1. Briefly describe the following:
   a. Type of school/program in which you teach, (e.g., elementary/middle school, themed magnet, or charter school)

   I am teaching at a public K-6 elementary school. The school is located within a predominantly low-socioeconomic status neighborhood given the fact that there are many low-income housing/rentals and “For Sale” signs. While the neighborhood surrounding the school is quite impoverished, there are many community resources like ethnic supermarkets, restaurants, clothing stores, schools, parks, Boys and Girls Club, district office that the school can take advantage of to support their students.

   b. Kind of class you are teaching (e.g., third grade self-contained, sixth grade core English/social science) and organization of subject in school (e.g., departmentalized, interdisciplinary teams)

   I am teaching in a sixth grade self-contained classroom. All core subjects (English Language Arts, Mathematics, History/Social Science, Science) are taught within the classroom except English Language Development (ELD) and Physical Education (PE). For ELD, students are grouped by ELD levels and spend 30 minutes with another teacher every day. In regards to PE, my students have PE twice a week for 40 minutes with the school’s PE teacher.

   c. Degree of ability grouping or tracking, if any

   In my classroom, the students are grouped by abilities. For example, when my cooperating teacher (CT) and I regroup the students, we try to best group students using a number of key factors. Some of the factors are: academic, social, gender and race/ethnicity to create groupings that will support all of their strengths and areas of improvement.

2. Describe your class with respect to the features listed below. Focus on key factors that influence your planning and teaching of this learning segment. Be sure to describe what your students can do as well as what they are still learning to do.

   a. Academic development

   The students have been working on the Unit “Taking a Stand” where they were learning about heroes from across the United States and around the world. One of those heroes was Cesar Chavez, so the students have learned about Chavez and what he did to become recognized as a national hero. Thus, they were able to use their critical thinking skills to examine information from his life and key events to determine what qualities he had to be viewed as an influential leader. Now, using that same skill, they will compare Chavez with Pericles and determine what qualities Pericles had to be seen as an influential leader in the eyes of many historians.
b. **Language development**
Consider aspects of language proficiency in relation to the oral and written English required to participate in classroom learning and assessment tasks. Describe the range in vocabulary and levels of complexity of language use within your entire class. When describing the proficiency of your English learners, describe what your English learners can and cannot yet do in relation to the language demands of tasks in the learning segment. (TPEs 7, 8)

In my classroom, there are 21 English learners (ELs), 9 of them redesignated English learners and 12 English only students (EOs). The remaining 12 ELs are mostly Early Advanced (EA) or Advanced (A), so in regards to the range in vocabulary and levels of complexity of language use, the range is pretty small in this classroom as they are all learning new vocabulary and language use as a class. For my learning segment, they will all need to learn the components of a persuasive letter (position, arguments, counterargument) and also think critically about leaders, democracy and being a citizen. Furthermore, they will need to be able to take that information and be able to persuade readers to agree with them that Chavez and Pericles were influential leaders.

c. **Social development**
Consider factors such as the students’ ability and experience in expressing themselves in constructive ways, negotiating and solving problems, and getting along with others. (TPE 8)

The students in my classroom participate in a lot of group work. Thus, over time they have developed an understanding of what it means to work in groups and solve their own problems. By working in groups, not only do they have to get along with one another, but also share the workload and trust one another to follow through with their tasks completed. Furthermore, as they work in groups, they are given more freedom in regards to how they ultimately complete and present their assignments. While there is a list of expectations, they are able to express themselves individually and as a group in regards to how they envision the final product.

d. **Family and community contexts**
Consider key factors such as cultural context, knowledge acquired outside of school, socio-economic background, access to technology, and home/community resources.

The students in my classroom come from diverse backgrounds, cultures and languages. While the majority of the ELs come from families that speak Spanish, the remaining ELs are from families that speak Hmong, Cantonese, Vietnamese, Mien, Punjabi, and Hindi. Thus, not only do the ELs come with their own history and experiences, but the EOs also bring in their own traditions and unique experiences. Given the neighborhood that the school is located in, many of these students are coming from families with a low-socioeconomic status, but rich in cultures, languages, histories, and experiences. In regards to community resources, the school is located next to the Boys and Girls Club, which many of them are a part of, that provides them with access to the computers and printers. There is also a public library in the neighborhood that has computers and printers as well as books for them.
to read. The school is also located to many ethnic supermarkets and restaurants, clothing stores, district office and other community resources that the school could take advantage of to provide for their students.

3. Describe any district, school, or cooperating teacher requirements or expectations that might impact your planning or delivery of instruction, such as required curricula, pacing, use of specific instructional strategies, or standardized tests.

Fortunately, my CT is very accommodating and allows me to teach the way I see fit as long as I am connecting what I am teaching to the California Content Standards.
Context for Learning Form

Provide the requested context information for the class selected. This form is designed to be completed electronically. The blank space does not represent the space needed. Use as much space as you need.

About the subject area/course you are teaching

1. How much time is devoted each day to specific instruction in history-social science in the class which is the focus of this task? History-social science is taught in units alternating with science in two-week segments for an hour a day.

About the students in your class

2. How many students are in the class? 33

3. How many students in the class are:   English learners 12
   Redesignated English Learners 9 Proficient English speakers 12?

4. Please complete the following table about your English Learners’ latest CELDT scores (if available):

<table>
<thead>
<tr>
<th>Score Level</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Early Intermediate</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Intermediate</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Early Advanced</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Advanced</td>
<td>3</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

5. How many students have Individualized Education Plans (IEPs) or 504 plans? 2

6. How many students participate in a Gifted and Talented Education (GATE) program? 0
About the school curriculum and resources

7. Describe any specialized features of your classroom setting, e.g., bilingual, Structured English Immersion, team taught with a special education teacher.

There are no specialized features in my classroom.

8. If there is a particular textbook or instructional program used for history-social science instruction, what is it? (If a textbook, please provide the name, publisher, and date of publication.)

The textbook that is used is: California Vistas – Ancient Civilizations, MacMillan/McGraw-Hill, 2007.

9. What other major resources are typically used for history-social science instruction in this class?

Additional resources used for history-social science instruction are: internet resources, autobiographies and movies.
1. What is the central focus of the learning segment? Apart from being present in the school curriculum, student academic content standards, or ELD standards, why is the content of the learning segment important for these particular students to learn? (TPE 1)

   The central focus of this learning segment is “democracy.” Given the impoverished neighborhoods that my students live in and the challenges that go along with living in such communities, it is important for my students to understand the democratic process. While many of my students may feel disempowered and that they do not have a say in matters, they must understand that empowerment and finding your voice does not occur overnight, but gradually through a process and over time. Thus, by learning about democracy and how/why many historical figures fought so hard for democracy and the right to vote, students will begin to understand that they do have a voice and what they say will be heard.

2. Briefly describe the theoretical framework and/or research that inform your instructional design for developing your students’ knowledge and abilities in both history and academic language during the learning segment.

   The main theoretical framework that informs my instruction is that of Paulo Freire. Freire sees the education process as a mutual process in which teachers teach students and students teach teachers. Furthermore, he views education as a “practice of freedom,” where students and teachers are empowering themselves through the educational process. Thus, I believe that by having students engage in conversations about leaders, democracy and being citizens that will be able to make connections and understand how/why Chavez and Pericles were influential leaders. Additionally, Howard Gardner’s theory of multiple intelligences and Merrill Swain’s work on comprehensible output also guides my instructional plans. Gardner’s theory of multiple intelligences forces me to plan a variety of instructional strategies like using visuals, making logical connections and providing opportunities for students to use their interpersonal skills to express themselves and their thoughts. Finally with Swain’s work in mind and given the fact that the classroom is comprised of mainly ELs, students must be given the opportunities to use the language and that occurs in small group discussions as well as whole class discussions. These frameworks support students’ knowledge and abilities in both history and academic language because they are constantly being asked to think about the issue and also develop their own thoughts and opinions. By doing so, students will be forced to use vocabulary like leader, democracy, citizen, position, arguments, and counterarguments that develops their academic language and also knowledge/interpretation of history.
3. How do key learning tasks in your plans build on each other to develop students’ developmentally appropriate analytic reasoning skills in history or social science? How do the learning tasks develop students’ mastery of related academic language? Describe specific strategies that you will use to build student learning across the learning segment. Reference the instructional materials you have included, as needed. (TPEs 1, 4, 9)

The California History Social Studies Content Standard for this learning segment is: 6.4.8 Students describe the enduring contributions of Greek figures in the arts, and sciences. For the first lesson, the students will be asked to analyze the contributions of Pericles and how he influenced his people. In comparison, the students will examine a more contemporary influential leader, Cesar Chavez. To begin, students must first understand the following words: leader, democracy and citizen. To do so, I will use a CCD Chart to introduce the words to begin a class discussion to really grasp the significance of the words. From there, students will read a handout on Chavez and Pericles to learn about both men and what they did in their lives to be viewed as leaders. Students will then discuss what both men wanted and what they did for their people before creating a T-Chart as a class comparing the two men. This lesson sets the framework for the class to discuss Chavez and Pericles by first defining words like leader, democracy and citizen that had a huge impact on their lives. To review, students will reflect on the CCD Chart and T-Chart to keep in mind what they have learned.

To demonstrate their understanding of Chavez and Pericles as great influential leaders of their time, students will be asked to write a persuasive letter explaining why they believe Chavez and Pericles were great leaders based on the information that they learned the day before. In order to write a persuasive letter, students must know the features of a persuasive letter: position, arguments and counterarguments. Using the rubric as a guide, students will learn what is a clearly stated position, how to write valid arguments with explanations and also how to address counterarguments. Before having the students write their own persuasive letters, as a class we will use the CCD Chart and T-Chart to create a class persuasive letter to ensure that all students understand what is expected of them and their letters. Afterward, using the class letter, CCD Chart and T-Chart, students will be able to write their own persuasive letters. By explicitly teaching all the students the parts of a persuasive letter and writing a letter as a class, students will not only master the academic language, but will also be able to demonstrate that mastery by completing their own letter.

4. Given the description of students that you provided in Task 1.Context for Learning, how do your choices of instructional strategies, materials, technology, and the sequence of learning tasks reflect students’ backgrounds, developmental levels, interests, and needs? Be specific about how your knowledge of these students informed the lesson plans, such as the choice of text or materials used in lessons, how groups were formed or structured,

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1 Both the content and skills that are the focus of the learning segment should be appropriate for the grade level taught (K-2; 3-5; 6-8). Candidates should consult the “Historical and Social Sciences Analysis Skills” on pages 1-2 and 21-22 of the History-Social Science Content Standards for California Public Schools. These are available at http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf.
using student learning or experiences (in or out of school) as a resource, or structuring new or deeper learning to take advantage of specific student strengths. (TPEs 4,6,7,8,9)

To take advantage of my students’ backgrounds, interests, and needs as I plan the learning segment, I am focusing on two things: 1) They are mainly English learners and 2) They come from impoverished neighborhoods. Given the fact that there are a lot of English learners, I know that they will be able to benefit from vocabulary development as well as discussions on influential leaders. Being that the students are bilingual, they are also bicultural, which means that they will come with many experiences and information that will contribute to the discussion of leaders, democracy and citizenship. Additionally, coming from impoverished communities mean that many of the students have limited opportunities and experiences in other communities. Furthermore, in regards to making decisions in their lives, they have even less say because their parents tell them what to eat, where, do, etc. and at school, their options are limited as well. As a result, I want to provide my students with the opportunity to feel empowered and feel like they have the voice, which starts by learning about the democratic process and understanding that change must happen systematically.

5. Consider the language demands of the oral and written tasks in which you plan to have students engage as well as the various levels of English language proficiency related to classroom tasks as described in the Context Commentary. (TPE 7)
   a. Identify words and phrases (if appropriate) that you will emphasize in this learning segment. Why are these important for students to understand and use in completing classroom tasks in the learning segment? Which students?

   The words and phrases that will be emphasized are: leader, democracy, citizen, persuasive letter, position, argument and counterargument. All students must be able to understand and use these words and phrases to complete their persuasive letters and recognize what it means to be an influential leader. To begin, students must first comprehend and think critically about what it means to be a leader and the role of democracy and citizens within a democracy. By having this conversation, students will be able to take their own stance on the issue as they develop their thoughts and opinions. From that foundation, students will then be able to write their persuasive letters, but they must first understand the components of a persuasive. By reviewing the prompt, rubric, and creating a class persuasive letter, students will have that opportunity to learn about what a persuasive letter needs and looks like.

   b. What oral and/or written academic language (organizational, stylistic, and/or grammatical features) will you teach and/or reinforce?

   The written academic language that I will be teaching is writing a persuasive letter. Before the students begin writing, I will give them their prompt and rubric. As a

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2 Language demands can be related to vocabulary, features of text types such as chronological accounts or historical interpretation, or other language demands such as understanding oral presentations or participating in role plays. For early readers/writers, this will include sound-symbol correspondence and a word as a text but might also involve the development of oral skills which are antecedents to reading and writing, such as oral narratives and explanations.
class, we will identify the key components of a persuasive letter and how that coincides with the grading rubric. Students must understand that in a persuasive letter they must take a clear stance and then provide arguments to support their position. Students must also be able to think critically about counterarguments that might be given and how they will dismiss those counterarguments in their letters. To ensure that all students understand how to write a persuasive letter, we will write one as a class first before they write their own letters.

c. Explain how specific features of the learning and assessment tasks in your plan, including your own use of language, support students in learning to understand and use these words, phrases (if appropriate), and academic language. How does this build on what your students are currently able to do and increase their abilities to follow and/or use different types of text and oral formats?

To help students learn and use these words, I will first introduce the words using a CCD chart which is how my CT introduces new words in the classroom. With this familiarity, students will be able to reflect on their prior knowledge and work with one another to understand and be able to use the new words. To model the language, I will say things like, “Being a leader means that you must do what is right for everyone and not just yourself or your family,” “We must understand our democracy in order to make the change we want to see happen,” and “As citizens we must take responsibility over our own actions and live with the consequences.” By doing so, the students will hear the words over and over and begin to use the language themselves. In regards to the assessment, students will be asked to write a persuasive letter and by building their background knowledge, they will have to tools to use what they learn in their letters. This process builds on what they are currently able to do because they are familiar with the process and will not be thrown off task because it is not something new.

6. Explain how the collection of assessments from your plan allows you to evaluate the students’ learning of specific student standards/objectives and provide feedback to students on their learning. (TPEs 2, 3)

The goal of this learning segment is to have the students understand democracy and they will do so by writing a persuasive letter that compares the influential leaders of Chavez and Pericles. Thus, in accordance with the California History-Social Science and English Language Arts Content Standards, the students will be assessed with the standards in mind. The content standards for this learning segment are: 6.4.8 Students describe the enduring contributions of Greek figures in the arts, and sciences and 2.5 Write persuasive compositions. A) State a clear position on a proposition or proposal B) Support the position with organized and relevant evidence C) Anticipate and address reader concerns and counterarguments. With the content standards in mind, I will create a rubric that assesses them on the assessment of Chavez and Pericles as well as stating a clear position, their arguments and also counterargument. In addition, I will also assess the students’ spelling/grammar and overall organization of the letter. By creating a rubric, I will be able to systematically grade their letters and provide feedback on their analysis of the leaders and writing of a persuasive letter.
7. Describe any teaching strategies you have planned for students who have identified educational needs (e.g., English learners, GATE students, students with IEPs). Explain how these features of your learning and assessment tasks will provide students access to the curriculum and allow them to demonstrate their learning. (TPEs 9, 12)

This learning segment is designed specifically to engage my English learners because they are bilingual and will be able to relate to the discrimination faced by the students in the Language Discrimination Scenarios. By being able to speak from personal experiences, my English learners will feel empowered as they share their experiences with their peers using the English language. To ensure that all students are given the opportunity to share their thoughts, I will have them talk in their groups first, then as a class, we will continue the discussion. These strategies will help engage the English learners because it is a topic that they are all familiar with and have to deal with daily. In regards to the assessment, by reviewing the prompt, sample letter, and rubric as a class will not only support the English learners, but the class as a whole. In order for students to fully understand their assignments, they must know what are the expectations and how they will be assessed. The sample letter will provide all students with a clear model of what they are expected to produce.
## Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position</strong></td>
<td>Position is clearly stated.</td>
<td>Position is stated, but unclear.</td>
<td>Position is not stated.</td>
</tr>
<tr>
<td><strong>Arguments</strong></td>
<td>Arguments are clearly stated and supported.</td>
<td>Arguments are stated, but are unclear and not supported.</td>
<td>Arguments are not stated.</td>
</tr>
<tr>
<td><strong>Counterargument</strong></td>
<td>Counterargument is stated and supported.</td>
<td>Counterargument is stated, but is unclear and not supported.</td>
<td>Counterargument is not stated.</td>
</tr>
<tr>
<td><strong>Spelling/Grammar</strong></td>
<td>There are no spelling or grammar errors.</td>
<td>There are 1-3 errors in spelling and/or grammar.</td>
<td>There are 4 or more errors in spelling and/or grammar.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>The letter is well-organized and written.</td>
<td>The letter is either not well-organized or written.</td>
<td>The letter is not well-organized or written.</td>
</tr>
</tbody>
</table>
# Lesson Plan Title:
Education Of The Heart

## Content Purpose:
Writing a persuasive letter

### Multicultural/Social Justice Purpose and/or Social/Affective Purpose, including what model of Multicultural Education this lesson attempts to meet (Sleeter and Grant; James Banks; etc.):
Human Relations – students will be working in groups, so they will need to understand the different working styles, strengths and areas of growth of each group member.

## Key Concepts:
democracy

### Relevancy to students’ lives, needs and interests:
By writing a persuasive letter, students are given the opportunity to influence readers to agree with what they are saying in their letters and make historical connections between great leaders.

### Cohesiveness/Continuity:
The students have learned about Cesar Chavez and Pericles, now they must be able to persuade readers to believe that these two leaders are similar and model citizens.

## Vocabulary:
leader, democracy, citizen

### Integration with Other Content Areas:
VAPA, ELA

### Supplementary Materials (include a description of how these materials reflect content, input, and or the values that supports/reinforces your MCE/Social Justice Purpose; also include integration of technology and resources):
Cognitive Content Dictionary (CCD) Chart, Handout of Chavez & Pericles, Rubric

### Standards (Content and/or ELA/ELD):

**H/SS:** 6.4.8 Students describe the enduring contributions of Greek figures in the arts, and sciences.

**ELA:** 2.5 Write persuasive compositions. A) State a clear position on a proposition or proposal B) Support the position with organized and relevant evidence C) Anticipate and address reader concerns and counterarguments

### List Objectives in this column:
Describe formative Assessment and Criteria
Describe summative Assessment and Criteria
Assessment Tool (attach a sample)

<table>
<thead>
<tr>
<th>Content Objective/s</th>
<th>BTEOTL, SWBAT explain the influences Chavez &amp; Pericles had on people by writing a persuasive letter.</th>
<th>Students will write a persuasive letter that has a clear position, arguments and counterarguments.</th>
<th>Rubric</th>
</tr>
</thead>
</table>
### Language Objective/s:

| BTEOTL, SWBAT orally explain the three parts of a persuasive letter. | Students will explain orally and provide an example | Observation |

### Multicultural/Social Justice Objective/s:

| BTEOTL, SWBAT discuss in groups and with the class the influences Chavez & Pericles had on people. | Students will take part in a group/class discussion. | Observation |

### Critical Thinking Objective/s:

| BTEOTL, SWBAT discuss in groups and with the class the influences Chavez & Pericles had on people. | Students will take part in a group/class discussion. | Observation |

### Rationale for emphasis on certain objective/s:

The emphasis will be on the Multicultural/Social Justice and Critical Thinking Objectives because students must first understand how Chavez and Pericles influenced people before they write their persuasive letters.

### Lesson Outline

<table>
<thead>
<tr>
<th>Timing</th>
<th>Description [include a specific description of what the Teacher (T) and Students (Ss) will do]</th>
<th>Special considerations (include grouping, adaptations for ELs and students with special needs, how vocabulary, concepts and skills will be introduced, emphasized, and reviewed, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>10 T: Use CCD Chart to define the words leader, democracy and citizen with the class. First, ask how many students have or have not heard the words before. Then have students make predictions in their groups using the context clues and their own background knowledge. Ask for their predictions and then give them the dictionary definition. Finally, ask for examples. Ss: Use context clue to predict what leader, democracy and citizen mean and then come up with examples in groups.</td>
<td>TPS, Circulate the classroom</td>
</tr>
<tr>
<td></td>
<td>10 T: Pass out Chavez &amp; Pericles handouts. Popcorn read as a class. Have students think about these questions as they read: What did both men want? What did they do for their people? How do the words (leader, democracy, citizen) we learned</td>
<td></td>
</tr>
</tbody>
</table>
apply to these two men?
Ss: Students will read and listen to the Chavez & Pericles handout and think about the questions.

| Practice/Application | 15 | T: What did both men want? What did they do for their people? How do the words (leader, democracy, citizen) we learned apply to these two men?
Ss: Students discuss questions in their groups and then one person shares out to the class. |
|----------------------|----|TPS, Circulate the classroom
|                      | 10 | T: Create a T-Chart of Chavez and Pericles to compare how they influenced their people and what actions they took.
Ss: Participate in making the class T-Chart. |
| Review               | 5  | T: Review the CCD Chart and T-Chart
Ss: Listen to the summary of the CCD Chart and T-Chart. |
**Overview**

**Lesson Plan Title:** Education Of The Heart

**Content Purpose:** Writing a persuasive letter

**Multicultural/Social Justice Purpose and/or Social/Affective Purpose, including what model of Multicultural Education this lesson attempts to meet (Sleeter and Grant; James Banks; etc.):** Human Relations – students will be working in groups, so they will need to understand the different working styles, strengths and areas of growth of each group member.

**Key Concepts:** democracy

**Relevancy to students’ lives, needs and interests:** By writing a persuasive letter, students are given the opportunity to influence readers to agree with what they are saying in their letters and make historical connections between great leaders.

**Cohesiveness/Continuity:** The students have learned about Cesar Chavez and Pericles, now they must be able to persuade readers to believe that these two leaders are similar and model citizens.

**Vocabulary:** leader, democracy, citizen

**Integration with Other Content Areas:** VAPA, ELA

**Supplementary Materials (include a description of how these materials reflect content, input, and or the values that supports/reinforces your MCE/Social Justice Purpose; also include integration of technology and resources):** Cognitive Content Dictionary (CCD) Chart, Handout of Chavez & Pericles, Rubric

**Standards (Content and/or ELA/ELD):**

**H/SS:** 6.4.8 Students describe the enduring contributions of Greek figures in the arts, and sciences.

**ELA:** 2.5 Write persuasive compositions. A) State a clear position on a proposition or proposal B) Support the position with organized and relevant evidence C) Anticipate and address reader concerns and counterarguments

<table>
<thead>
<tr>
<th>List Objectives in this column:</th>
<th>Describe formative Assessment and Criteria</th>
<th>Describe summative Assessment and Criteria</th>
<th>Assessment Tool (attach a sample)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Objective/s</strong></td>
<td>BTEOTL, SWBAT explain the influences Chavez &amp; Pericles had on people by writing a persuasive letter.</td>
<td>Students will write a persuasive letter that has a clear position, arguments and counterarguments.</td>
<td>Rubric</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Language Objective/s:</th>
<th>Students will explain orally and provide an example</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural/Social Justice Objective/s:</td>
<td>Students will take part in a group/class discussion.</td>
<td>Observation</td>
</tr>
<tr>
<td>Critical Thinking Objective/s:</td>
<td>Students will take part in a group/class discussion.</td>
<td>Observation</td>
</tr>
</tbody>
</table>

**Rationale for emphasis on certain objective/s:** The emphasis will be on the Content Objective because students must be able to apply what they learned about Chavez and Pericles and write a persuasive letter.

<table>
<thead>
<tr>
<th>Lesson Outline</th>
<th>Timing</th>
<th>Description [include a specific description of what the Teacher (T) and Students (Ss) will do]</th>
<th>Special considerations (include grouping, adaptations for ELs and students with special needs, how vocabulary, concepts and skills will be introduced, emphasized, and reviewed, etc.)</th>
</tr>
</thead>
</table>
| Intro         | 5      | T: Review the CCD Chart and T-Chart to remind the students what they learned the day before.  
Ss: Listen to the summary of the CCD Chart and T-Chart.                                                                                                             | Have prompt written on the board and highlight the features of a persuasive letter.                                                                                     |
|               | 10     | T: Read prompt: Write a persuasive letter on why you believe Chavez and Pericles were two influential leaders. Give and explain at least three arguments. Also address one counterargument someone might give as to why Chavez and Pericles were not influential leaders. Discuss the prompt and the features of a persuasive letter: position, arguments and counterarguments.  
Ss: Read the prompt and ask questions about the features of a persuasive letter.                                                                                       |                                                                                                                                                                           |
<p>| Practice/Application | 15 | T: Use the CCD Chart and T-Chart to write a persuasive letter as a class. Begin with a |                                                                                                                                                                           |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>clear position, followed by three clear arguments with explanations and also address one counterargument. Ss: Participate in creating class persuasive letter by giving a clear position, three clear arguments with explanations and addressing one counterargument. T: Using the class persuasive letter as a model, have the students write their own persuasive letters using the model, CCD Chart and T-Chart. Ss: Write their persuasive letters. Circulate the classroom and answer any questions students may have.</td>
</tr>
<tr>
<td>Review 1</td>
<td>T: Collect letters Ss: Submit letters</td>
</tr>
</tbody>
</table>
Chavez & Pericles

Pericles was an important Athenian leader who was most influential in a 20-year period from 460 to 429 B.C. Pericles led Athens through an age so glorious that it became known as the Golden Age of Athens. Pericles was a persuasive speaker. He wanted to make Athenian democracy stronger by spreading power more evenly between rich and poor.

Like Pericles, César E. Chávez wanted the farm workers to be treated with respect and dignity. César E. Chávez, like Pericles, was a persuasive speaker who championed the rights of farm workers from 1962, when he started the National Farm Worker Association, until his untimely death in 1993.

Pericles said: “…As for poverty, no one need be ashamed to admit it: the real shame is in not taking practical measures to escape from it. …” Here each individual is interested not only in his own affairs but in the affairs of the state as well.

César E. Chávez said, “We cannot seek achievement for ourselves and forget about progress and prosperity for our community. … Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own.”

Both Pericles and César E. Chávez are advocating the importance of the individual and the larger community/state as well; one cannot be achieved at the expense of the other.