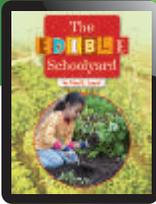


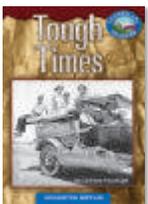
# Lesson 19



## ✓ TARGET VOCABULARY

overcome  
association  
capitol  
drought  
dedicate  
publicity  
violence  
conflicts  
horizon  
brilliant

Vocabulary  
Reader



Context  
Cards



# Vocabulary in Context

## 1 overcome

Cesar Chavez worked hard to **overcome**, or conquer, hardships.



## 2 association

These kids have formed a group, or **association**, that cleans up beaches.



## 3 capitol

A state **capitol** is a building where lawmakers can make and change laws.



## 4 drought

In the 1930s, a **drought**, or lack of rain, made life hard for many farmers.



COMMON  
CORE

**L.4.6** acquire and use general academic and domain-specific words and phrases

- ▶ Study each **Context Card**.
- ▶ Use a dictionary to help you pronounce these words.

5 **dedicate**

Martin Luther King Jr. wanted to **dedicate** his life to equality. It was his life's work.



6 **publicity**

The media can spread **publicity**, or news, about events and causes.



7 **violence**

Many people believe change should come through peaceful ways, not **violence**.



8 **conflicts**

Most **conflicts**, or disagreements, can be solved by talking things over.



9 **horizon**

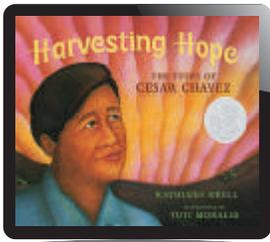
In the fields, Chavez often worked until the sun fell below the **horizon**.



10 **brilliant**

The bright, **brilliant** colors of the American flag symbolize freedom.



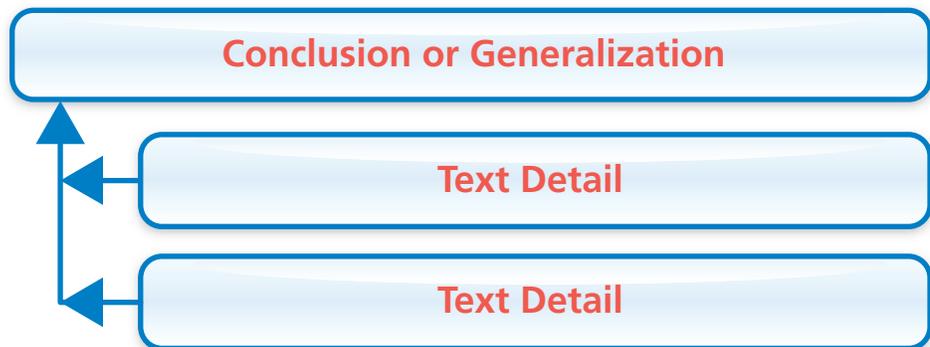


# Read and Comprehend



## ✓ TARGET SKILL

**Conclusions and Generalizations** Authors don't always state things directly. Sometimes you have to draw your own **conclusions**, or inferences. A conclusion is an understanding you come to yourself. A **generalization** is a kind of conclusion that is true about something *most* of the time, but not always. As you read "Harvesting Hope," use details and examples from the text to help you draw conclusions about Cesar Chavez and make generalizations about the challenges he faced. Record your conclusions and the text details that support them in a graphic organizer.



## ✓ TARGET STRATEGY

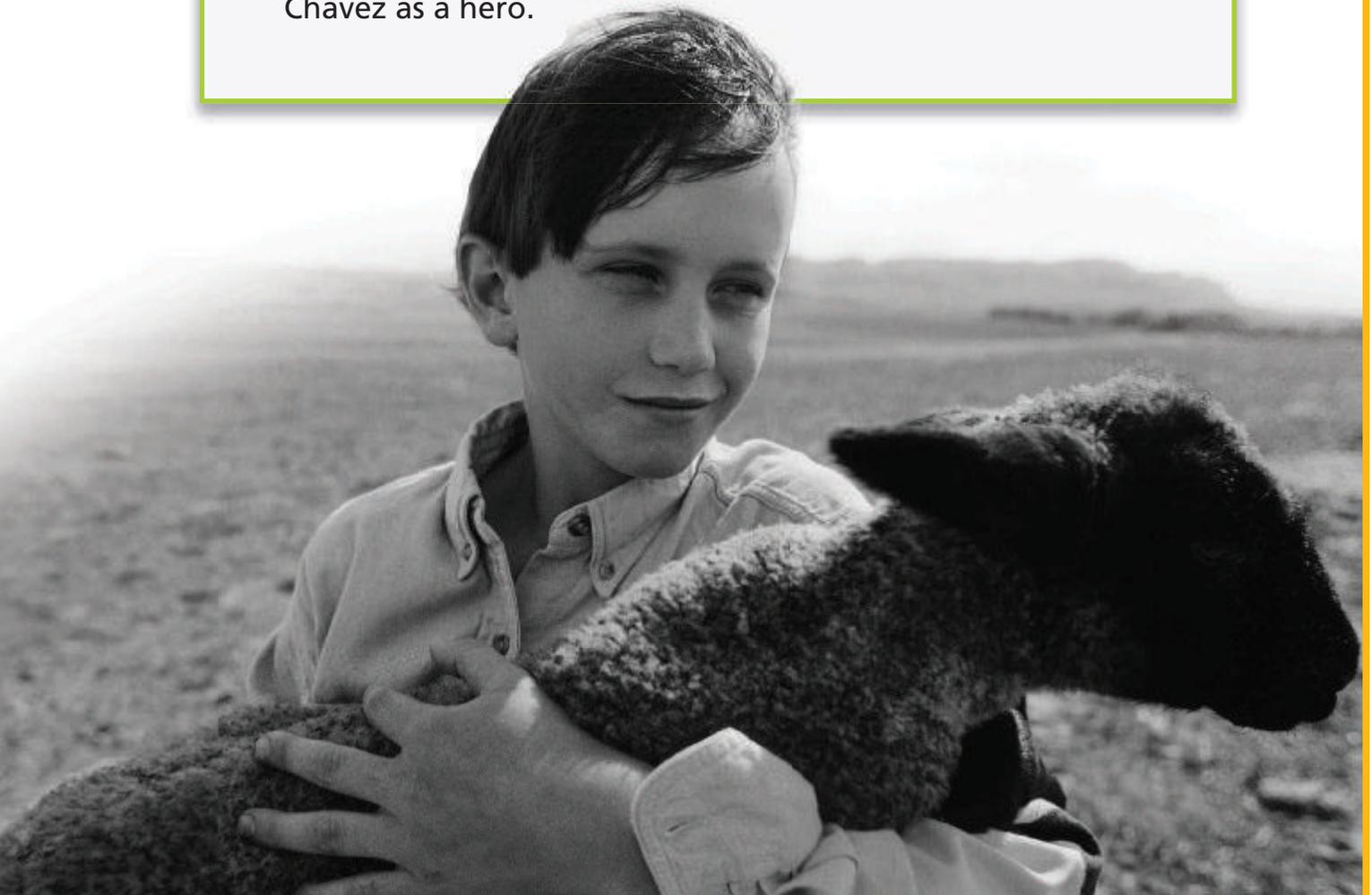
**Infer/Predict** Sometimes an author's ideas are not stated directly in the text. As you read "Harvesting Hope," use details and evidence from the text to help you **infer** ideas that are not stated directly.

## PREVIEW THE TOPIC

### Agriculture

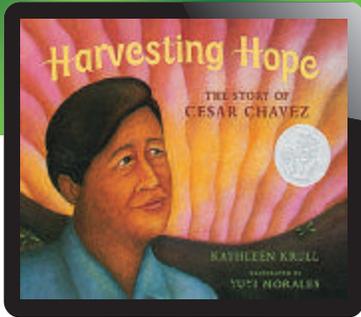
While machines harvest some of the crops grown in the United States, much of this work is still done by human hands. Migrant farm workers travel from farm to farm, working long hours wherever their help is needed. Up until the 1960s, life was even harder for farm workers than it is today. They worked long hours for little pay. There were no laws to protect them from dangerous working conditions.

“Harvesting Hope” tells the story of Cesar Chavez, who fought for the rights of migrant farm workers in California. Because he fought for justice without using violence, many people continue to celebrate Chavez as a hero.



## Lesson 19

# ANCHOR TEXT



### ✓ TARGET SKILL

**Conclusions and Generalizations** Use text details to figure out unstated or broad ideas.



### ✓ GENRE

A **biography** tells about a person's life and is written by another person. As you read, look for:

- ▶ information about why the person is important
- ▶ opinions and personal judgments based on facts
- ▶ events in time order

**COMMON CORE** **RI.4.1** refer to details and examples when explaining what the text says explicitly and when drawing inferences; **RI.4.5** describe the overall structure of a text or part of a text; **L.4.5b** recognize and explain the meaning of idioms, adages, and proverbs

### MEET THE AUTHOR

## *Kathleen Krull*



As a teenager, Kathleen Krull was fired from her part-time job at the library for reading too much! When she went on to become an author, she found a job that would allow her to read as much as she wanted. Known for her history books and biographies, she has written about presidents, scientists, writers, musicians, and athletes.

### MEET THE ILLUSTRATOR

## *Yuyi Morales*

Yuyi Morales was born in Xalapa, Mexico. As a child she wanted to be an acrobat. Today she is a writer and an illustrator, and her books have been published in English and Spanish. Not all of her artwork is done on paper. She also makes puppets.

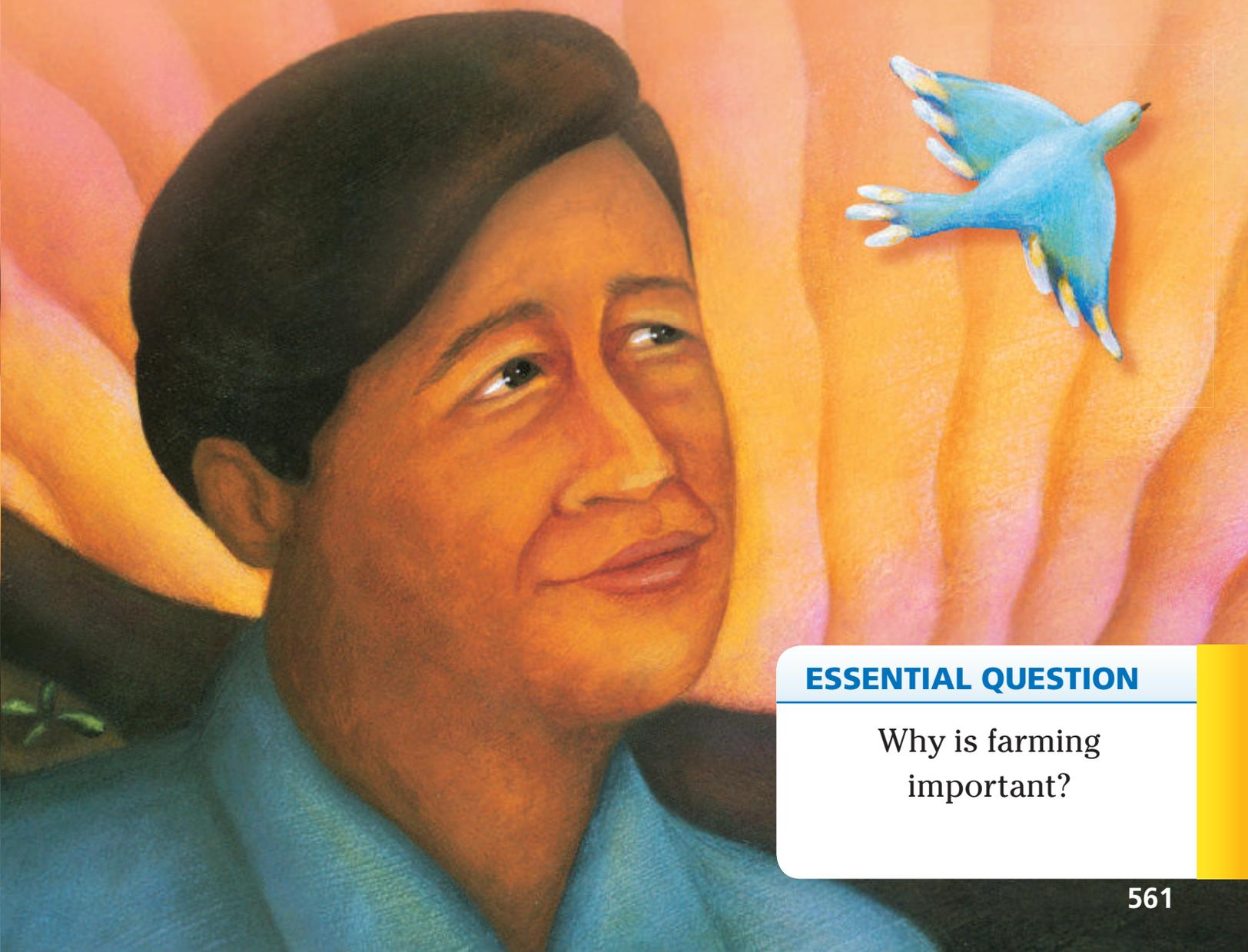


# Harvesting Hope

## THE STORY OF CESAR CHAVEZ

by Kathleen Krull

illustrated by Yuyi Morales



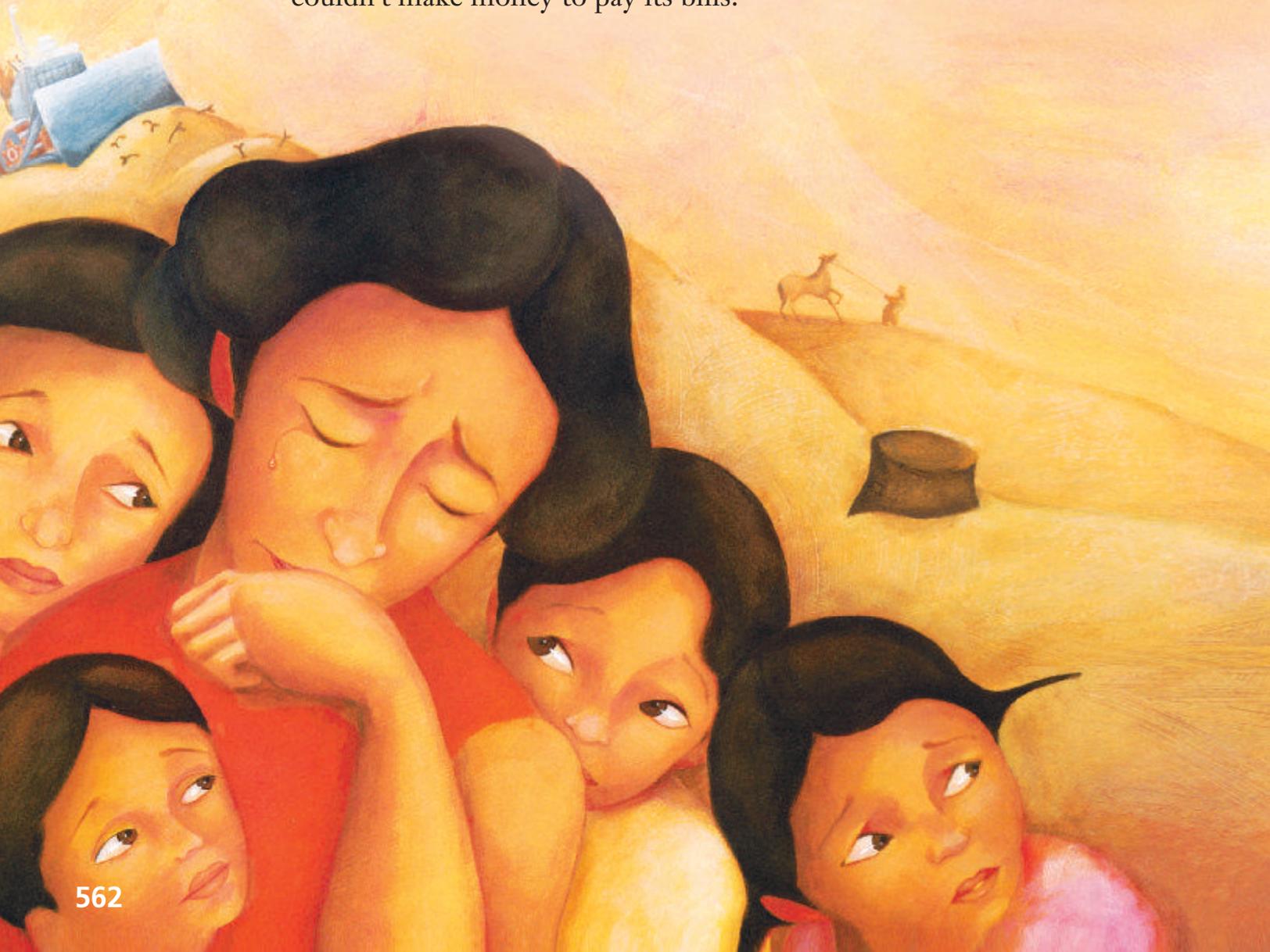
### ESSENTIAL QUESTION

Why is farming  
important?

**As a boy, Cesar Chavez (SEH sahr CHAH vehz) lived on his family's big ranch in Arizona. His family had a big house and all the food they could want. Cesar loved to play with his cousins and his brother Richard. He liked to listen to his relatives' tales of life back in Mexico.**



**T**hen, in 1937, the summer Cesar was ten, the trees around the ranch began to wilt. The sun baked the farm soil rock hard. A **drought** (drowt) was choking the life out of Arizona. Without water for the crops, the Chavez family couldn't make money to pay its bills.



There came a day when Cesar's mother couldn't stop crying. In a daze, Cesar watched his father strap their possessions onto the roof of their old car. After a long struggle, the family no longer owned the ranch. They had no choice but to join the hundreds of thousands of people fleeing to the green valleys of California to look for work.

Cesar's old life had vanished. Now he and his family were migrants—working on other people's farms, crisscrossing California, picking whatever fruits and vegetables were in season.

When the Chavez family arrived at the first of their new homes in California, they found a battered old shed. Its doors were missing and garbage covered the dirt floor. Cold, damp air seeped into their bedding and clothes. They shared water and outdoor toilets with a dozen other families, and overcrowding made everything filthy. The neighbors were constantly fighting, and the noise upset Cesar. He had no place to play games with Richard. Meals were sometimes made of dandelion greens gathered along the road.



Cesar swallowed his bitter homesickness and worked alongside his family. He was small and not very strong, but still a fierce worker. Nearly every crop caused torment. Yanking out beets broke the skin between his thumb and index finger. Grapevines sprayed with bug-killing chemicals made his eyes sting and his lungs wheeze. Lettuce had to be the worst. Thinning lettuce all day with a short-handled hoe would make hot spasms shoot through his back. Farm chores on someone else's farm instead of on his own felt like a form of slavery.

The Chavez family talked constantly of saving enough money to buy back their ranch. But by each sundown, the whole family had earned as little as thirty cents for the day's work. As the years blurred together, they spoke of the ranch less and less.

The towns weren't much better than the fields. WHITE TRADE ONLY signs were displayed in many stores and restaurants. None of the thirty-five schools Cesar attended over the years seemed like a safe place, either. Once, after Cesar broke the rule about speaking English at all times, a teacher hung a sign on him that read, I AM A CLOWN. I SPEAK SPANISH. He came to hate school because of the **conflicts**, though he liked to learn. Even he considered his eighth-grade graduation a miracle. After eighth grade he dropped out to work in the fields full-time.



His lack of schooling embarrassed Cesar for the rest of his life, but as a teenager he just wanted to put food on his family's table. As he worked, it disturbed him that landowners treated their workers more like farm tools than human beings. They provided no clean drinking water, rest periods, or access to bathrooms. Anyone who complained was fired, beaten up, or sometimes even murdered.

So, like other migrant workers, Cesar was afraid and suspicious whenever outsiders showed up to try to help. How could they know about feeling so powerless? Who could battle such odds?

Yet Cesar had never forgotten his old life in Arizona and the jolt he'd felt when it was turned upside down. Farmwork did not have to be this miserable.



Reluctantly, he started paying attention to the outsiders. He began to think that maybe there was hope. And in his early twenties, he decided to **dedicate** the rest of his life to fighting for change.

Again he crisscrossed California, this time to talk people into joining his fight. At first, out of every hundred workers he talked to, perhaps one would agree with him. One by one—this was how he started.

At the first meeting Cesar organized, a dozen women gathered. He sat quietly in a corner. After twenty minutes, everyone started wondering when the organizer would show up. Cesar thought he might die of embarrassment.

“Well, I’m the organizer,” he said—and forced himself to keep talking, hoping to inspire respect with his new suit and the mustache he was trying to grow. The women listened politely, and he was sure they did so out of pity.



But despite his shyness, Cesar showed a knack for solving problems. People trusted him. With workers he was endlessly patient and compassionate. With landowners he was stubborn, demanding, and single-minded. He was learning to be a fighter.

In a fight for justice, he told everyone, truth was a better weapon than **violence**. “Nonviolence,” he said, “takes more guts.” It meant using imagination to find ways to **overcome** powerlessness.

More and more people listened.

One night, 150 people poured into an old abandoned theater in Fresno. At this first meeting of the National Farm Workers **Association**, Cesar unveiled its flag—a bold black eagle, the sacred bird of the Aztec Indians.

*La Causa* (lah KOW sah)—The Cause—was born.

It was time to rebel, and the place was Delano. Here, in the heart of the lush San Joaquin (hwah KEEN) Valley, **brilliant** green vineyards reached toward every **horizon**. Poorly paid workers hunched over grapevines for most of each year. Then, in 1965, the vineyard owners cut their pay even further.

Cesar chose to fight just one of the forty landowners, hopeful that others would get the message. As plump grapes drooped, thousands of workers walked off that company’s fields in a strike, or *huelga* (WEHL gah).

Grapes, when ripe, do not last long.



#### ANALYZE THE TEXT

**Idioms** What does the idiom in the sentence “Nonviolence takes more guts” mean? How does this connect to what Cesar Chavez is trying to convince the others to do?

The company fought back with everything from punches to bullets. Cesar refused to respond with violence. Violence would only hurt *La Causa*.

Instead, he organized a march—a march of more than three hundred miles. He and his supporters would walk from Delano to the state **capitol** in Sacramento to ask for the government’s help.

Cesar and sixty-seven others started out one morning. Their first obstacle was the Delano police force, thirty of whose members locked arms to prevent the group from crossing the street. After three hours of arguing—in public—the chief of police backed down. Joyous marchers headed north under the sizzling sun. Their rallying cry was *Sí Se Puede* (see seh PWEH deh), or “Yes, It Can Be Done.”



The first night, they reached Ducor. The marchers slept outside the tiny cabin of the only person who would welcome them.

Single file they continued, covering an average of fifteen miles a day. They inched their way through the San Joaquin Valley, while the unharvested grapes in Delano turned white with mold. Cesar developed painful blisters right away. He and many others had blood seeping out of their shoes.

The word spread. Along the way, farmworkers offered food and drink as the marchers passed by. When the sun set, marchers lit candles and kept going.

Shelter was no longer a problem. Supporters began welcoming them each night with feasts. Every night was a rally. “Our pilgrimage is the match,” one speaker shouted, “that will light our cause for all farmworkers to see what is happening here.”

Eager supporters would keep the marchers up half the night talking about change. Every morning, the line of marchers swelled, Cesar always in the lead.

On the ninth day, hundreds marched through Fresno.

The long, peaceful march was a shock to people unaware of how California farmworkers had to live. Now students, public officials, religious leaders, and citizens from everywhere offered help. For the grape company, the **publicity** was becoming unbearable.

And on the vines, the grapes continued to rot.

In Modesto, on the fifteenth day, an exhilarated (ihg ZIHL uh ray tehd) crowd celebrated Cesar’s thirty-eighth birthday. Two days later, five thousand people met the marchers in Stockton with flowers, guitars, and accordions.

#### ANALYZE THE TEXT

**Conclusions and Generalizations** By the end of the march, hundreds of people had joined. Why might these people have joined the march? From where might they have come?



That evening, Cesar received a message that he was sure was a prank. But in case it was true, he left the march and had someone drive him all through the night to a mansion in wealthy Beverly Hills. Officials from the grape company were waiting for him. They were ready to recognize the authority of the National Farm Workers Association, promising a contract with a pay raise and better conditions.

Cesar rushed back to join the march.

On Easter Sunday, when the marchers arrived in Sacramento, the parade was ten-thousand-people strong.

From the steps of the state capitol building, the joyous announcement was made to the public: Cesar Chavez had just signed the first contract for farmworkers in American history.

#### ANALYZE THE TEXT

**Problem and Solution** What did Cesar Chavez do when he encountered a problem? How did he solve the major problem of worker's rights?



# Dig Deeper

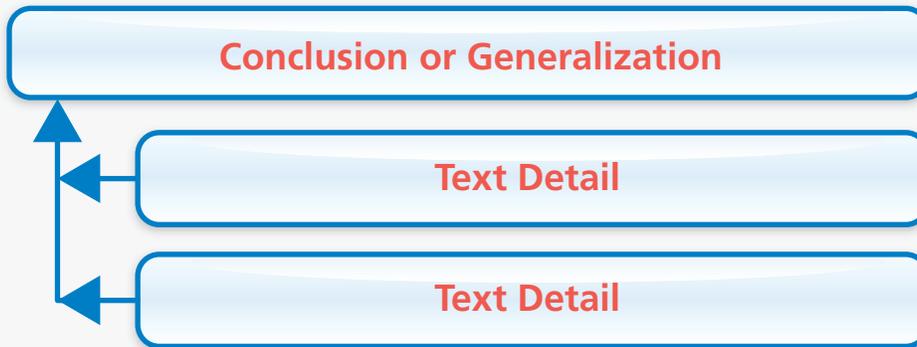
## How to Analyze the Text

Use these pages to learn about Conclusions and Generalizations, Problem and Solution, and Idioms. Then read "Harvesting Hope" again to apply what you learned.

### Conclusions and Generalizations

"Harvesting Hope" is a biography about the life of Cesar Chavez. The author gives many facts about Cesar, but she doesn't explain everything. She expects readers to figure some things out on their own. When readers do this, it is called drawing a **conclusion**, or inference. A **generalization** is a kind of conclusion that is true about something *most* of the time, but not always. You can use details and examples from "Harvesting Hope" to help you draw a conclusion about Cesar Chavez.

In "Harvesting Hope," we learn that Cesar Chavez was very good at organizing others. What details and text evidence help readers draw this conclusion?



**RI.4.1** refer to details and examples when explaining what the text says explicitly and when drawing inferences; **RI.4.5** describe the overall structure of a text or part of a text; **L.4.5b** recognize and explain the meaning of idioms, adages, and proverbs



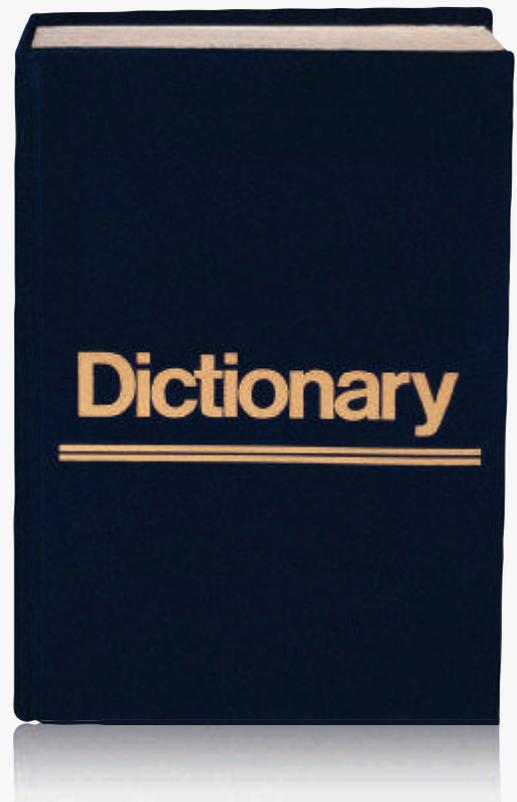
## Problem and Solution

**Problem and solution** is a type of **text structure**. In “Harvesting Hope,” the author organizes information about Cesar Chavez’s life by first describing problems he had to face. Then the author explains Cesar’s solutions to those problems. For example, when Cesar felt homesick after his family lost their land, he decided to try to forget his sadness and work hard alongside his family.



## Idioms

Authors sometimes use **idioms**, or phrases that mean something different than the meaning of the individual words. Authors use idioms to describe things in interesting ways. For example, the author writes that Cesar Chavez’s life “was turned upside down” when describing Cesar’s loss of his home in Arizona. The idiom *turned upside down* means that something changed completely in a confusing or upsetting way. You can often use a dictionary to check the meaning of an idiom.



# Your Turn



## RETURN TO THE ESSENTIAL QUESTION



Review the selection with a partner to prepare to discuss this question: *Why is farming important?* Include text evidence from the selection to support your inferences. As you discuss, take turns reviewing and explaining the key ideas in your discussion.



## Classroom Conversation

Continue your discussion of “Harvesting Hope” by explaining your answers to these questions:

- 1 Why do you think Cesar Chavez was embarrassed about not having more of an education?
- 2 What did Cesar mean when he said that truth is a better weapon than violence?
- 3 What lessons can you learn from Cesar Chavez?

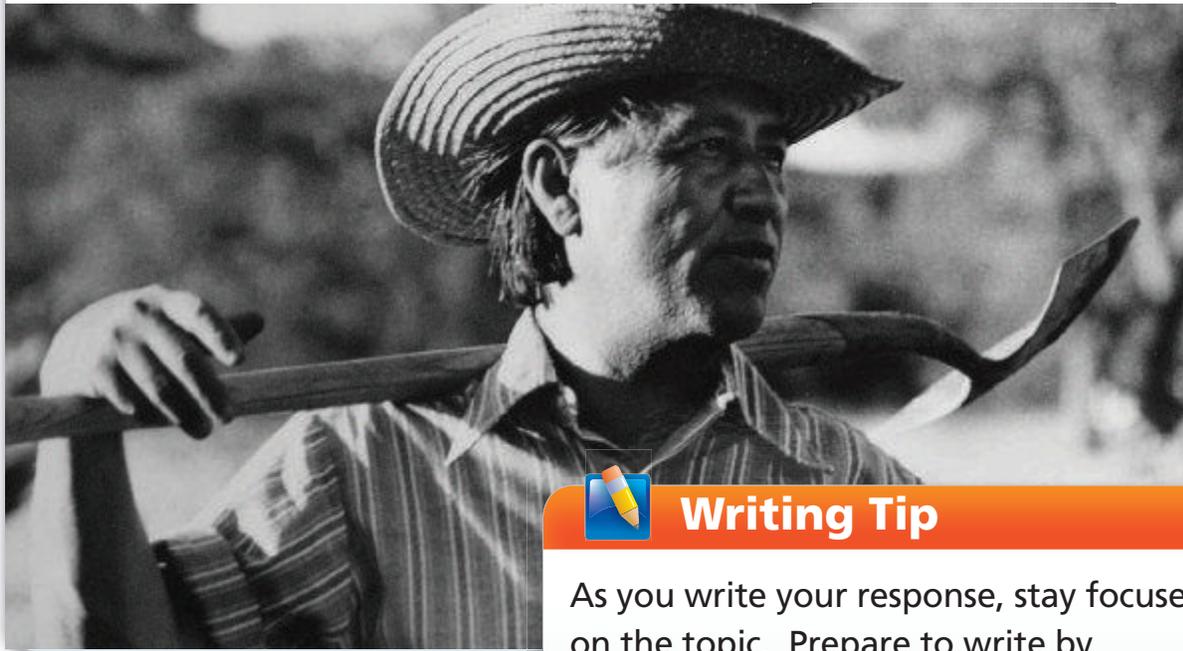
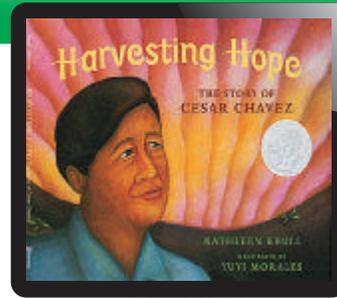
## DON'T FIGHT—MARCH!

**Discuss the Protest** With a partner, discuss why you think Cesar Chavez used peaceful demonstrations instead of violence to get what the farmworkers wanted. What persuaded the grape growers to give in to his demands? Use details and text evidence from the selection to explain your ideas.



## WRITE ABOUT READING

**Response** By the time he was in the eighth grade, Cesar Chavez had worked on his family's own ranch as well as on land owned by others. Write a paragraph explaining how these experiences prepared him to fight for farmworkers' rights. Include text evidence from the selection that helps to explain the effect his childhood experiences had on him.



### Writing Tip

As you write your response, stay focused on the topic. Prepare to write by identifying relevant experiences from Cesar's childhood. Use prepositional phrases to add interesting information to your response.



**RI.4.1** refer to details and examples when explaining what the text says explicitly and when drawing inferences; **W.4.9b** apply grade 4 Reading standards to informational texts; **W.4.10** write routinely over extended time frames and shorter time frames; **SL.4.1a** come to discussions prepared/explicitly draw on preparation and other information about the topic; **SL.4.1d** review key ideas expressed and explain own ideas and understanding; **L.4.1e** form and use prepositional phrases

# Lesson 19

## INFORMATIONAL TEXT



### ✓ GENRE

**Informational text**, such as this magazine article, gives facts and examples about a topic.

### ✓ TEXT FOCUS

**Pie Chart** Informational text may include a pie chart, a type of chart that uses portions of a circle to show how amounts of something relate to one another. What does the pie chart on page 578 tell you about nutrition?



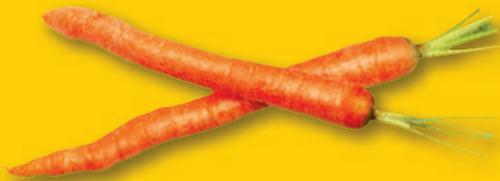
**RI.4.7** interpret information presented visually, orally, or quantitatively; **RI.4.10** read and comprehend informational texts

# The EDIBLE Schoolyard

by Ned L. Legol



The Edible Schoolyard program is part garden, part kitchen, and part classroom. It is all about the joy of learning. The large garden is right behind Martin Luther King, Jr. Middle School in Berkeley, California. Chef Alice Waters founded The Edible Schoolyard. She likes to dedicate a lot of her time to it.





## Inside the Edible Schoolyard

Every year, the school's sixth-grade students plant, tend, and harvest the crops from the garden. They learn about the effects that changing climate and weather have on the plants. During a drought, for example, they must water the garden more often. This keeps everything alive and healthy.

The students grow many types of fruits, vegetables, and herbs. Brilliant colors surround the kids as they work in the garden that stretches toward the horizon.

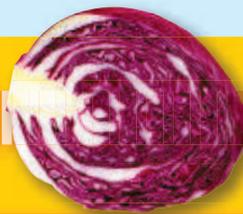
## Time to Get Cooking

The students also learn how to cook healthy meals with the food they grow. The school houses many different students and cultures. So, the meals vary from Indian curries to Mediterranean grape leaves. Some of the kids learn to overcome their fear of unknown foods.

If there are conflicts in the kitchen or the garden, students must work to solve them. The program fits with Martin Luther King, Jr.'s vision of inclusion, equality, and peaceful growth without violence.

The Edible Schoolyard has inspired similar programs around the country. This Florida student is part of the Plant a Thousand Gardens program.





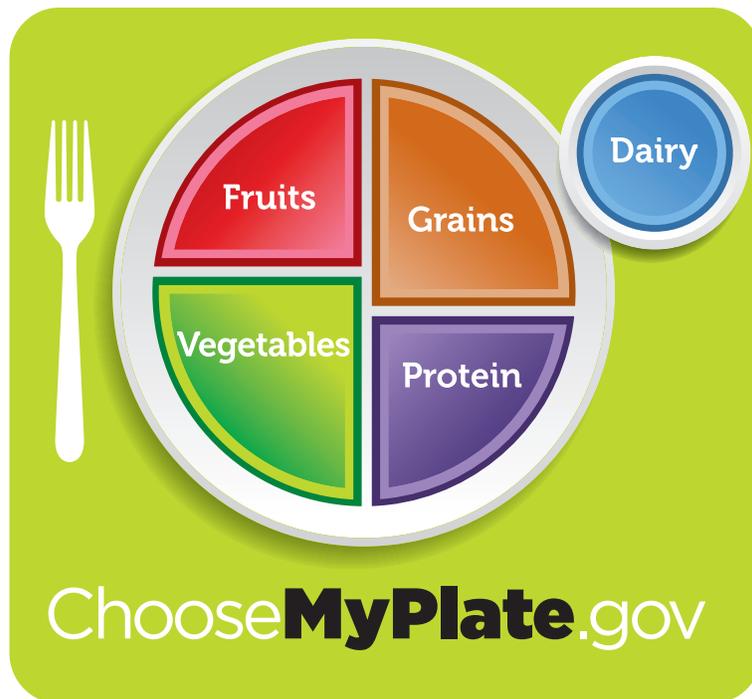
## Tastes Great and Is Healthy Too

The Edible Schoolyard program has received good publicity for teaching students about healthy food. Everything grown in the garden is organic. All meals the kids prepare are good for them.

Many other groups, such as The American Dietetic Association, also teach kids and adults about eating healthy. Because it is so important, a healthy school lunch is something that is often talked about in every state capitol.

### Healthy Eating

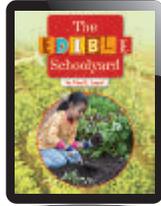
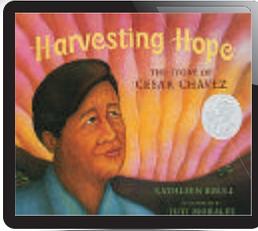
According to the U.S. government, people should eat the following kinds and amounts of food each day.



|        |            |        |        |         |
|--------|------------|--------|--------|---------|
| Grains | Vegetables | Fruits | Dairy  | Protein |
| 6 oz   | 2.5 cups   | 2 cups | 3 cups | 5.5 oz  |

Measurement: oz = ounces

Source: United States Department of Agriculture



# Compare Texts

## TEXT TO TEXT

**What Would Cesar Think?** Imagine that Cesar Chavez toured an edible garden run by an elementary school. What do you think he would say about the work being done there? Do you think he would approve? Explain your thoughts in a paragraph using text evidence.



## TEXT TO SELF

**Write a Narrative** Think of a time when you had to be persistent to solve a problem. Describe that occasion. Explain the problem that you had to solve and how being persistent helped you solve it.



## TEXT TO WORLD

**Connect to Social Studies** Farming is an important industry in many communities. Work with a partner to list the different agricultural products that are grown in or near your community. Discuss how the farming of these products affects your community. Share your findings with the class.



**RI.4.1** refer to details and examples when explaining what the text says explicitly and when drawing inferences; **RI.4.9** integrate information from two texts on the same topic; **W.4.3a** orient the reader by establishing a situation and introducing a narrator or characters/organize an event sequence; **W.4.7** conduct short research projects that build knowledge through investigation

# Grammar



**What Are Relative Pronouns and Adverbs?** A **clause** is a group of words that has a subject and a predicate but may or may not be a complete sentence. A **dependent clause** is a type of clause that cannot stand alone. An **independent clause** can stand alone because it is a complete sentence.

independent clause                      dependent clause  
 My uncle cooks stew when the weather turns cold.

A dependent clause can be introduced by a **relative pronoun** such as *who*, *whom*, *which*, or *that*, or by a **relative adverb**, such as *where*, *when*, or *why*.

relative  
 pronoun    dependent clause  
 My uncle, **who** is a chef, cooks stew.

relative  
 adverb                      dependent clause  
 My uncle cooks stew **when** the weather turns cold.

## Try This!

**With a partner, identify the dependent clauses in the sentences below. Note whether the sentence has a relative pronoun or relative adverb.**

- 1 The workers met when they were fed up with their working conditions.
- 2 Cesar, who organized the meeting, began the discussion.
- 3 The farmers, whose fields were not being picked, became frustrated.
- 4 When the growers gave up, they met with the workers.
- 5 Why do you think the union members were successful?

When you write, combine sentences using clauses to help clearly show how related ideas are connected. Use relative adverbs or pronouns, as appropriate.

| Separate   | Combined   |
|--|--|
|  <p>I began eating the sandwich. I took it out of the bag.</p> |  <p>I began eating the sandwich <b>when</b> I took it out of the bag.</p> |
| <p>My mom makes the best sandwiches. She is a chef.</p>  | <p>My mom, <b>who</b> is a chef, makes the best sandwiches.</p>  |



### Connect Grammar to Writing

As you revise your personal narrative next week, check to see that you have used relative pronouns and adverbs correctly. Also use clauses to combine sentences to make your writing less choppy.



**W.4.3a** orient the reader by establishing a situation and introducing a narrator or characters/organize an event sequence; **W.4.3b** use dialogue and description to develop experiences and events or show characters' responses; **W.4.4** produce writing in which development and organization are appropriate to task, purpose, and audience; **W.4.5** develop and strengthen writing by planning, revising, and editing

# Narrative Writing

## Reading-Writing Workshop: Prewrite

**✓ Organization** Good writers organize their ideas before they draft. You can organize ideas for a **personal narrative** by using an events chart. In your chart, write the main events in order. Below each main event, write important or interesting details about it. Use the Writing Process Checklist below as you prewrite.

Steve decided to write about a class adventure. First he jotted down some notes. Then he organized them in a chart.



### Exploring a Topic

**Topic:** my class went on the Walk to End Hunger

*discuss project with class*

•my idea—Walk to End Hunger

•help people

•5-mile walk

•vote—my idea won!!!

*collect pledges*

•got people to donate money

•total—\$425

*day of Walk*

•bus ride

•big crowd

•balloons, food

•walked 2 hours

•TIRED!

•band

•felt really proud



### Writing Process Checklist

#### ► Prewrite

- Did I think about my purpose for writing?
- Did I choose a topic that I will enjoy writing about?
- Did I explore my topic to remember the events and details?
- Did I organize the events in the order in which they happened?

Draft

Revise

Edit

Publish and Share

## Events Chart

**Event:** My class discussed ideas for a community project.

**Details:** Some kids gave ideas. Mine was to go on the Walk to End Hunger to help people, walk 5 miles, and get free snacks. We voted and my idea won.

**Event:** We collected pledges from people.

**Details:** Friends and relatives pledged to donate money. We raised \$425.

**Event:** Class rode bus to the Walk on May 6.

**Details:** At the starting place was a big crowd, balloons, free water, granola bars, caps.

**Event:** We walked for 2 hours.

**Details:** It was easy at first, but hard later—we were tired and had sore feet.

**Event:** We finished the Walk.

**Details:** A band was playing. I just wanted to go home. The next day I felt really proud.

### Reading as a Writer

What kind of order did Steve use to arrange his events? Which parts of your events chart can you organize more clearly?

In my chart, I put the events and details in an order that makes sense. I added some descriptive details.

