

Manchester College
Education Department
Lesson by Mary Jane Dickey

Lesson: Nonviolent Conflict Resolutions with Cesar Chavez

Length: 1-2 weeks, 30-45 minutes per day

Age or Grade Level Intended: 3rd grade; Language Arts

Source: Original AND Yuyi Morales: <http://www.yuyimorales.com/guide.pdf>

Academic Standard(s): 3.5.2. Write descriptive pieces about people, places, things, or experiences that develop a unified main idea and use details to support the main idea

Performance Objective(s): After discussion conflict/resolution, the students will write a newspaper/magazine article by developing a main setting and using detail to explain the conflict/resolutions that can occur.

Assessment: Using the checklist sheet read through the students' papers. The checklist outlines the criteria for the article.

Advance Preparation by Teacher:

Find *Harvesting Hope: The Story of Cesar Chavez* by Kathleen Krull (and read before presenting to the class)

Old newspapers and student appropriate magazines

Procedure:

Introduction/Motivation:

Write the word "Courage" on the board. Ask the students to turn to a partner and discuss what courage means. (*Gardner: Interpersonal*) Then the students will come up and write a list on the chalkboard of what it means to be courageous.

Bloom's Questions: Level 2; Comprehension

Step-by-Step Plan:

1. Read *Harvesting Hope: The Story of Cesar Chavez* by Kathleen Krull. Stop periodically to discuss unknown words.
2. After you have finished reading the book come back to the responses written on the board. Ask the students how Cesar Chavez demonstrated courage. Go back through the book pointing out the parts of the story where he demonstrated courage.
(Bloom's Questions: Level 3; Application)
3. Explain that in his fight for justice, Cesar told people that nonviolence took more guts, and he refused to respond with violence whenever he or protesters were attacked. Ask students to identify the nonviolent acts that Cesar used in order to force changes. (*Bloom's Questions: Level 4; Analysis*) Look through the book or reread for guidance as you identify the nonviolent strategies to fight for rights for workers.

4. How can nonviolent acts take more courage than using violence? Make a list of student responses.
(*Bloom's Questions: Level 4; Analysis*)
5. Pass out old newspapers and magazines and have the students look over the format and styles of writing news reporters use. Have the students imagine that they are news reporters during the days of Cesar Chavez and that they are writing a story about how to stop conflicts at school or home. Make a list of scenarios that may occur at school, and possible ways to respond to the conflicts. (positive and negative)
(*Bloom's Questions: Level 5; Synthesis*)
6. Pass out the checklist sheet that explains everything that should be included in their "article." Go over with the class answering questions and making clarifications as needed.
7. The students will be given time in class over the next few days to plan their writing and write a rough draft. (*Gardner: Verbal-Linguistic*) They will peer-edit each other's papers and have a conference with the teacher. (*Gardner: Interpersonal*)

Closure: When the students have made final corrections, the articles will be typed up and published in the class newsletter and/or the school wide newsletter. Students may also illustrate their article if they wish. (*Gardner: Visual-Spatial*)

Accommodations/Enrichments:

Student with ADHD: For a student with ADHD I would allow them to come up and help write examples on the board during the discussions. This will get the student out of their seat and moving for a little bit and keeps them engaged because they get to write their idea on the board. (*Gardner: Bodily Kinesthetic*)

Gifted/Talented Student: For a student who is high ability/gifted-talented I would ask them to help peer-edit struggling students' papers. I also would allow them to do more research on Cesar Chavez and include a section of their article that involves comparing the solutions Cesar Chavez came up with for nonviolent acts and the solutions the class came up with. (*Bloom's Questions: Level 6; Evaluation*)

Self-Reflection: If I were to teach this lesson, I would ask myself whether my students achieved my objective. If 1/3 of the class did not achieve the objective, I would go back, sit down with the small group, and re-teach elements that they struggled with. I would also ask myself what worked, what did not work, and how I can change what did not work. Did the class enjoy the lesson? Were they actively engaged in discussions and activities?



Reporters for a Day




Teacher Checklist Sheet

Directions: You will be writing an article for a newspaper or magazine that talks about how to resolve conflicts at home or school. From the list we made in class choose a *scenario*, or setting, for your article and circle it here, **HOME** or **SCHOOL**.

Use this checklist sheet to help you make sure you include everything you need in your article.



Place a check mark  in the line when you have included each of the following in your article.

| | |
|---|---------------|
| One main idea scenario discussed: Home or School . _____ | 1 pt. |
| <u>Two or three</u> examples of conflict that occurs in this scenario. _____ | 5 pts |
| <u>Two</u> ways to resolve the conflicts, use <u>details</u> to <u>describe</u> the resolution. One positive and one negative. _____ | 4 pts. |
| <u>Explain</u> which resolution takes courage. _____ | 5 pts. |
| Create a catchy headline, or title, for your article. _____ | 1 pt. |
| Good grammar and punctuation! _____ | 4 pts. |

