

Title: **Understanding the Idea of Movement through Nonfiction Reading Strategies**

Overview:

In this lesson students will review the geographical concept of movement and use vocabulary strategies to enhance their understanding of the text. Students will apply this knowledge to the text and analyze the problems of discrimination and equality in their daily lives.

Objective:

- Understand the concept of movement.
- Effectively read nonfiction and apply reading strategies focusing on vocabulary development.
- Apply vocabulary and analyze problems of discrimination in our society and their own lives.

Grade Level: 7th Grade

Subject: Language Arts/Reading

Time: 85 minutes

Required Materials:

1. Classroom set of the September 15, 2003 issue of *Scholastic Scope* magazine. “The Cesar Chavez Story” (5-9)
2. poster board paper
3. markers
4. word diary
5. map of North America on transparency

Procedure:

I. Pre-Assessment

Students will answer “agree” or “disagree” to the question “Is each word paired with its synonym?”

II. Introduction—Build and activate prior knowledge.

- A. Discuss in class the following questions: “Raise your hands if you have ever moved from one location to another? What are some of the reasons that your family has moved?”

Teacher will also share reasons for different moves. “Today we will be focusing on one of the five themes of geography. What are the five themes? We will be studying the theme of movement. Review definition of movement.

- B. Show maps of migration from Mexico and Latin America into U.S. Discuss push/pull phenomenon. Why would these people leave their country? What forces are pulling them to the United States? Relate to the students’ lives—where are they pushed and pulled in our community or across the United States?
- C. Show map of North America—use arrows to show the movement of immigrants to the United States.
- D. Students draw a map of their movements, beginning with their home as the starting place.

III. Word Splash (pre-reading strategy) (construction of knowledge)

- A. Teacher will write the following words on the board: migrant, migrant worker, immigrant, industrial agriculture, resistance, petition, boycott, discrimination, and equality.
- B. Students will choose 3 of the words and write a sentence using each term.
- C. Students will then make a web on their notebook paper, categorizing the words in any arrangement.
- D. Student volunteers will share their webs with the class on the board and explain their method of categorization.

IV. Echo Read the Spanish Glossary on page 5.

V. Read play aloud as class (during reading strategy)

- A. Remind students to notice the red words as we read—the same words from our word splash. Think about their possible meanings; do their context match your original hypotheses?

VI. Group Vocabulary Work (post-reading strategy) (Disciplined Inquiry and Substantive Conversation)

- A. Create groups of 4-5 students using clock buddies.
- B. Each student reads his/her 3 original sentences.
- C. Each student in the group completes a word diary on the 9 vocabulary words in the reading. The group guesses the definition for each word based on context clues, their initial sentences and webs. This activity requires substantive conversation. Students must discuss their definitions and agree upon a final definition for each word.
- D. Students will decide upon one word and write their proposed definition and sentence to share with the class on a poster board.
- E. Go back to pre-assessment. Discuss with class the correct answers.

VII. Journal (post-reading strategy—connect text to self) (Value Beyond Classroom)

Choose one of the following questions to answer. Write at least 5 sentences in paragraph format.

- A. Write about a time when you have been discriminated against or a time when you have been treated unfairly. How did you feel? What actions did you take? What was the outcome?
- B. Describe a time when your family moved to a new location. Where did you move from and to? Why did your family move? How did it feel to be the new person?

VIII. Post-Assessment

Students will take a new format of a test, testing their knowledge of the 9 vocabulary words from the article. Each word will be listed; the students will write an antonym for each word.

Differentiation:

All students will be able to hear the play read aloud, so all reading abilities will be able to participate in the reading. Also, students can be grouped with mixed abilities to make sure that all groups will be able to complete the vocabulary activities. The journals will be assessed differently for special education students or others with writing difficulties.

Assessment:

Research another immigrant group and create a map showing their movement and the push/pull phenomenon. Write an informational paper containing facts about that population and an analysis of their reasons for choosing the United States and the cities within the United States.

Credits:

Angela Martin

I teach 7th grade language arts and reading at Centennial Middle School in Lino Lakes, Minnesota.

Name: _____

Hour: _____

Vocabulary Pretest

Directions: Agree or Disagree? Write an “A” for agree if the word in bold is paired with its synonym. Write a “D” if the word bold does is not paired with its synonym.

1. _____ **migrant** (adjective): professional
2. _____ **immigrant** (noun): tourist
3. _____ **resistance** (noun): protest
4. _____ **petition** (noun): a request
5. _____ **boycott** (verb): to ban or avoid
6. _____ **discrimination** (noun): acceptance
7. _____ **equality** (noun): justice
8. _____ **migrant worker** (noun) seasonal employee
9. _____ **industrial agriculture** (noun) small garden

Name: _____

Hour: _____

Vocabulary Post-test

Directions: Write an antonym for each word.

1. migrant ≠ _____

2. immigrant ≠ _____

3. resistance ≠ _____

4. discrimination ≠ _____

5. petition ≠ _____

6. boycott ≠ _____

7. equality ≠ _____

8. migrant worker ≠ _____

9. industrial agriculture ≠ _____