

Building Background Knowledge and Supporting Vocabulary Development in English Language Learners/Multilingual Language Learners: Grade 7 Exemplars

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Grade 7: A Long Walk to Water

<https://www.engageny.org/resource/grade-7-ela-module-1>

Overview	
<p>Background 1: A Constant Search for Water</p>	<p>American Institutes for Research (AIR) developed this activity to provide students with background information on the environmental conditions in southern Sudan before they read <i>A Long Walk to Water</i>.</p> <p>INSTRUCTIONS FOR TEACHERS</p> <ul style="list-style-type: none"> • Turn to Expeditionary Learning: Grade 7: Module 1: Unit 1: Lesson 1. • Follow the instructions for the Opening and Work Time Part A. • Complete the background activity “A Constant Search for Water,” which AIR has provided on the following pages.. • Follow the instructions for Work Time Part B, Closing and Assessment, and Homework from the Expeditionary Learning materials.
<p>Background 2: Time Trip – Sudan’s Civil War</p>	<p>This activity was adapted from Expeditionary Learning: Module 1, Unit 1, Lesson 6, page 7. A supplementary paragraph was added to the end of the text with updated information on South Sudan. Images (with captions), glossed words, and questions were added throughout to support English language learner (ELL) students’ understanding of the text.</p> <p>INSTRUCTIONS FOR TEACHERS</p> <ul style="list-style-type: none"> • Turn to Expeditionary Learning: Grade 7: Module 1: Unit 1: Lesson 6. • Follow the instructions for the Opening. • Replace Work Time Part A with the background activity “Time Trip – Sudan’s Civil War,” which AIR has provided on the following pages. • Follow the instructions for Work Time Part B, Closing and Assessment, and Homework from the Expeditionary Learning materials.

Overview	
Glossary of key vocabulary: <i>A Long Walk to Water</i>	This glossary provides definitions and sample sentences for key vocabulary drawn from <i>A Long Walk to Water</i> (pages 1–25). The quartile from the list of the 4,000 most frequent words is also provided, where applicable. Glossed words include those identified in the Expeditionary Learning materials and those identified by AIR staff as key to understanding the text.

Background 1: A Constant Search for Water

A Constant Search for Water
<p>The book <i>A Long Walk to Water</i> tells two separate stories at the same time. Each chapter tells the story of a boy named Salva side-by-side with the story of a girl named Nya. Salva and Nya lived in Southern Sudan during different time periods. Salva lived in Southern Sudan in 1985, and Nya lived in Southern Sudan in 2008. This background lesson describes what was happening in Sudan when Nya lived there in 2008. In preparation for reading <i>A Long Walk to Water</i>, we are going to learn about the lack of water in Southern Sudan, because this relates to Nya’s story. (You can see a map of Southern Sudan and other locations from the story on the title page of the book.)</p> <p>(This text was written for this lesson.)</p>
<p>INSTRUCTIONS FOR STUDENTS</p> <ul style="list-style-type: none"> • Look at the guiding question • Read the text about southern Sudan. • Use the glossary to help you understand new words. • Answer the supplementary questions. • Answer the guiding question. • Discuss your answers with the class.
<p>Guiding Question: <i>What are the challenges related to water in Southern Sudan?</i></p>

<p>Southern Sudan is very hot. Temperatures are often above 120°F.</p> <p>Southern Sudan has two seasons: a rainy season and a dry season. During the rainy season, people have plenty of water. During the dry season, most</p>	<p>Glossary</p> <p>bacteria – germs; very small living things that you cannot see</p> <p>contaminated – dirty and infected</p> <p>crops – plants grown on a farm</p>
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sources of water dry up. People do not have enough water for their **crops** and their animals.



During the dry season, millions of Sudanese have to leave their villages to look for water. Women and children walk for miles to collect water.



It can take up to eight hours a day to collect water.¹ People do not have time to do other things. Many children cannot go to school because they have to help their families get water.

The water is often **contaminated**. It has **parasites** and **bacteria** that cause **diseases**. Many people,

diseases – sicknesses

parasites – small animals that live in another living thing

seasons – times of the year (for example, the rainy season and the dry season)

sources – places where something starts

¹ <http://www.waterforsouthsudan.org/the-need/>

especially children, get sick from drinking the water. Some people die.



When people have access to clean water, it helps to improve their health and their education.

Word Bank

time	crops	parasites	women
animals	dry	rainy	water
children	hot	two	contaminated

Supplementary Questions

1. What is the temperature in Southern Sudan?

The temperature is very _____.

2. How many seasons does Southern Sudan have?

Southern Sudan has _____ seasons. Southern Sudan has a _____ season and a _____ season. [EN, EM]

Southern Sudan _____. [TR]

3. Why do millions of Sudanese have to leave their villages during the dry season?

Millions of Sudanese have to look for _____. [EN, EM]

Millions of Sudanese _____. [TR]

4. Why do people search for water?

People need water for their _____ and _____. [EN, EM]

People search for water because _____. [TR]

5. Who has to get water for the villages?

_____ and _____ walk miles every day to collect water. [EN, EM]

The people who have to get the water are _____. [TR]

6. Why do most children **not** go to school?

Most children do not go to school because they have no _____ after walking all day to get water. [EN, EM]

Most children do not go to school because _____.

[TR]

7. Why is water often the cause of sickness and death?

The water is often _____. The water has _____ and bacteria that cause diseases. [EN, EM]

The water is _____. [TR]

Guiding Question: *What are the challenges related to water in Southern Sudan?*

Background 2: Time Trip—Sudan’s Civil War

Time Trip: Sudan’s Civil War

The book *A Long Walk to Water* tells two separate stories at the same time. Each chapter tells the story of a boy named Salva side-by-side with the story of a girl named Nya. Salva and Nya lived in Southern Sudan during different time periods. Salva lived in Southern Sudan in 1985, and Nya lived in Southern Sudan in 2008. This background lesson describes what was happening in Sudan when Salva lived there in 1985.

(This text is from Module 1, Unit 1, Lesson 6, page 7. AIR added a paragraph at the end to include more recent history.)

INSTRUCTIONS FOR STUDENTS

- Look at the guiding question.
- Read the text about Sudan’s civil war.
- Use the glossary to help you understand new words.
- Answer the supplementary questions.
- Answer the guiding question.
- Discuss your answers with the class.

Guiding Question: *What is the history of war in Sudan?*

The current **conflict** in Sudan is only the latest chapter in the country’s violent history. Apart from an 11-year peace from 1972 to 1983, Sudan has been **entrenched** in war since it became an independent nation in 1956.



The **Darfurian conflict erupted** just as a long **civil war** between northern and southern Sudan was **winding down**.

Glossary

Arab – a person from Arabia

civilians – people who are not in the military

civil war – a war between groups of people from the same country

conflict – a fight or war

Darfurian conflict – fighting in 2003 between the government of Sudan and rebels in the Darfur region of western Sudan

deadliest – causing the most deaths

entrenched^{*2} – constantly involved

erupted – happened suddenly

flee – to run away or escape

² Words with an asterisk (*) are highlighted in the Expeditionary Learning lessons.



That war was fought between the mainly **Muslim**, **Arab** north and the mostly non-Muslim, non-Arab south. It began in 1983 and was one of the longest lasting and **deadliest** wars of the 20th century.

About two million **civilians** were killed, and more than four million people were forced to **flee** their homes.



Muslim – a person who follows the religion of Islam

winding down – slowly ending

Word Bank			
1956	different	million	non-Muslim
1972	civilians	Muslim	one
1983			

Supplementary Questions			
<p>1. When did Sudan become an independent nation?</p> <p>Sudan became an independent nation in _____. [EN, EM]</p> <p>2. When did Sudan have a period of peace?</p> <p>Sudan had a period of peace between _____ and 1983. [EN, EM]</p> <p>3. What is a civil war?</p> <p>A civil war is a war between groups of people from the _____ country. [EN, EM]</p> <p>A civil war is _____ . [TR]</p> <p>4. When was the start of Sudan’s longest civil war of the 20th century?</p> <p>Sudan’s longest civil war started in _____. [EN, EM]</p> <p>5. Which groups were fighting each other during this long civil war?</p> <p>The longest civil war was fought between the mostly _____, Arab north and the _____, non-Arab south. [EN, EM]</p> <p>The longest civil war was fought _____ . [TR]</p> <p>6. What was one of the results of this war?</p> <p>About two million civilians were _____ and more that four million people were forced to _____ their homes. [EN, EM]</p> <p>The result of this war was _____</p> <p>_____ . [TR]</p>			
<p>Guiding Question: <i>What is the history of war in Sudan?</i></p>			

Guiding Question: *What happened to many boys in Sudan during the war?*

Some of the **refugees** are known as the Lost Boys of Sudan. **Fleeing** violence and the fear of being forced into war, thousands of boys **fled** by foot to Ethiopia.



The 1,000-mile **trek** was **grueling**. They went days without food or water, eating leaves and berries and **sucking** liquid from mud to stay alive. **Exhausted**, some boys died of **starvation** or **dehydration**.



Glossary

dehydration* – a dangerous lack of water

exhausted – very tired

fled – ran away or escaped

fleeing – running away or escaping

grueling* – very tiring or difficult

refugees – people who leave their country because of great danger

starvation – a dangerous lack of food

sucking – pulling into the mouth

trek – a slow or difficult trip

Word Bank

danger
dehydration

leaves
starvation

sucking
thousands

violence

Supplementary Questions

1. What are refugees?

Refugees are people who leave their country because of great _____ in that country. [EN, EM]

Refugees are _____ . [TR]

2. Who are the Lost Boys of Sudan?

The Lost Boys of Sudan are _____ of boys who fled by foot to Ethiopia.
[EN, EM]

The Lost Boys of Sudan were _____ . [TR]

3. Why did the boys flee Sudan?

The boys fled Sudan on foot because of the _____ and fear of being forced to fight in the war. [EN, EM]

The boy left Sudan because _____ . [TR]

4. How did they survive?

They survived by eating _____ and berries and _____ liquid from mud.
[EN, EM]

The boys survived by _____ . [TR]

5. Why did some of the boys die?

Some boys died of _____ and _____. [EN, EM]

Some of the boys died because _____. [TR]

Guiding Question: *What happened to many boys in Sudan during the war?*

Guiding Question: *What happened to the boys when they were in Ethiopia?*

The boys who continued found **shelter** at a **refugee camp** in Ethiopia, but their safety was **short-lived**.

Glossary

drowned – died under water because of lack of air

erupted – happened suddenly

flee – to run away or escape



A refugee camp

Fighting **erupted** in Ethiopia in 1991, forcing them to **flee** again. As they ran, gunmen in tanks fired at them.



To escape, the boys had to cross the **crocodile-infested** River Gilo. Thousands **drowned**, were eaten by crocodiles, or were shot.



crocodile-infested – full of crocodiles

refugee camp – a temporary shelter for people who leave their country because of great danger

shelter – a place or structure that gives protection against weather or danger

short-lived – for a short time

Word Bank		
drowned	fighting	shot

Supplementary Questions		
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1. Where did the boys find shelter?

The boys found shelter at a refugee camp in _____. [EN, EM]

The boys found shelter _____. [TR]

2. Why did the boys leave the refugee camp in Ethiopia?

The boys left the refugee camps in Ethiopia because _____ erupted. [EN, EM]

The boys left Ethiopia because _____. [TR]

3. What happened when the boys ran?

When the boys ran, gunmen in tanks _____ at them. [EN, EM]

When the boys ran _____. [TR]

4. What happened when the boys escaped and crossed the river?

Thousands _____, some boys were eaten by crocodiles, and some were shot.

[EN, EM]

When they tried to escape, some were _____. [TR]

Guiding Question: <i>What happened to the boys when they were in Ethiopia?</i>

Guiding Question: <i>What happened to the boys when they were in Kenya?</i>

<p>By the time the boys arrived at a refugee camp in Kenya in 1992, only 10,000—fewer than half of the original 26,000—were still alive.</p>	<p style="text-align: center;">Glossary</p> <p>refugee camp – a temporary shelter for people who leave their country because of great danger</p> <p>Kenya – a country in the eastern part of Africa</p>
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After nine years at the camp, about 4,000 of the Lost Boys were brought by the U.S. government to cities in the United States to begin new lives.



Word Bank

10,000

Kenya

nine

United States

Supplementary Questions

1. Where did the boys go?

The boys went to a refugee camp in _____. [EN, EM]

2. How many boys were still alive?

About _____ boys were still alive. [EN, EM]

3. How long were some of them in Kenya? [TR]

Some boys were there for _____ years. [EN, EM]

4. Where did 4,000 of the boys go to live? [TR]

About 4,000 boys came to the _____. [EN, EM]

Guiding Question: *What happened to the boys when they were in Kenya?*

Guiding Question: *What is happening to refugees from Sudan after the war?*

Now, some Lost Boys are returning home. A **peace agreement** signed on January 9, 2005, officially ended Sudan's **civil war**. Though **aid agencies** recently reported that many communities in the south still **lack** food and water, some 500,000 Sudanese are **expected** to return home this year in what is one of the largest movements of people in recent history.

Glossary

aid agencies – groups that help people or countries in need

civil war – a war between groups of people from the same country

expected – predicted to happen

lack – to be without something that is needed

peace agreement – an understanding to stop the fighting or war

Word Bank

2005

500,000

movements

peace agreement

Supplementary Questions

1. Why are some of the Lost Boys returning home?

Some of the boys are returning home because a _____ was signed. [EN, EM]

Some of the boys are returning home because _____. [TR]

2. When did Sudan's civil war end?

Sudan's civil war ended on January 9, _____. [EN, EM]

3. What is special about the people of Sudan returning home?

About _____ Sudanese are expected to return home, making this one of the largest _____ of people in recent history. [EN, EM]

The return of the people to Sudan is special because _____
_____. [TR]

Guiding Question: *What is happening to refugees from Sudan after the war?*

Background 3—Recent History of Sudan

(This text is new and was written by AIR for the ELL lesson.)

Guiding Question: *What was the final result of the years of fighting in Sudan?*



Although the civil war officially ended, fighting among groups continued after the **peace agreement** in 2005. There were several years of war and **negotiation**. Finally, the **opposing** groups accepted a plan for peacekeeping. The plan was coordinated by the **African Union** and the **United Nations**.

In January 2011, the South voted to separate and become the Republic of South Sudan. On July 9, 2011, the country was divided into two independent countries: Sudan and South Sudan.

The area in southern Sudan where Nya lived in 1985 and Salva lived in 2008 is now an independent country called South Sudan. Even in 2015, the violence continues and the people of South Sudan continue to search for survival.

Glossary

peace agreement – an understanding reached to stop the fighting or war

negotiations – discussions to help people agree on something

opposing – against each other

African Union – a union of the 54 countries in Africa

United Nations – an organization of many countries that works to promote cooperation and prevent conflicts

Word Bank

African Union
continued

divided
No

separate
South Sudan

United Nations

Supplementary Questions

1. Did the fighting in Sudan end after the 2005 peace agreement?

_____, after the 2005 peace agreement fighting _____ between opposing groups.

[EN, EM]

After the 2005 peace agreement, _____. [TR]

2. Who coordinated a plan to keep the peace?

The peacekeeping plan was coordinated by the _____ and the

_____. [EN, EM]

The peacekeeping plan was coordinated by _____

_____. [TR]

3. What was the result of the vote in January 2011?

In January 2011, the south voted to _____ from the Sudan. [EN, EM]

The result of the January 2011 vote was _____. [TR]

4. What happen to Sudan after the vote?

Sudan was _____ into two countries: Sudan and _____. [EN,

EM]

After the vote, Sudan was _____. [TR]

Guiding Question: *What was the final result of the years of fighting in Sudan?*

Glossary of key vocabulary: *A Long Walk to Water*³

Vocabulary word	Quartile	Definition	Sample sentence from the text
aiming <i>apuntando</i>	N/A	pointing at something	He was not aiming it; he was using it to lift Silva’s chin so he could get a better look at his face (pg. 11).
aimless* <i>sin propósito</i>	N/A	no purpose; no goal	When one of them managed to kill a ground squirrel or a rabbit, a guinea hen or a grouse, the boys’ aimless play halted and there was suddenly a lot of work to do (pg. 4).
arrows <i>flechas</i>	Q3	a thin stick with a point at one end; a weapon	Other times they would practice with their bows and arrows , shooting at small animals or birds (pg. 3).
artillery* <i>artillería</i>	N/A	large guns that are used to shoot over a long distance	During the daytime, Salva could hear the distant booming of artillery from the fighting a few miles away (pg. 18).
aware <i>consciente</i>	Q2	knowing	Salva was well aware of how lucky he was to be able to go to school (pg. 2).
backfiring* <i>explotando</i>	N/A	making a loud sound when the fuel is not burning correctly	Or just a car backfiring ? (pg. 5)
bows <i>arcos</i>	N/A	weapons used for shooting arrows	Other times they would practice with their bows and arrows, shooting at small animals or birds (pg. 3).
bush* <i>arbusto</i>	Q2	a low plant like a small tree	“Go quickly, all of you,” the teacher said, his voice low and urgent. “Into the bush ...” (pg. 6).
bumping <i>golpeando</i>	N/A	hitting	She could even drag it behind her, bumping it against the ground and raising a tiny cloud of dust with each step (pg. 1).

³ The vocabulary pertains to Chapters 1–4 of *A Long Walk to Water*. Words with an asterisk (*) are highlighted in the Expeditionary Learning lessons.

Vocabulary word	Quartile	Definition	Sample sentence from the text
caw <i>graznido</i>	N/A	a loud sound made by a crow	There was always so much life around the pond: other people, mostly women and girls, who had come to fill their own containers; many kinds of birds, all flap and twitter and caw ; herds of cattle that had been brought to the good grazing by the young boys who looked after them (pg. 14).
clay <i>arcilla</i>	Q2	a heavy, sticky material from the earth that gets hard when it is baked or dried	Salva and the other boys made cows out of clay (pg. 3).
cleared his throat <i>aclaró su garganta</i>	Q1 (cleared) Q2 (throat)	gave a small cough	The teacher cleared his throat , which drew the boys' attention to the front of the room (pg. 5).
comforting <i>reconfortante</i>	N/A	calming	Still, it was comforting to see them (pg. 10).
complain <i>quejarse</i>	Q4	to say that you are not happy with something	He knew the answer: because he was a child... who might tire easily and slow them down, and complain about being hungry, and cause trouble somehow (pg. 15).
container <i>contenedor</i>	Q3	box	Going, the plastic container held only air (pg. 1).
cradle* <i>mecer</i>	N/A	to rock back and forth	Tall for her eleven years, Nya could switch the handle from one hand to the other, swing the container by her side, or cradle it in both arms (pg. 1).
crept <i>reptó</i>	Q4	moved slowly and quietly	Holding his breath, he crept closer, until he could see her face clearly (pg. 15).
dizzy <i>mareado</i>	N/A	feeling that you are turning around in circles and that you are going to fall	Salva stood so quickly that for a moment he felt dizzy (pg. 13).
drag <i>arrastrarlo</i>	Q4	pull	She could even drag it behind her, bumping it against the ground and raising a tiny cloud of dust with each step (pg. 1).
droned* <i>recitó con sonsonete</i>	N/A	spoke for a long time in a boring voice	The teacher droned on with the lesson, about the Arabic language (pg. 2).
ducking <i>agachando</i>	N/A	lowering your head	Some of the boys moved at once, ducking their heads and hunching over (pg. 5).

Vocabulary word	Quartile	Definition	Sample sentence from the text
edged <i>avanzó</i>	N/A	advanced; moved	The teacher edged his way along the wall to the window (pg. 6).
feast <i>banquetear</i>	Q4	to eat a large meal with many different types of foods	Honey! This night, they would feast! (pg. 25)
flicking <i>girando</i>	N/A	moving quickly back and forth	His eyes kept flicking toward the window, through which he could see the road (pg. 2).
flinched* <i>encogió</i>	N/A	moved suddenly in fear	Salva flinched at her glance (pg. 16).
folded <i>cruzadas</i>	Q3	together; crossed	He kept his head turned toward the front, hands folded , back perfectly straight (pg. 1).
frowned <i>frunció el ceño</i>	N/A	made a sad face	She frowned . “Are you an orphan?” (pg. 17)
glance <i>ojeada</i>	Q3	a quick look	Salva saw all this with one glance (pg. 7).
gourd* <i>calabaza</i>	N/A	a rounded fruit	Nya took the hallowed gourd that was tied to the handle of the plastic container (pg. 14).
grazing* <i>pastoreo</i>	Q4	grass	He and his brothers, along with the sons of his father’s other wives, would walk with the herds to the water holes, where there was good grazing (pg. 3).
grouse <i>gallo lira</i>	N/A	a small bird	When one of them managed to kill a ground squirrel or a rabbit, a guinea hen or a grouse , the boys’ aimless play halted and there was suddenly a lot of work to do (pg. 4).
grumbling <i>refunfuñando</i>	N/A	complaining quietly	A few in the group were shaking their heads and grumbling (pg. 22).
gunfire <i>disparos</i>	N/A	the sound of guns	Gunfire! “Everyone, <i>DOWN!</i> ” the teacher shouted (pg. 5).
halted <i>se detuvo</i>	N/A	stopped; paused	When one of them managed to kill a ground squirrel or a rabbit, a guinea hen or a grouse, the boys’ aimless play halted and there was suddenly a lot of work to do (pg. 4).
hazy <i>brumoso</i>	N/A	partly clouded by smoke	On the far horizon, the sky was hazy from the smoke of the bombs (pg. 15).

Vocabulary word	Quartile	Definition	Sample sentence from the text
headscarf <i>turbante</i>	N/A	a piece of cloth worn over the head	From far off he would see her bright orange headscarf , and he would raise his arm in greeting (pg. 5).
heel <i>talón</i>	Q4	the back part of the foot	There it was, a big thorn that had broken off right in the middle of her heel (pg. 8).
herding* <i>arreando</i>	N/A	gathering and moving	But some days he wished he were still back at home herding cattle (pg. 3).
hesitated* <i>dudó</i>	N/A	paused	Salva hesitated for a moment (pg. 11).
horizon* <i>horizonte</i>	Q3	the line where the earth and the sky meet	The smudge on the horizon gained color as Nya drew nearer, changing from hazy gray to olive green (pg. 14).
hunching <i>enconrvándose</i>	N/A	bending	Some of the boys moved at once, ducking their heads and hunching over (pg. 5).
Islam <i>Islam</i>	N/A	a religion founded by Muhammad; the religion of Muslims	Most of the people who lived in the north were Muslim, and the government wanted all of Sudan to become a Muslim country—a place where the beliefs of Islam were followed (pg. 6).
keep watch <i>vigilar</i>	Q1 (keep) Q1 (watch)	to look out for danger	They spent the night right there by the road, the men taking shifts to keep watch (pg. 10).
littered* <i>regadas</i>	N/A	scattered	She always tried not to step on the spiky plants that grew along the path, but their thorns littered the ground everywhere (pg. 8).
midst <i>en medio de</i>	Q4	middle	Salva stayed in the midst of the crowd with the other villagers from Loun-Ariik (pg. 10).
Muslim <i>Musulmán</i>	N/A	people who follow the religion of Islam	Most of the people who lived in the north were Muslim , and the government wanted all of Sudan to become a Muslim country—a place where the beliefs of Islam were followed (pg. 6).
nursing <i>amamantando</i>	N/A	feeding from a breast	Her mother was nursing the baby, Nya's little brother (pg. 20).
objected* <i>se opuso</i>	N/A	showed negative feeling	After that, no one objected (pg. 12).

Vocabulary word	Quartile	Definition	Sample sentence from the text
peek <i>ojeada</i>	N/A	look for a short time	He took a quick peek outside (pg. 6).
poke <i>tocar</i>	N/A	push with a thin and sharp object	Then she picked up another thorn and used it to poke and prod at the first one (pg. 8).
pounded <i>palpitaba</i>	N/A	beat loudly and quickly	He felt his heart beating so hard that its pulse pounded in his throat and ears (pg. 7).
practice <i>practicar</i>	Q1	to live according to the customs and teachings of a religion	But the people in the south were of different religions and did not want to be forced to practice Islam (pg. 6).
protested* <i>protestó</i>	N/A	disagreed	Salva watched as one man protested that he did not want to go with the rebels (pg. 12).
pulse <i>pulso</i>	N/A	the beating of the arteries, caused by the beating of the heart	He felt his heart beating so hard that its pulse pounded in his throat and ears (pg. 7).
rebels* <i>rebeldes</i>	N/A	people who fight against the government	Salva did not understand much about it, but he knew that rebels from the southern part of Sudan, where he and his family lived, were fighting against the government, which was based in the north (pg. 6).
recalled <i>recordado</i>	Q3	remembered	He wished he hadn't recalled those times, because the memories made him hungry... Milk (pg. 4).
relief <i>alivio</i>	Q2	the feeling of not having a worry you had before	Relief flooded through him (pg. 9).
rhythm <i>ritmo</i>	N/A	a regular, repeated pattern	As Salva walked, the same thoughts kept going through his head in rhythm with his steps (pg. 9).
ritual* <i>rituales</i>	N/A	done as part of a ceremony	The ritual scar patterns on her forehead were familiar: They were Dinka patterns, which meant that she was from the same tribe as Salva (pg. 15).
rose* <i>aumentó</i>	Q1	became higher; increased	Salva stared at her as panic rose inside him. <i>Why can't I go with her?</i> (pg. 18)
scanned <i>observó</i>	N/A	looked at	Salva scanned their faces (pg. 10).

Vocabulary word	Quartile	Definition	Sample sentence from the text
scattered* <i>diseminada</i>	Q2	spread	The fighting was scattered all around southern Sudan, and now the war had come to where Salva lived (pg. 6–7).
scrambled* <i>se levantaron</i>	N/A	moved quickly	The boys scrambled to their feet (pg. 7).
scurried* <i>apresuró</i>	N/A	moved quickly and with short steps	Salva scurried over to the women’s side (pg. 12).
shade <i>tapaba</i>	Q3	to block strong light	She would shade her eyes with one hand, searching for him (pg. 5).
sizzled <i>chisporroteaban</i>	N/A	made a hissing sound	The juices dripped and sizzled (pg. 4).
sludge <i>lodo</i>	N/A	thick, soft, wet mud	The dirt under her feet turned to mud, then sludge , until at last she was ankle-deep in water (pg. 14).
sluggishly <i>perezosamente</i>	N/A	lazily	Salva wondered sluggishly if they shouldn’t try to keep up a bit better (pg. 23).
smudge <i>mancha</i>	N/A	stain	The smudge on the horizon gained color as Nya drew nearer, changing from hazy gray to olive green (pg. 14).
sorghum <i>sorgo</i>	N/A	a kind of tropical grass that is grown for food	She handed Nya a bowl of boiled sorghum meal and poured a little milk over it (pg. 20).
spiky <i>espinosas</i>	N/A	sharp	She always tried not to step on the spiky plants that grew along the path, but their thorns littered the ground everywhere (pg. 8).
strained <i>esforzó</i>	N/A	forced with great effort	He strained his ears (pg. 24).
stumbled <i>trastabilló</i>	N/A	walked in an awkward way	Salva stumbled back to the barn (pg. 19).
stunted <i>atrofiados</i>	N/A	stopped from growing	The terrain changed from scrub to woodland; they walked among stands of stunted trees (pg. 23).
supper time <i>hora de la cena</i>	N/A	time for the evening meal	When he got home, he would have a bowl of fresh milk, which would keep his belly full until supper time (pg. 5).
surrounded <i>rodeados</i>	Q2	closed in; confined on all sides	Some of the rebels then joined the back of the line; now the villagers were surrounded (pg. 10).

Vocabulary word	Quartile	Definition	Sample sentence from the text
thorns <i>espinas</i>	N/A	sharp points on the stem of some plants	And thorns (pg. 1).
tossed <i>voletaba</i>	Q4	moved about; turned over	Salva tossed restlessly in the itchy hay (pg. 12).
tribe <i>tribu</i>	Q2	a group of people that includes many families and relatives who have the same language, traditions, and beliefs	No one, it seemed, was sure where Nuer land ended and Dinka land began, so each tribe tried to lay claim to the areas richest in water (pg. 16).
tripped <i>tropezó</i>	N/A	stumbled; walked clumsily	He tripped and almost fell (pg. 9).
uncertainly <i>vacilante</i>	N/A	not sure	At first, everyone stood around uncertainly , speaking in tense whispers or silent with fear (pg. 9).
uncertainty* <i>incertidumbre</i>	N/A	unknown	But at least he was not alone now, and that knowledge was stronger than the uncertainty about what the woman might do or say to him (pg. 16).
veered <i>viró</i>	N/A	changed directions; turned quickly	Overheard, a jet plane veered away like a sleek evil bird (pg. 8).
wander* <i>deambular</i>	Q3	to stop concentrating on something and let your mind think about other things	He already knew the lesson, which was why he was letting his mind wander down the road ahead of his body (pg. 2).
wandered <i>deambuló</i>	Q3	moved with no purpose	Salva wandered around until he heard the words “Loun-Ariik! The village of Loun-Ariik, here!” (pg. 9)
waving <i>ondeando</i>	Q1	moving in a repeated motion	Some of the men were shouting and waving guns (pg. 7).
whispers <i>murmillos</i>	N/A	speaking softly and quietly	At first, everyone stood around uncertainly, speaking in tense whispers or silent with fear (pg. 9).

Grade 7: Chávez’s Commonwealth Club Address

<https://www.engageny.org/resource/grade-7-ela-making-evidence-based-claims-unit-cesar-chavez>

Overview	
<p>Background: Cesar Chávez: Embrace the Legacy</p>	<p>American Institutes for Research (AIR) adapted this activity from a recommended resource listed in Expeditionary Learning: Module 2A, Unit 2, Lesson 1. This text is from the video <i>Cesar Chávez: Embrace the Legacy</i> found at: http://www.youtube.com/watch?v=e7GCCBIgFaQ.</p> <p>A segment of the script was selected for students to read as they listen and view the video. The text segment begins at 1:30 and runs through 4:30. Images, glossed words, and questions were added throughout to support English language learner (ELL) students’ understanding of the text and the video.</p> <p>INSTRUCTIONS FOR TEACHERS</p> <ul style="list-style-type: none"> • Turn to Expeditionary Learning: Grade 7: Module 2A: Unit 2: Lesson 1. • Follow the instructions for the Opening and Work Time Part A. • Complete the background activity “Cesar Chávez: Embrace the Legacy,” which AIR has provided below. • Follow the instructions for Work Time Part B, Closing and Assessment, and Homework from the Expeditionary Learning materials.
<p>Glossary of key vocabulary: Chávez’s Commonwealth Club Address</p>	<p>This glossary provides definitions and sample sentences for key vocabulary drawn from <i>Chávez’s Commonwealth Club Address</i> (Module 2A: Unit 2: Lesson 8, page 10–21). The quartile from the list of 4,000 most frequent words is also provided, where applicable. The glossed words include those identified in the Expeditionary Learning materials and those identified by AIR staff as key to understanding the text.</p>

Background: Cesar Chávez: Embrace the Legacy

Cesar Chávez: Embrace the Legacy

César Chávez fought for the rights of farm workers in the United States. In 1984, César Chávez gave a speech to the Commonwealth Club of California. His speech described the difficulties that farm workers face in their fight for justice. In preparation for reading his speech, we will learn more about César Chávez by watching a video about him. Then, we will read a text from the video.

(The text below was transcribed for this lesson from the video:

<http://www.youtube.com/watch?v=e7GCCBIgFaQ>. The information on Chavez’s background begins at 1:33 and runs through 4:30.)

INSTRUCTIONS FOR STUDENTS

- Watch the video: <http://www.youtube.com/watch?v=e7GCCBIgFaQ>.
- Look at the guiding question.
- Read the text about Cesar Chávez.
- Use the glossary to help you understand new words.
- Answer the supplementary questions.
- Answer the guiding question.
- Discuss your answers with the class.

Guiding Question: *How would you describe Cesar Chávez’ childhood in your own words?*

Born from **humble** beginnings, Cesar Chávez was raised on his family’s Arizona farm and he **attained** no more than an eighth grade education. He was forced to quit school when his family lost their farm during the **Great Depression**. The family came to California and began a new life as **migrant workers**. Despite these **hardships**, Cesar Chávez rose to become one of the most respected **civil rights** leaders of the twentieth century.

Glossary

humble – not proud; modest

attained – achieved

Great Depression – a period of economic difficulty in the United States

migrant*⁴ workers – people who move from place to place to get work

hardship – a condition of great suffering or difficulty

civil rights – things that every person should be allowed to do, such as the right to vote and the right to own property

Word Bank

California

civil rights

eighth grade

lost

farm

⁴ Words with an asterisk (*) are highlighted in the Expeditionary Learning lessons.

Supplementary Questions

1. Where was Cesar Chávez raised?
Cesar Chávez was raised in his family's Arizona _____. [EN, EM]
Cesar Chávez was from _____. [TR]
2. How much education did Cesar Chávez attain?
He attained no more than an _____ education. [EN, EM]
He attained _____. [TR]
3. Why was Cesar Chávez forced to quit school?
He was forced to quit school because his family _____ their farm during the Great Depression. [EN, EM]
He was forced to quit school because _____. [TR]
4. Where did his family go to find work?
His family moved to _____ to work as migrant farm workers. [EN, EM]
His family moved to _____. [TR]
5. What did Cesar Chávez accomplish?
Cesar Chávez became one of the most respected _____ leaders of the twentieth century. [EN, EM]
Cesar Chávez became _____. [TR]

Response to Guiding Question: *How would you describe Cesar Chávez' childhood in your own words?*

Guiding Question: *What was Cesar Chávez' vision?*

“Here was a guy whose opinions were created on the job, in the fields, with the people, and **evoked** a spirit and **challenge** to all of us to do what is right for its own sake. Do it so that you're free.”

Glossary

- challenge** – invite; inspire
evoked – brought to mind; called
envisioned – pictured in the mind; imagined
crusade – a fight
conditions – things that affect comfort or safety
vans – covered trucks



Cesar Chávez **envisioned** a movement, a **crusade** that would inspire farm workers and the course of Americas laborers, to join together to organize themselves, and by doing so changed their lives forever. His vision would become the United Farm Workers of America.

“The work of Cesar Chávez is so extraordinary it must not be forgotten. Certainly not the fights that we continue to have, in unsafe **conditions** and **vans** without seatbelts. It’s extraordinary that we still fight these battles.”

Word Bank

field

organize

movement

unsafe

right

United Farm Workers of
America

Supplementary Questions

- How did Cesar Chávez form his opinions?
His opinions were created on the job, in the _____, with the people. [EN, EM]
His opinions were created _____. [TR]
- What did Cesar Chávez challenge people to do?
His challenge to all of us was to do what is _____ for its own sake. [EN, EM]
His challenge was _____. [TR]
- What did Cesar Chávez envision?

Cesar Chávez envisioned a _____ that would inspire farm workers and other Americas laborers to join together to _____ themselves. [EN, EM]
 Cesar Chávez envisioned _____. [TR]

4. What was the result of his vision?
 His vision resulted in the creation of the _____. [EN, EM]
 His vision _____. [TR]

5. What did Cesar Chávez fight for that continues to be a problem?
 Farm workers continue to fight because they still work in _____ conditions. [EN, EM]
 Farm workers continue to fight _____. [TR]

Response to Guiding Question: *What was Cesar Chávez' vision?*

Guiding Question: *What did Cesar Chávez fight for?*

<p>Chávez also fought for the legal right of farm workers to form their own union, a right enjoyed by other workers in the United States. He fought for the right to have clean drinking water in the fields. The right to have access to bathrooms. And the right to stop work and enjoy a simple lunch break. He fought for the right to a fair wage, the right to collect unemployment insurance and he fought for the right to send their children to proper schools to finish their education.</p> <p>Cesar Chávez challenged the unjust normalcy of that not long ago past. He challenged what was then a commonplace injustice and in so doing changed the face of America.</p>	<p style="text-align: center;">Glossary</p> <p>commonplace – ordinary; not special injustice – unfairness; lack of justice union* – an organization of workers fair wage – equal treatment for paying money to people for doing work unemployment insurance – a promise of a company to pay money to you if you lose your job unjust – not fair</p>		
Word Bank			
bathrooms	lunch	union	water
injustice	schools	unemployment insurance	
Supplementary Questions			
<p>1. What rights did Cesar Chávez fight for? Cesar Chávez fought for:</p>			

- the right of farm workers to form their own _____ . [EN, EM]
- the right to have clean drinking _____ in the fields. [EN, EM]
- the right to have access to _____ . [EN, EM]
- the right to stop work to have a _____ break. [EN, EM]
- the right to collect _____ . [EN, EM]
- the right to send their children to proper _____ . [EN, EM]

Cesar Chávez fought for _____ . [TR]

2. How did Cesar Chávez change the face of America?

He challenged a commonplace _____ . [EN, EM]

He challenged _____ . [TR]

Response to Guiding Question: *What did Cesar Chávez fight for?*

Guiding Question: *Who did Cesar Chávez fight for?*

“He cared about white workers and workers’ rights and issues, and he also was the first one to really bring our attention to the **perils** of **pesticides**.” “He gave a voice to everyone that really needed to be understood.”



His would be a hard-fought battle, for he did not promise his followers **comfort** and **ease**. What he did promise was **hardship**,

Glossary

perils – dangers

pesticides – chemical substances used to kill insects that harm plants and crops

comfort – well-being; freedom from pain or difficulty

ease – having no problems, effort, or pain

hardship – great suffering or difficulty

weariness – being tired in body or mind

weariness , and suffering, and with these the promise of victory.	
Word Bank	
hardship	pesticides suffering everyone
Supplementary Questions	
1.	<p>What did Cesar Chávez bring to attention for the first time?</p> <p>He was the first one to bring to our attention to the perils of _____. [EN, EM]</p> <p>He brought attention to _____. [TR]</p> <p>“He gave a voice to everyone that really needed to be understood.”</p>
2.	<p>Who did Cesar Chávez give a voice to?</p> <p>He gave a voice to _____ that really needed to be understood. [EN, EM]</p> <p>He gave a voice to _____. [TR]</p>
3.	<p>What did Cesar Chávez promise together with victory?</p> <p>He promised _____, weariness and _____, and with these the promise of victory. [EN, EM]</p> <p>He promised _____. [TR]</p>
Response to Guiding Question: <i>Who did Cesar Chávez fight for?</i>	

Guiding Question: <i>Why was Cesar Chávez a great world leader?</i>	
<p>“People who have touched our hearts and our souls so well, and in such a profound way that we move into a higher level of understanding within ourselves, are names like Gandhi and Mother Teresa. Cesar Chávez was this tool in all of us.”</p>	<p style="text-align: center;">Glossary</p> <p>civil disobedience – a peaceful form of protest where people refuse to obey laws that are unfair</p> <p>fasting – eating no food</p> <p>leader – a person who directs or guides others</p>



He was a great world **leader** and fighting a battle of **civil disobedience**, **fasting**, and protest that caught the attention of the nation and indeed the world.

Word Bank

civil disobedience

hearts

protest

understanding

Supplementary Questions

1. In what way was Cesar Chávez like Gandhi and Mother Teresa?

He was like them because he touched our _____ and our souls so well and in such a profound way that we move into higher level of _____ within ourselves. [EN, EM]

He was like them because _____. [TR]

2. How did he fight the injustices he witnessed?

He fought with a battle of _____, fasting, and _____. [EN, EM]

He fought with _____. [TR]

Response to Guiding Question: *Why was Cesar Chávez a great world leader?*

Glossary of key vocabulary: *Chávez’s Commonwealth Club Address*⁵

Vocabulary word	Quartile	Definition	Sample sentence from the text
Anglo* <i>angloamericana</i>	N/A	a white American; not Hispanic	In San Jose, in Los Angeles, and in other urban communities, we, the Mexican-American people, were dominated by a majority that was Anglo .
argue <i>discuten</i>	Q3	give reasons against something	How ironic it is that the same forces that argue so passionately that the union is not influential are the same forces that continue to fight us so hard.
assert* <i>afirmar</i>	N/A	to say in a strong and confident way	We experienced some successes in voter registration, in politics, in battling racial discrimination—successes in an era where Black Americans were just beginning to assert their civil rights and when political awareness among Hispanics was almost non-existent.
bargain in good faith* <i>negociar de buena fe</i>	Q1 (good) Q3 (faith)	negotiate with honest intentions	It means that 36,000 farm workers—who voted to be represented by the United Farm Workers in free elections—are still waiting for contracts from growers who refuse to bargain in good faith .
bargaining table <i>mesa de negociaciones</i>	Q1 (table)	a place where employers and workers discuss working conditions (such as salary and hours)	It means the right to sit down and negotiate with your employer as equals across the bargaining table and not as peons in the fields is a fraud.
behavior <i>comportamiento</i>	Q1	the way people act	But it is an entire generation of young Americans who matured politically and socially in the '60s and '70s, millions of people for whom boycotting grapes and other products became a socially accepted pattern of behavior .
Bill of Rights <i>Declaración de Derechos</i>	Q1 (rights)	a written statement that lists the basic rights of U.S. citizens	But the UFW has always been something more than a union, although it’s never been dangerous, if you believe in the Bill of Rights .

⁵ The vocabulary pertains to “Commonwealth Club Address” by Cesar Chávez. Words with an asterisk (*) are highlighted in the Expeditionary Learning lessons.

Vocabulary word	Quartile	Definition	Sample sentence from the text
boycott* <i>boicot</i>	N/A	an organized protest where people stop buying or using something	First, our union has returned to a tried and tested weapon in the farm workers nonviolent arsenal: the boycott .
bread-and-butter issues <i>problemas cotidianos</i>	Q3 (butter) Q2 (issues)	problems that affect people in their everyday lives; important issues	The United Farm Workers is first and foremost a union, a union like any other, a union that either produces for its members on the bread-and-butter issues or doesn't survive.
chattel* <i>enseres</i>	N/A	slaves; something a person owns	That dream, that vision grew from my own experience with racism, with hope, with a desire to be treated fairly, and to see my people treated as human beings and not as chattel .
Chicano* <i>Chicanos</i>	N/A	American people whose parents or grandparents came from Mexico	More of us had to become citizens, we had to register to vote, and people like me had to develop the skills it would take to organize, to educate, to help empower the Chicano people.
chickens are coming home to roost <i>están pagando por sus errores</i>	Q3 (chickens) Q1 (coming) Q1 (home)	actions from the past are beginning to cause problems	The chickens are coming home to roost .
civil rights <i>derechos civiles</i>	Q2 (civil) Q1 (rights)	things that every person should be allowed to do, such as the right to vote and the right to own property (every person should have these rights regardless of their sex, race, or religion)	We experienced some successes in voter registration, in politics, in battling racial discrimination—successes in an era where Black Americans were just beginning to assert their civil rights and when political awareness among Hispanics was almost non-existent.
collective bargaining <i>negociación colectiva</i>	Q4	talks between employers and unions about working conditions (such as salary and hours)	Farm workers acknowledge we had allowed ourselves to become victims in a democratic society, a society where majority rules and collective bargaining are supposed to be more than academic theories and political rhetoric.
consciousness <i>conocimiento</i>	Q4	ideas and feelings of a group of people	The consciousness and pride that were raised by our union are alive and thriving inside millions of young Hispanics who will never work on a farm.

Vocabulary word	Quartile	Definition	Sample sentence from the text
consumers* <i>consumidores</i>	Q2	people who buy goods and services	The growers have only themselves to blame for an increasing demand by consumers for higher-quality food, food that isn't tainted by toxics, food that doesn't result from plant mutations or chemicals that produce red luscious-looking tomatoes that taste like alfalfa.
contribute* <i>contribuir</i>	Q3	give money	It has nothing to do with the farm workers' ability to contribute to Democratic politicians.
converted <i>convertido</i>	Q4	changed	They died when their bus, which was converted from a flatbed truck, drove in front of a freight train.
courts <i>tribunales</i>	Q1	a place where legal cases are heard	If it could happen in the fields, it could happen anywhere: in the cities, in the courts , in the city councils, in the state legislatures.
covet <i>codiciábamos</i>	N/A	want	We didn't covet billions of dollars in government handouts.
creed <i>credo</i>	N/A	set of beliefs	And on that day, our nation shall fulfill its creed , and that fulfillment shall enrich us all.
cruel hoax* <i>engaño cruel</i>	Q4 (cruel)	mean trick	It means that the right to talk freely about the union among your fellow workers on the job is a cruel hoax .
damage <i>daño</i>	Q2	harm	The growers only have themselves to blame as they begin to reap the harvest of decades of environmental damage they have brought upon the land: the pesticides, the herbicides, the soil fumigants, the fertilizers, the salt deposits from thoughtless irrigation, the ravages of years of unrestrained poisoning of our soil and water.
discarded <i>desechadas</i>	N/A	thrown away	Farm workers are not agricultural implements; they are not beasts of burden to be used and discarded .

Vocabulary word	Quartile	Definition	Sample sentence from the text
discrimination <i>discriminación</i>	Q4	treating some people worse than others	At companies where farm workers are protected by union contracts, we have made progress in overcoming child labor, in overcoming miserable wages and working conditions, in overcoming sexual harassment of women workers, in overcoming discrimination in employment, in overcoming dangerous pesticides, which poison our people and poison the food we all eat.
dismantled* <i>desmantelamos</i>	N/A	slowly caused something to come to an end	After the Agricultural Labor Relations Act became law in California in 1975, we dismantled our boycott to work with the law.
disposable* <i>disponibles</i>	N/A	available	Their disposable income is relatively high.
empower* <i>empoderar</i>	N/A	enable	And people like me had to develop the skills it would take to organize, to educate, to help empower the Chicano people.
encouragement <i>motivación</i>	N/A	something that makes someone more confident	Two major trends give us hope and encouragement .
environmental <i>ambiental</i>	Q3	relating to the natural world	The growers only have themselves to blame as they begin to reap the harvest of decades of environmental damage they have brought upon the land: the pesticides, the herbicides, the soil fumigants, the fertilizers, the salt deposits from thoughtless irrigation, the ravages of years of unrestrained poisoning of our soil and water.
exaggerations* <i>exageraciones</i>	N/A	descriptions that are bigger than reality	Are these make-believe threats? Are they exaggerations ?
excrement <i>excremento</i>	N/A	solid waste passed out of the body	Today, thousands of farm workers live under savage conditions, beneath trees and amid garbage and human excrement near tomato fields in San Diego County; tomato fields, which use the most modern farm technology.

Vocabulary word	Quartile	Definition	Sample sentence from the text
existence <i>existencia</i>	Q2	being alive	The very fact of our existence forces an entire industry, unionized and non-unionized, to spend millions of dollars year after year on increased wages, on improved working conditions, and on benefits for workers.
exploit* <i>explotar</i>	N/A	use for one’s own advantage and in a way that is unfair	It grew from the frustration and humiliation I felt as a boy who couldn’t understand how the growers could abuse and exploit farm workers when there were so many of us and so few of them.
fertilizers <i>fertilizantes</i>	N/A	a natural substance that is added to soil to help plants grow	The growers only have themselves to blame as they begin to reap the harvest of decades of environmental damage they have brought upon the land: the pesticides, the herbicides, the soil fumigants, the fertilizers , the salt deposits from thoughtless irrigation, the ravages of years of unrestrained poisoning of our soil and water.
flourished <i>florecido</i>	N/A	grown; done well	The dream was born in my youth, it was nurtured in my early days of organizing. It has flourished . It has been attacked.
freight train <i>tren de carga</i>	Q1 (train)	a train that carries products or equipment	They died when their bus, which was converted from a flatbed truck, drove in front of a freight train .
fulfillment <i>logro</i>	N/A	being happy and satisfied	And when that day comes, we shall see the fulfillment of that passage from the Book of Matthew in the New Testament: “The last shall be first, and the first shall be last.”
garbage <i>basura</i>	Q3	trash	Today, thousands of farm workers live under savage conditions, beneath trees and amid garbage and human excrement near tomato fields in San Diego County; tomato fields, which use the most modern farm technology.
gnaw <i>roen</i>	N/A	bite or chew again and again	Vicious rats gnaw at them as they sleep.

Vocabulary word	Quartile	Definition	Sample sentence from the text
government welfare <i>asistencia gubernamental</i>	Q1 (government) Q3 (welfare)	a program that gives money and other help to people who need it	Growers only have themselves to blame for increasing attacks on the publicly financed handouts and government welfare : water subsidies, mechanization research, huge subsidies for not growing crops.
grower <i>agricultor</i>	N/A	a person who grows plants or crops; farmer	No one, including the grower who employed the workers, even knew their names.
handouts <i>donaciones</i>	N/A	food, clothing, or money that is given to someone who is poor	We attacked that injustice, not by complaining, not by seeking handouts , not by becoming soldiers in the war on poverty. We organized!
harvesters <i>recolectores</i>	N/A	people who collect crops; farmworkers	As much as 30 percent of Northern California’s garlic harvesters are underage children.
herbicides <i>herbicidas</i>	N/A	chemicals used to destroy plants or stop plant growth	The growers only have themselves to blame as they begin to reap the harvest of decades of environmental damage they have brought upon the land: the pesticides, the herbicides , the soil fumigants, the fertilizers, the salt deposits from thoughtless irrigation, the ravages of years of unrestrained poisoning of our soil and water.
Hispanic* <i>Hispana</i>	N/A	Spanish-speaking people living in the U.S., especially people from Latin America or Spain	The other trend that gives us hope is the monumental growth of Hispanic influence in this country and what that means in increased population, increased social and economic clout, and increased political influence.
humiliation <i>humillación</i>	N/A	embarrassment	It grew from the frustration and humiliation I felt as a boy who couldn’t understand how the growers could abuse and exploit farm workers when there were so many of us and so few of them.
implements* <i>implementos</i>	N/A	objects used to do work	Farm workers are not agricultural implements ; they are not beasts of burden to be used and discarded.
infamy <i>infamia</i>	N/A	famous for something bad; bad reputation	We attacked that historical source of shame and infamy that our people in this country lived with.

Vocabulary word	Quartile	Definition	Sample sentence from the text
inflated <i>excesivos</i>	N/A	very high	They walk miles to buy food at inflated prices and they carry in water from irrigation ditches.
irrigation <i>irrigación</i>	Q4	to supply with water by using artificial means like pipes	They walk miles to buy food at inflated prices and they carry in water from irrigation ditches.
jeopardy <i>peligro</i>	N/A	at risk	Soon, these handouts could be in jeopardy as government searches for more revenue and as urban taxpayers take a closer look at front programs and who they really benefit.
legislatures <i>asambleas legislativas</i>	N/A	a group of people with the power to make or change laws	If it could happen in the fields, it could happen anywhere: in the cities, in the courts, in the city councils, in the state legislatures .
life expectancy <i>expectativa de vida</i>	Q1 (life)	the average number of years that a person can expect to live	It means the short life expectancy and the inhuman living and working conditions will continue.
majority <i>mayoría</i>	Q2	a number of votes that is more than half of the total number	Farm workers acknowledge we had allowed ourselves to become victims in a democratic society, a society where majority rules and collective bargaining are supposed to be more than academic theories and political rhetoric.
make-believe <i>falsas</i>	N/A	made up; fake	Are these make-believe threats?
malnutrition <i>desnutrición</i>	N/A	not having enough food or not having the right kind of food for good health	Malnutrition among migrant workers' children is 10 times higher than the national rate.
matured <i>maduraron</i>	N/A	developed; grew	But it is an entire generation of young Americans who matured politically and socially in the '60s' and '70s, millions of people for whom boycotting grapes and other products became a socially accepted pattern of behavior.
Mexican-American <i>Estadounidenses de ascendencia mexicana</i>	N/A	citizen or resident of the U.S. of Mexican birth or descent	In San Jose, in Los Angeles and in other urban communities, we, the Mexican-American people, were dominated by a majority that was Anglo.
migrant* <i>migrantes</i>	N/A	moving from place to place	Babies born to migrant workers suffer 25 percent higher infant mortality rates than the rest of the population.

Vocabulary word	Quartile	Definition	Sample sentence from the text
migrant worker* <i>trabajadores</i> <i>migrantes</i>	Q1 (worker)	a person who moves from place to place to get work	Malnutrition among migrant worker children is 10 times higher than the national rate.
minority <i>minoría</i>	Q4	a group of people who are different from the larger population in some way	I began to realize what other minority people had discovered; that the only answer, the only hope was in organizing.
mortality* <i>mortalidad</i>	N/A	death	Babies born to migrant workers suffer 25 percent higher infant mortality rates than the rest of the population.
nurtured <i>alimentado</i>	N/A	developed	That dream was born in my youth, it was nurtured in my early days of organizing.
obituary <i>obituario</i>	N/A	a printed announcement of a person's death	Our obituary has been written many times.
overthrow <i>derrocar</i>	N/A	remove from power by force	All my life, I have been driven by one dream, one goal, one vision: to overthrow a farm labor system in this nation that treats farm workers as if they were not important human beings.
past his prime <i>ha dejado atrás su mejor momento</i>	Q1 (past) Q3 (prime)	after the best, most successful stage	Today the growers are like a punch-drunk old boxer who doesn't know he's past his prime
peons* <i>peones</i>	N/A	poor farm workers	It means the right to sit down and negotiate with your employer as equals across the bargaining table and not as peons in the fields is a fraud.
pessimistic <i>pesimista</i>	N/A	expecting bad things to happen	I am told these days farm workers should be discouraged and pessimistic .
pesticides <i>pesticidas</i>	N/A	chemical substances used to kill insects that harm plants and crops	At companies where farm workers are protected by union contracts, we have made progress in overcoming child labor, in overcoming miserable wages and working conditions, in overcoming sexual harassment of women workers, in overcoming discrimination in employment, in overcoming dangerous pesticides , which poison our people and poison the food we all eat.

Vocabulary word	Quartile	Definition	Sample sentence from the text
picket lines <i>piquetes</i>	Q1 (lines)	group of people who are refusing to go to work until their employer agrees to certain demands	They are responding not to picket lines and leafleting alone, but to the high-tech boycott of today, a boycott that uses computers and direct mail and advertising techniques, which has revolutionized business and politics in recent years.
poison <i>envenenamos</i>	Q3	a substance that can kill or seriously harm	We didn't poison the land.
privileges <i>privilegios</i>	N/A	rights or benefits	These special privileges came into being before the Supreme Court's "one person, one vote" decision, at a time when rural lawmakers dominated the legislature and the Congress.
produce <i>productos agrícolas</i>	Q1	fresh fruit and vegetables	We didn't open the door to imported produce .
pursuing <i>persiguiendo</i>	N/A	spending time doing	They are pursuing professional careers, their disposable incomes are relatively high, but they are still inclined to respond to an appeal from farm workers.
ravages <i>estragos</i>	N/A	results	The growers only have themselves to blame as they begin to reap the harvest of decades of environmental damage they have brought upon the land: the pesticides, the herbicides, the soil fumigants, the fertilizers, the salt deposits from thoughtless irrigation, the ravages of years of unrestrained poisoning of our soil and water.
reap* <i>cosechar</i>	N/A	get	The growers only have themselves to blame as they begin to reap the harvest of decades of environmental damage they have brought upon the land: the pesticides, the herbicides, the soil fumigants, the fertilizers, the salt deposits from thoughtless irrigation, the ravages of years of unrestrained poisoning of our soil and water.
relief <i>ayuda</i>	Q2	help	Instead of enforcing the law as it was written against those who break it, Deukmejian invites growers who break the law to seek relief from governor's appointees.

Vocabulary word	Quartile	Definition	Sample sentence from the text
reversed <i>revertido</i>	N/A	changed	Tens of thousands of children and grandchildren of farm workers and the children and grandchildren of poor Hispanics are moving out of the fields and out of the barrios and into professions and into business and into politics, and that movement cannot be reversed .
rhetoric* <i>retórica</i>	N/A	language	Farm workers acknowledge we had allowed ourselves to become victims in a democratic society, a society where majority rules and collective bargaining are supposed to be more than academic theories and political rhetoric .
running for public office <i>postularse para cargos públicos</i>	Q1 (running) Q1 (public) Q1 (office)	competing for a position in government	After the union became visible, when Chicanos started entering college in greater numbers, when Hispanics began running for public office in greater numbers, when people started asserting their rights on a broad range of issues and in many communities across the land.
rural <i>rural</i>	Q3	in the countryside	All Hispanics, urban and rural , young and old, are connected to the farm workers' experience.
savage* <i>salvajes</i>	N/A	cruel	Today, thousands of farm workers live under savage conditions, beneath trees and amid garbage and human excrement near tomato fields in San Diego County; tomato fields, which use the most modern farm technology.
seek <i>buscar</i>	Q2	look for	Instead of enforcing the law as it was written against those who break it, Deukmejian invites growers who break the law to seek relief from governor's appointees.
seizing <i>ejercer</i>	N/A	taking	And Hispanics across California and the nation who don't work in agriculture are better off today because of what the farm workers taught people about organization, about pride and strength, about seizing control over their own lives.

Vocabulary word	Quartile	Definition	Sample sentence from the text
sham* <i>farsa</i>	N/A	not real	It means that the right to vote in free elections is a sham .
shame <i>vergüenza</i>	N/A	disgrace; embarrassment	How could our people believe that their children could become lawyers and doctors and judges and business people while this shame , this injustice, was permitted to continue?
sins <i>pecados</i>	N/A	actions that are considered to be wrong	These are the sins of growers, not the farm workers.
subjugated* <i>subyugado</i>	N/A	gained control of someone by the use of force	For generations, they have subjugated entire races of dark-skinned farm workers.
subsidies* <i>subsídios</i>	N/A	money that is paid by a government to help a business	Growers only have themselves to blame for increasing attacks on the publicly financed handouts and government welfare: water subsidies , mechanization research, huge subsidies for not growing crops.
surnamed* <i>apellidos</i>	N/A	family name; last name	There are 1.1 million Spanish- surnamed registered voters in California; 85 percent are Democrats; only 13 percent are Republicans.
threatened <i>amenazados</i>	Q3	told that they will be harmed or punished	Ask the farm workers who have been threatened with physical violence because they support the UFW, and ask the family of Rene Lopez, the young farm worker from Fresno who was shot to death last year because he supported the union as he came out of a voting booth.
toxics <i>tóxicos</i>	N/A	containing a substance that can kill or seriously harm	The growers have only themselves to blame for an increasing demand by consumers for higher-quality food, food that isn't tainted by toxics , food that doesn't result from plant mutations or chemicals that produce red luscious-looking tomatoes that taste like alfalfa.
trends <i>tendencias</i>	N/A	a general direction of change	In light of these trends , it's absurd to believe or to suggest that we are going to go back in time as a union or as a people.
tunnel vision* <i>visión limitada</i>	Q3 (tunnel) Q3 (vision)	only seeing things that are straight ahead of you but not on the side	The driver had tunnel vision .

Vocabulary word	Quartile	Definition	Sample sentence from the text
underage <i>menores de edad</i>	N/A	too young to do something legally	As much as 30 percent of Northern California’s garlic harvesters are underage children.
union* <i>sindicato</i>	Q1	an organization of workers	I spent many years before we founded the union learning how to work with people.
urban <i>urbanos</i>	Q3	in the city	All Hispanics, urban and rural, young and old, are connected to the farm workers’ experience.
wages <i>salarios</i>	Q3	money for doing work	At companies where farm workers are protected by union contracts, we have made progress in overcoming child labor, in overcoming miserable wages and working conditions, in overcoming sexual harassment of women workers, in overcoming discrimination in employment, in overcoming dangerous pesticides, which poison our people and poison the food we all eat.
wanton* <i>sin sentido</i>	N/A	careless; undisciplined	Thousands of acres of land in California have already been irrevocably damaged by this wanton abuse of nature.

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