people did not take part in the protest

(B) by showing how well-organized the protest was

(C) by showing that many immigrants will lose pay for taking part in a protest

(D) by showing how immigrants feel about the importance of the protest
U.S. restaurants go dark in support of immigrant workers

By Associated Press, adapted by Newsela staff

02/20/2017

PHILADELPHIA, Pa. — Last Thursday, the heart of Philadelphia's Italian Market was uncommonly quiet. Fine restaurants in the nation's capital and New York closed for the day. Grocery stores, food trucks, coffee shops and taco joints in major cities like Chicago, Los Angeles and Boston shut down.

Immigrants around the United States stayed home from work and school Thursday to demonstrate how important they are to America's economy and way of life. Many businesses closed to show their support for a nationwide protest called A Day Without Immigrants. The day's activities also included rallies in several cities.
The boycott was aimed squarely at President Donald Trump’s efforts to crack down on immigration, legal and illegal. Organizers said they expected thousands to participate or show their support. Many immigrants who skipped work to protest will lose a day’s pay. Some could lose their jobs. Many student absences will not be excused. But organizers argued that the cause is worth the sacrifice.

Impact On Food Service

Marcela Ardaya-Vargas is from Bolivia and now lives in Falls Church, Virginia. She pulled her son out of school to take him to a Day Without Immigrants march in Washington. "When he asked why he wasn't going to school, I told him because today he was going to learn about immigration," she said. "Our job as citizens is to unite with our brothers and sisters."

Organizers appealed to all immigrants to take part, but the effects were felt most strongly in the restaurant industry. Expensive restaurants and fast-food joints alike closed across the country. For a long time, food service positions have been a first step up the job ladder for newcomers to America. They fill many jobs as cooks, dishwashers and servers.

On 9th Street in South Philadelphia's Italian Market, it was so quiet in the morning that Rani Vasudeva thought it might be Monday. That's the day when many of the businesses there are closed. Commonly called by its Spanish name "Calle Nueve," this Philadelphia street is known for its many Mexican-owned businesses. They stood empty, leaving customers to look elsewhere for fresh meat, bread, fruits and vegetables.

"It's actually very sad," said Vasudeva, a 38-year-old professor at Philadelphia's Temple University. "You realize the impact the immigrant community has. We need each other for our daily lives."

Role Of Immigrant Labor

Since the end of 2007, the number of foreign-born workers employed in the United States has climbed by nearly 3.1 million. There are now 25.9 million living and working here. The U.S. Labor Department reports these workers account for 56 percent of the increase in U.S. employment over that period.
Foreign-born people in the United States include American citizens and people working without legal permission. There are also immigrants who have "green cards," papers giving them government permission to live and work in the United States. Overall, immigrants tend to be younger. They are often hired by fast-growing businesses that struggle to fill jobs. These include restaurants, hotels and stores.

Roughly 12 million people work in food service, and immigrants make up the majority of them. That includes up to 70 percent of restaurant jobs in places like New York and Chicago. That's according to the Restaurant Opportunities Centers United, an organization that works to improve conditions for restaurant workers. An estimated 1.3 million in the industry are immigrants living in the United States without permission, the group said.

Attitudes Toward Immigrants
In Chicago, Pete's Fresh Market closed five of its 12 grocery stores. Its owner, Vanessa Dremonas, assured employees they would not be penalized for skipping the day. "We've supported immigrants from the beginning," she said. She noted her Greek-immigrant father started the company.

Carmen Solis, a Mexico-born U.S. citizen, took the day off from work as a project manager and brought her two children to a rally in Chicago. "I feel like our community is going to be racially profiled and harassed," she said of Trump's immigration policies. "It's very upsetting. People like to take out their anger on the immigrants, but employers are making profits off of them."

Tony and Marie Caschera, both 66, were visiting Washington from Halfmoon, New York. They thought one restaurant looked interesting for lunch, but quickly realized the lights were off and the place was closed. "I'm in support of what they're trying to say," said Marie Caschera about the immigrant protests.

Her husband, whose family immigrated from Italy before World War II, said he supports legal immigration. But, he added: "I don't like illegal aliens here."
Comprehension Questions

1. Which paragraph in the introduction [paragraphs 1-3] suggests immigrants were willing to suffer consequences to make their message heard?
   (A) Paragraph 1
   (B) Paragraph 2
   (C) Paragraph 3

2. Which sentence from the article shows the effect of A Day Without Immigrants?
   (A) For a long time, food service positions have been a first step up the job ladder for newcomers to America.
   (B) They stood empty, leaving customers to look elsewhere for fresh meat, bread, fruits and vegetables.
   (C) Foreign-born people in the United States include American citizens and people working without legal permission.
   (D) Tony and Marie Caschera, both 66, were visiting Washington from Halfmoon, New York.

3. Which option accurately summarizes the MAIN idea of the section "Role Of Immigrant Labor"?
   (A) There is a growing number of foreign-born employees in the U.S. legally and illegally. They make up a large percentage of workers in fast-growing service industries.
   (B) There has been a decrease in the number of foreign-born workers in the U.S. in the past 10 years. People without legal permission get fewer jobs than those with green cards.
   (C) The restaurant industry is supported by the work of foreign-born people only in large cities like New York and Chicago. This has been studied by the Restaurant Opportunities Centers United.
   (D) The restaurant industry is full of businesses that struggle to fill jobs as their businesses grow quickly. Hotels and stores also have similar problems finding workers.

4. What was the MAIN goal of A Day Without Immigrants?
   (A) to close businesses where immigrants work
   (B) to show the importance of the U.S. immigrant community
   (C) to give immigrant children a day off from school
   (D) to convince the restaurant industry to hire more immigrants
Immigrants march to protest Trump's new policies

By Associated Press, adapted by Newsela staff

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PHILADELPHIA, Pa. — Last Thursday, the heart of Philadelphia's Italian Market was uncommonly quiet. Fine restaurants in the nation's capital and New York closed for the day. Grocery stores, food trucks, coffee shops and taco joints in major cities like Chicago, Los Angeles and Boston shut down.

Immigrants around the United States stayed home from work and school to demonstrate how important they are to America's economy and way of life. Many businesses closed in solidarity, in a nationwide protest called A Day Without Immigrants, which included activities and rallies in several cities.
The boycott was aimed squarely at President Donald Trump's efforts to crack down on immigration, legal and illegal, and organizers said they expected thousands to participate or otherwise show their support. The protest even reached into the U.S. Capitol building, where a Senate coffee shop was among the eateries that were closed as employees did not show up for work.

Protest Closes Many Restaurants

Marcela Ardaya-Vargas is from Bolivia and now lives in Falls Church, Virginia. She pulled her son out of school to take him to a Day Without Immigrants march in Washington. "When he asked why he wasn't going to school, I told him because today he was going to learn about immigration," she said. "Our job as citizens is to unite with our brothers and sisters."

Organizers appealed to immigrants from all walks of life to take part, but the effects were felt most strongly in the restaurant industry. The food service industry has long been a first step up the economic ladder for newcomers to America, with its many jobs for cooks, dishwashers and servers.

Expensive restaurants and fast-food joints alike closed across the country. Sushi bars, Brazilian steakhouses, Mexican eateries and Thai restaurants turned away lunchtime customers.

On 9th Street in South Philadelphia's Italian Market, it was so quiet in the morning that Rani Vasudeva thought it might be Monday, the day when many of the businesses on the normally bustling stretch are closed. Commonly called by its Spanish name "Calle Nueve," this Philadelphia street is known for its abundance of Mexican-owned businesses. They stood empty, leaving customers to look elsewhere for fresh meat, bread, fruits and vegetables.

"It's actually very sad," said Vasudeva, a 38-year-old professor at Philadelphia's Temple University. "You realize the impact the immigrant community has. We need each other for our daily lives."
Impact Of Immigrant Labor On Communities

Since the end of 2007, the number of foreign-born workers employed in the United States has climbed by nearly 3.1 million to 25.9 million. They account for 56 percent of the increase in U.S. employment over that period, according to the U.S. Labor Department.

Foreign-born people in the United States include American citizens, people working without legal authorization and green-card holders. Green-card holders have official permission to live and work in the United States. Overall, immigrants tend to be younger than the average American. As a rule, they are hired for jobs in business sectors that have been growing the fastest, including restaurants, hotels and retail stores. These businesses often struggle to fill positions.

Roughly 12 million people are employed in the restaurant industry, and immigrants make up the majority — up to 70 percent in places like New York and Chicago. That's according to the Restaurant Opportunities Centers United, an organization that works to improve working conditions for restaurant employees. An estimated 1.3 million in the industry are immigrants living in the United States illegally, the group said.

Many people who skipped work for the day of protest will lose a day's pay or even their jobs, and many student absences will not be excused. But organizers argued that the cause is worth the sacrifice. "They are tired of their communities being criminalized," said Olivia Vazquez, a 22-year-old community organizer. As a Mexican immigrant living without documentation in the United States, she said, "Every human being deserves a life with dignity and respect, and we're not getting that. They're ready to fight back."

The Ideal Market was closed in New Orleans' Mid-City neighborhood. The population of immigrants there swelled after the damage caused by Hurricane Katrina in 2005, when the need for construction workers attracted many people from Mexico and other Latin American countries. The place is usually busy at midday, when people line up at the steam tables for hot lunches or pick from an array of fresh vegetables and fruits from Central America.
Immigrants Support One Another

In Chicago, Pete's Fresh Market closed five of its 12 grocery stores and assured employees they would not be penalized for skipping the day, according to owner Vanessa Dremonas. "We've supported immigrants from the beginning," she said, noting her Greek-immigrant father started the company.

Carmen Solis, a Mexico-born U.S. citizen, took the day off from work as a project manager and brought her two children to a rally in Chicago. "I feel like our community is going to be racially profiled and harassed," she said of Trump's immigration policies. "It's very upsetting. People like to take out their anger on the immigrants, but employers are making profits off of them."

Tony and Marie Caschera, both 66, who were visiting Washington from Halfmoon, New York, thought a tapas restaurant looked interesting for lunch. Then they realized the lights were off and the place was closed. "I'm in support of what they're trying to say," said Marie Caschera about the protesters.

Her husband, whose family immigrated from Italy before World War II, said he supports legal immigration, but, he added: "I don't like illegal aliens here."

Comprehension Questions

1. Which of the following selections from the article is the BEST piece of evidence that immigrants play a significant role in U.S. businesses?

(A) The boycott was aimed squarely at President Donald Trump's efforts to crack down on immigration, legal and illegal, and organizers said they expected thousands to participate or otherwise show their support. The protest even reached into the U.S. Capitol building, where a Senate coffee shop was among the eateries that were closed as employees did not show up for work.

(B) Expensive restaurants and fast-food joints alike closed across the country. Sushi bars, Brazilian steakhouses, Mexican eateries and Thai restaurants turned away lunchtime customers.
(C) Commonly called by its Spanish name "Calle Nueve," this Philadelphia street is known for its abundance of Mexican-owned businesses. They stood empty, leaving customers to look elsewhere for fresh meat, bread, fruits and vegetables.

(D) Since the end of 2007, the number of foreign-born workers employed in the United States has climbed by nearly 3.1 million to 25.9 million. They account for 56 percent of the increase in U.S. employment over that period, according to the U.S. Labor Department.

2. Which statement would be MOST appropriate to include in an accurate and objective summary of the article?

(A) Many who participated in A Day Without Immigrants felt it was worth sacrificing a day's pay to show the impact of the immigrant community on American society.

(B) Many believe that more needs to be done to make the confusing process of getting a green card simpler for immigrants who work in growing industries.

(C) Many people continue to foolishly underestimate the number of immigrants who play a role in businesses such as restaurants and retail stores.

(D) Many people visiting cities were understandably disappointed to find that restaurants and businesses were closed because of A Day Without Immigrants.

3. Which two of the following sentences from the article contain central ideas?

1. Last Thursday, the heart of Philadelphia's Italian Market was uncommonly quiet.

2. Immigrants around the United States stayed home from work and school to demonstrate how important they are to America's economy and way of life.

3. Organizers appealed to immigrants from all walks of life to take part, but the effects were felt most strongly in the restaurant industry.

4. Many people who skipped work for the day of protest will lose a day's pay or even their jobs, and many student absences will not be excused.

(A) 1 and 2

(B) 2 and 3

(C) 1 and 4

(D) 3 and 4
4. Read the paragraph from the section "Immigrants Support One Another."

Carmen Solis, a Mexico-born U.S. citizen, took the day off from work as a project manager and brought her two children to a rally in Chicago. "I feel like our community is going to be racially profiled and harassed," she said of Trump's immigration policies. "It's very upsetting. People like to take out their anger on the immigrants, but employers are making profits off of them."

Which idea is BEST supported by this paragraph?

(A) Solis believes employers should share more of their profits with immigrants.

(B) Solis was not paid for the time she took off from work as a project manager.

(C) Solis believes that immigrants are being unfairly targeted and blamed.

(D) Solis was harassed and racially profiled while participating in the rally.
REFERENCE LIST

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