Sharon Adams
Biography Text Set: An Historical and Contemporary Man within the Latino Community

**Introduction:** This text set will include 8 biographical books of an historical and contemporary individual within the Latino culture. It will be used to fulfill the Spanish SOL S1.7, objective # 3 for Spanish course I. Students taking Spanish I. will develop a strong knowledge base of the contributions of Hispanic people and their culture within the United States. Students will learn various events that have helped shaped the perspectives of the Latino community. With the large population growth of Latino families living in Virginia, it is important to expose our students to their contributions, culture, and significance within the United States.

This text set focuses on a man who led a nonviolent movement for change. He improved the living conditions of thousands of migrant farm workers. California’s agricultural advancement is due to this man: Cesar Chavez. He was an activist within the Spanish community and was honored by President Bill Clinton with the Presidential Medal of Freedom in 1994, a year after his death.

The text set ranges in reading ability to cover grades three to sixth. The class structure is outlined with students from third grade through 9th grade. Many of the older grade students are within an ESL program at school and are taking this class as an extra credit. All other students are learning Spanish for the first time and have multiple reading ability levels. A variety of methods were used to identify the reading abilities for the text set. They include the Flesh-Kincaid, Spanish readability web site, and the Fry instructional analysis. The text set also includes two books written in Spanish to appeal to students already familiar with the language or students who are interested in comparing both languages. An item within the text set is written in both English and Spanish for this comparison. The text set will be used as a supplemental tool within the classroom and students will be encouraged to learn about other important people who have helped shape the Latino community. The text set is a tool to motivate students to learn more about this important man and it gives insight to important historical facts relating to the farm workers fight against injustice in America.

**SOL Connection: Spanish Standards of Learning**
Cultural Perspectives, Practices, and Products

SOL: SI. 7  The student will develop an awareness of perspectives, practices, and products of Spanish speaking cultures. Objective: Identify some important historical and contemporary individuals associated with significant events from Spanish-speaking cultures.
THE TEXT SET

1. **Cesar Chavez: American Worker**, Jeff C. Young
   Grade: 5

*Young Adult Biography*

a. **Introduction and Summary:** This book focuses on Cesar Chavez’s life as a young boy living during the Great Depression to his battles in California’s grape growers in the 1960’s and 1970’s to his receiving of the Presidential Medal of Freedom in 1994. This book is filled with great historical pictures of Jimmy Hoffa, Robert F. Kennedy, Richard Nixon, and Ronald Reagan and of course Cesar Chavez. The pictures give affirmation as to the many years and political people this man has affected.

b. **Rationale:** This book will appeal to the student who is focused on historical facts relating to the United States. It covers the history of American Workers through the Homestead Steel Strike of 1892, The Pullman Strike of 1894, and The Ludlow Massacre of 1913-14. It helps struggling readers through the use of pictures, captions, sub titles, quotes and timeline. His life of a nonviolent activist in the 1960’s models after another important historical figure in the United States (Dr. Martin Luther King Jr.). This will help some students view the similarities among many cultures and their fight against injustice.

c. **Usage of Text:** This book will be used inside the class room and highlighted to encourage reading outside of class. The book will be used as a preparation tool for the oral presentation requirement of Cesar Chavez. The student’s Spanish textbook highlights the accomplishments of Cesar Chavez, but doesn’t give detailed accounts of his life. This book will assist the student in learning about Cesar Chavez and offer needed information to present accurately and completely the life of this great man. The text will be highlighted in class to show the importance of sub titles, referenced sources, pictures, captions, and timeline relevant to historical events in the American migrant farmer workforce.

d. **Readability:** The readability of the text is based on two formats; The Fry instructional readability and the Flesh-Kincaid. It was calculated at a 5th grade reading. The Fry readability level calculated the book between 5th and 6th grade. Due to the variety of reading levels within this elected Spanish I. course the book will be available to all readers, but encouraged to 5th grade students or those who are reading above the 5th grade as an independent take home read.

THE TEXT SET

2. Farm worker’s Friend: The story of Cesar Chavez, David R. Collins
Grade: 4

Juvenile Biography

a. Introduction and Summary: This book focuses on Cesar Chavez life as a labor leader, political activist and the name given to him as a farm worker’s friend. The book offers insight into Chavez’ feelings as a young man into adulthood regarding the injustices faced by his family and so many other farm workers. The book is filled with remarkable pictures of the poor housing of many Mexican farm workers in California. The struggle against the injustice throughout his life was captured through the pictures within this book. The story helps the reader understand the “why” Cesar Chavez worked so hard to build a union for the migrant workers and to pursue his life long fight for the improvement of Latinos in America.

b. Rationale: This text will be used to offer deep insight on the life of Cesar Chavez. It will fulfill a requirement within the Spanish I. course for obtaining cultural perspectives, and historical individual associated with significant events within the Spanish community. Cesar Chavez’s life outlines many important events within the Latino community over many decades and includes the affect of his struggle on other prominent political figures in America. The text will tap into prior knowledge from the student’s history class or personal knowledge of injustice and allow for discussion and a more comprehensible oral presentation. The text will motivate a reluctant reader due to its content and use of pictures and captions.

c. Usage of Text: This book will be used inside of class as motivation to the importance of learning about this significant Latino leader. The teacher will highlight the book’s features of captions, pictures and content. As an outside reading, students above the fourth grade level will be encouraged to use this book as an independent read, however it will be available to everyone in the class as an option. The Spanish I. course is available to a variety of students that have different reading abilities. The goal of this text set is to enhance the student’s knowledge of historical contributions within the Latino community. The overall course focuses on the beginning language acquisition of Spanish. The students are expected to gain a greater knowledge of Cesar Chavez and present their findings in an oral presentation.

d. Readability: The readability of the text was based on the Fry Graph by Edward Fry. It was calculated above the fourth grade level. The book is filled with learning aids, organizational features such as headings, sub headings, and a note page, vocabulary is appropriate and the format aligns to an advanced fourth grade level to beginning fifth grade.

THE TEXT SET

3. La Causa: The Migrant Farm Workers’ Story, Dana Catherine de Ruiz
   Grade: 6
   Juvenile Biography
   a. Introduction and Summary: This story demonstrates the fight of many
      against the powers of American government. It resembles the story of
      David and Goliath. Goliath being the government with years of
      experience and power against people of poverty and no experience except
      the life experience of injustice. The people that Cesar Chavez represents
      are the ones who harvest the food we eat yet are shown little to no respect.
      This story gives pride to the term “Viva La Causa”!” Life to the cause or
      Life to the community! It explains Cesar Chavez quote “If you can”! or
      “Si Se Puede”. He wanted the Latino community to realize that a
      difference can be made and if you can do anything to assist in this cause
      then you must support the people of your community.
   b. Rationale: This text will be used to engage students to read about the life
      of Cesar Chavez. It will motivate the reader to understand and compare
      the importance of “the cause” for the Mexican farm workers and the
      similarities of the cause of civil rights. The student relate to the text
      during the oral presentation to provide details of the life and work of Cesar
      Chavez. The student will be able to identify other important leaders who
      helped in his fight against the power of government.
   c. Usage: This book will be used mainly outside of class as an independent
      read. The teacher will highlight in whole class instruction the main points
      of story focusing on the meaning of “La Causa” and allow students to
      relate to the term personally. The teacher will bring attention to the
      pictures being in black and white drawings and the extensive note pages in
      the back of the book. Students reading above a sixth grade reading level
      will be encourage to take this book home as a supplemental tool towards
      their oral presentation. All parts of the PAR will be used in this story.
      This text will act as preparation for the oral presentation; students will be
      assisted through scaffolding of information individually and used as a
      reflection piece to relate the term to their own life experiences.
   d. Readability: The readability of the text is based on the Flesh-Kincaid
      and calculated at the sixth grade reading level. The story’s content of
      detailed abused suffered by migrant farm workers may be more suitable
      for middle school aged children and the responsibility of relating the term
      to a personal experience is also considered. The term “La Causa” will be
      explained and discussed thoroughly for greater understanding.
THE TEXT SET

4-5. Cesar Chavez (César Chávez), By Ginger Wadsworth (Por Ginger Wadsworth)
Grade: 3
Juvenile Biography

a. Introduction and Summary: These books give account to the life of Cesar Chavez and how he inspired a people to fight against the injustice of farm workers. The story outlines the beginning of his life as a child and continues through adulthood. The story is written in both English and Spanish to address readers of both languages. The story is colorful and gives detail to the hardships of speaking another language and being firmly encouraged to speak English only to assimilate into the American culture.

b. Rationale: These texts will be used as comparison texts for the English and Spanish language as well as motivation for the students who are more familiar with Spanish. The goal of the texts is to provide information on the significant contributions of Cesar Chavez and to have the tools necessary to fully present this information orally in class. The texts will allow the students familiar with the language of Spanish an opportunity to use their prior knowledge and share some pronunciation strategies and vocabulary relating to the book. Students who are interested in learning more and comparing the language will have the opportunity to sit down with both books and view the translation skills.

c. Usage of Text: These texts will be used in class to highlight their similarities in story content and differences in language. The teacher will point out the symbols used in the Spanish language and some familiar vocabulary already learned in previous lessons. Students will be able to use books outside of class independently for comparison of as an additional learning tool for the Spanish language. These texts will be used frequently in class as an instructional tool due to the comparisons made in both English and Spanish.

d. Readability: The readability for the English text was calculated using the Fry instructional method and the Flesh-Kincaid. The Spanish readability was calculated using the following web sites (http://www.cs.utexas.edu/users/readability1/src/index?lang=English&content). I also used the babble fish translator for Spanish into English; however, this was not very helpful. The results showed a reading level of grade 3 in English, but a reading level of grade 2 in Spanish. Due to the grade levels being so close I decided to place my level at third grade since it is a beginning Spanish course.

  • Both books referenced with the same author, date publish and publisher.
6. **Harvesting Hope: The story of Cesar Chavez**, Kathleen Krull
   Grade: 4
   *Juvenile Biography*
   a. **Introduction and Summary**: The story focuses on the life of Cesar Chavez from a boy into adulthood. It talks about how he was teased as a child and was very soft spoken. As a teenager he knew things had to change. As an adult he led a peaceful non-violent protest through California and ignited a movement to improve the lives of migrant farm workers.
   b. **Rationale**: This book offers Cesar Chavez’s life in a chronological order with many pictures and illustrations about his life and family. The book is inviting and allows struggling or non motivated students an opportunity to engage through the colorful language and pictorials. It is an excellent book that covers detailed information, difficult content in an organized method.
   c. **Usage of Text**: The text will be used as an inside class motivational tool and as an outside class independent reading assignment. The students will be asked to learn and present historical facts about Cesar Chavez during an oral presentation. The book is leveled on a fourth grade reading ability and therefore in class the teacher will highlight important features such as the illustrations and note taking section at the back of the book. The PAR will be used in the preparation stage (accessing prior knowledge about Cesar Chavez), the assistance stage (the teacher highlighting points and directing the student in choosing appropriate book and reading level), Reflection (extending the reading through the oral presentation).
   d. **Readability**: The readability level was based on the Fry Graph by Edward Fry. It was calculated above the fourth grade level. The book may be used for struggling sixth graders because of its content of detailed accounts of the abuse suffered by migrant workers.
7. Cesar Chavez: Champion of Workers, Tyler Schumacher  
Grade: 3  
*Juvenile Biography*

a. **Introduction and Summary:** The book is the story and life of Cesar Chavez. It offers many facts about his life focusing on his mission of improvement in standards for the Mexican migrant farm workers. He founded the first successful farm workers union in the United States and was called an activist due to his passion to help others.

b. **Rationale:** This book offers many historical facts surrounding Cesar Chavez’s life. It is for the struggling student and gives the information in a clear format. The English Language Learners within the class will appreciate this book for its lack of jargon and idiomatic expressions. Chavez’s story is told simply and direct with the use of pictures, timelines, glossary and note page. It is a short story with plenty of information needed to assist in the students oral presentation requirements.

c. **Usage of Text:** The text will be highlighted for struggling readers and used as a take home book. The subtitles, quotations, captions, pictures, timeline and notes page makes this book appeal to hesitant readers. The teacher will also use this during small group work to assist struggling students with the oral presentation assignment.

d. **Readability:** The readability of the text was measured using the Flesh Kincaid, and the Fry Graph. The Fry Graph showed a level of 4th grade and the Flesh Kincaid had a level of second grade. It was unclear as to why the differences occurred. The graph was done three times and I decided to use the leveled paragraph format, and the Bader Analysis to make a final decision.

8. Cesar Chavez: The Labor Leader, Maria E. Cedeno
   Grade: 3
   Juvenile Biography
   a. **Introduction and Summary**: The story gives honor to the life of Cesar Chavez as one of the many important Hispanic leaders in America. The story outlines the affect of non violent protest through marches and fasting Cesar Chavez had for his migrant workers. The book also gives information regarding the labor laws of the United States.
   b. **Rationale**: The student will find this book direct with many facts of labor, unions, migrant workers and non violent protest practices. The book is for struggling readers and is assisted through pictures, captions, and subtitles. Most of the pictures are in black and white to show the time frame in which Chavez’s fight began. The book allows the reader insight into the self sacrifice required in making a movement successful.
   c. **Usage of Text**: This book will be used both in class and out of class. It will be highlighted just as the other books within the set. However, it will be geared towards struggling readers. The teacher will use this book in small reading groups to assist students in obtaining all the needed information for their oral presentations. The students will be able to take book home for further reading however, the struggling readers will be encouraged to use this book independently.
   d. **Readability**: The reading ability for this book was calculated using the Flesh-Kincaid only. The level was found to be of a third grade level. The book is organized well with sub titles, pictures, and captions. The vocabulary is appropriate for third grade as well as the inclusion of timeline.
CESAR CHAVEZ BIOGRAPHY
TEXT SET