

The Bridge Builders

Middle School Informative/Explanatory Performance Task

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Student

Booklet Text 1: *The Bridge Builder-Poem*

Text 2: *The Wrath of Grapes Boycott-Excerpted Speech*

Text 3: *The Sit in Movement-Chapter*

Name: _____ Date: ____/____/____

Read the poem and then write a response for each prompt that follows.

The Bridge Builder

An old man, going a lone highway,
Came, at the evening, cold and gray,
To a chasm, vast, and deep, and wide,
Through which was **flowing a sullen tide**.
The old man crossed in the **twilight dim**;
The sullen stream had no fears for him;
But he turned, when safe on the other side,
8 And built a bridge to span the tide.
"Old man," said a fellow pilgrim, near,
"You are wasting strength with building here;
Your journey will end with the ending day;
You never again must pass this way;
You have crossed the chasm, **deep and wide-**
Why build you the bridge at the eventide?"
The builder lifted his old gray head:
16 "Good friend, in the path I have come," he said,
17 "There followeth after me today
A youth, whose feet must pass this way.
This chasm, that has been naught to me,
To that fair-haired youth may a pitfall be.
He, too, must cross in the **twilight dim**;
22 Good friend, I am building the bridge for *him*."

by Will Allen Dromgoole

The Bridge Builder by Will Allen Dromgoole, from **The Book of Virtues** p. 223. Text copyright © 1993 by William J. Bennett published by Simon & Schuster, Inc.

Text 1: The Bridge Builder: Prompts to Promote Understanding

1. Identify the lines in the poem that help the reader to infer that the old man had to cross over water.

2. Identify the lines in the poem that help the reader to infer that the old man had to travel over a large open area that could be measured in longitude and latitude.

3. Identify the words in the poem that mean *just before dark*.

4. Identify the lines in the poem that help the reader to infer that crossing the chasm was not difficult for the old man.

5. Identify the context clues that help the reader to determine what the word ***naught*** means.

6. Identify the text structure of lines 17-22. Provide evidence from the text.

7. Explain how the author uses the word *span* in line 8. Does he use it as a noun referencing a time period? Or does he use it as a verb, meaning to cover or extend over?

Text 2:

Wrath of Grapes Boycott-

Speech by César Chávez- May 1986

I am speaking to you about our Wrath of Grapes Boycott.

Because I believe our greatest court, the court of last resort, is the American people. And I believe that once you have taken a few moments to hear this message you will concur in this **verdict** along with a million other North Americans who are already committed to the largest grape boycott in history.

The worth of humans is involved here.

I see us as one family. We cannot turn our backs on each other and our future. We farm workers are closest to food production. **We were the first to recognize the serious health hazards of agriculture pesticides to both consumers and ourselves.**

Twenty years ago over million Americans united in a grape boycott campaign that transformed the simple act of refusing to buy grapes into a powerful and effective force against poverty and injustice.

Through the combined strengths of a national boycott, California farm workers won many of the same rights as other workers--the right to organize and negotiate with growers.

But we also won a critical battle for all Americans. **Our first contracts banned the use of DDT, DDE, Dieldrin on crops, years before the federal government acted.**

Twenty years later, our contracts still seek to limit the spread of poison in our food and fields, but we need your help once again if we are to succeed.

A powerful self-serving alliance between the California governor and the 14 billion dollar agricultural industry has resulted in a systematic and reckless poisoning of not only California farm workers but of grape consumers throughout our nation and Canada.

The hard won law enacted in 1975 has been trampled beneath the feet of self-interest. Blatant violations of California labor laws are constantly ignored. And worst of all, the indiscriminate and even illegal use of dangerous pesticides has radically increased in the last decade causing illness, permanent disability and even death.

We must not allow the Governor of California and the selfish interests of California grape growers to threaten lives through-out North America.

We have known for many years that pesticides used in agriculture pollute the air, earth and water, contaminate animals and humans and are found in the tissue of newborn infants and mothers' milk. This March, the New York Times reported that the Environmental Protection Agency finally considers pesticide pollution its most urgent problem noting virtually everyone is exposed to pesticides.

The Environmental Protection Agency experts have warned that

#1--Pesticide residue is being found in a growing number of food products.

#2--Some poisons registered for use in the last 30 years cause cancer, mutations and birth defects.

#3--Most chemicals on the market have insufficient and sometimes fraudulent test results.

#4--Underground water supplies of 23 states are already tainted and farm workers suffer some pesticide induced illness in alarming numbers.

Consumers must be alerted now that no one can actually define or measure so called safe exposure to residual poison that accumulates in the human body as environments differ and each person's tolerance is unique.

What might be safe statistically for the average healthy 40 year old

male, might irreparably harm an elderly consumer, a child, or the baby of a pregnant mother.

What we do know absolutely is that human lives are worth more than grapes and that innocent looking grapes on the table may disguise poisonous residues hidden deep inside where washing cannot reach.

Let me share the frightening facts with you. Last July the New York Times and national television reported that nearly 1,000 California, Pacific Northwest, Alaskan, and Canadian consumers became ill as the result of eating watermelons tainted with the powerful insecticide Aldicarb, labeled the most acutely toxic pesticide registered in the United States. Yet Aldicarb cannot be legally used on watermelons.

In June local agriculture officials quarantined fields in Delano, California grape ranches because residues of the pesticide Orthene were found in the vineyards, yet Orthene cannot be legally used on table grapes.

And a new study shows pesticides used in growing may be responsible for the illness of over 300,000 of the nation's 4 million farm workers.

But of the 27 legal restricted toxic poisons currently used on grapes, at least 5 are potentially as dangerous or more hazardous to consumers and grape workers than deadly Aldicarb and Orthene.

Here are 5 major threats to your health that cling to the California table grapes.

Parathion and Phosdrin--are highly poisonous insecticides, similar to nerve gas, and are responsible for the majority of deaths and serious poisoning of farm workers. They cause birth defects and are carcinogens.

Captan--a proven cancer causing and birth defect producing agent. (Fungicide)

Dinoseb--a highly toxic herbicide that has caused worker deaths.

Methyl Bromide--a more potent mutagen (an agent affecting genetic material) than mustard gas and is highly poisonous and proven carcinogen.

Statistics and new articles do not relate the real cost, the human anguish that originates from poisons on our food. They do not tell the tragedies I personally learn of daily.

How can I explain these chemicals to 3 year old Amalia Larios who will never walk, born with a spinal defect due to pesticide exposure of her mother?

What statistics are important to Adrian Espinoza 7 years old and dying of cancer with 8 other children--whose only source of water was polluted with pesticides?

What headlines can justify the loss of irrigator Manuel Anaya's right hand, amputated due to recurrent infection from powerful herbicides added to the water he worked with in the fields?

How do we comfort the mother of maimed and stillborn infants, the parents who watch their teenage children sicken or die?

What report can be cited at the hospital beds I visit, at growing numbers of wakes I attend?

What court will hear the case of 32 year old Juan Chaboya, murdered by deadly chemicals in the freshly sprayed fields outside San Diego. His dead body dumped by the growers 45 miles away at a Tijuana clinic. What excuse for justice will we offer his 4 children and his widow if we do nothing?

Now is the time for all of us to stand as a family and demand a response in the name of decency. Too much is at stake. This is a battle that none of us can afford to lose because it is a fight for the future of America. It is a fight we can win and it is a fight that everyone can join.

Text 2: ***Wrath of Grapes Boycott-1986***: Prompts to
Promote Understanding

Directions: Conduct a close read of this speech on your own or with a peer. Read the prompts with the Wrath of Grapes Boycott Speech. The prompts and text dependent questions will help you to comprehend the author’s message. Use your meta-textual markers and or write your response in complete sentences. After you have completed the prompts, the teacher will lead you in a class discussion of the speech.

1. Conduct a close read of lines 1-4 and highlight the literary device used by Cèsar Chávez.
2. Conduct a close read of lines 1-4 and highlight the word that contains the root that means “truth”.
3. Conduct a close read of lines 6-14 and highlight the key details that identify the reasons for the first National Grape Boycott.
4. Conduct a close read of lines 20-23 and highlight the literary device used by Cèsar Chávez.
5. Conduct a close read of lines 26-30 and highlight the key details that identify the negative effects of using pesticides in agriculture.
6. Conduct a close read of line 32 and highlight the word that contains the prefix that means “not”.
7. In line 63 highlight the clues that help the reader to know what the word amputated means.
8. In line 64 highlight the word that means “keep coming back.”
9. Conduct a close read of lines 71-73 and highlight the idiom used by Cèsar Chávez.

Text 2: **Wrath of Grapes Boycott- 1986** Text Dependent Questions:

1. Infer what Cèsar Chávez meant when he wrote, "The hard won law enacted in 1975 has been trampled beneath the feet of self-interest."

2. Explain how Cèsar Chávez' use of the statement "Here are 5 major threats to your health that **cling** to the California table grapes", alerts the listener/reader to the seriousness of his message.

3. Infer what Cèsar Chávez meant when he wrote, "Now is the time for all of us to stand as a family and demand a response in the name of decency. Too much is at stake."

Name: _____ Teacher: _____ Date: ____/____/____

Text 2 Wrath of Grapes Boycott-1986

Speech by Cèsar Chávez

1. On a scale of 1-5 with 5 being the highest, rate how successful Cèsar Chávez was in communicating **why it was important for the American People to join in the fight for fair and healthy word conditions** for the United Farm Workers. Cite specific evidence from the text.

Chapter 5: ***The Sit-in Movement: Prompts to Promote Understanding***

Directions: Conduct a close read of this chapter independent of the teacher. You may work in pairs. Read the guide questions first. They will help you to comprehend the author's message. Write your response in complete sentences. After you have completed the guide questions, the teacher will lead you in a class discussion of the chapter.

1. Conduct a close read of pages 40 and 41. Identify and write an example of problem and solution text structure.

2. Conduct a close read of pages 41 and 42, identify and write an example of determination and perseverance.

3. Conduct a close read of page 41. Identify and write an example of chronology text structure.

4. Conduct a close read of page 41 and identify what the author is comparing and contrasting. Include the signal words used to help you infer your answer.

5. Conduct a close read of pages 42 and 43. Identify and write an example of cause & effect text structure.

6. Conduct a close read of the paragraph ending on page 44 and beginning on 45 and identify the context clues that help the reader to determine what the word, **taunts** means.

7. Conduct a close read of the third paragraph on page 47 and identify the context clues that help the reader to determine what the word, **dismantle** means.

Name: _____ Teacher: _____ Date: ____/____/____

Text 3: The Sit-In Movement

1. On a scale of 1-5 with 5 being the highest, rate the high school and college students' level of commitment to fighting for justice and equality for all people. Elaborate on some of the risks they took Cite specific evidence from the text.

Horizontal lines for writing the response.



Middle School Informative/Explanatory Performance Task *The Bridge Builders*

Directions: Write a two to three page essay explaining how César Chávez, founder of the United Farm Workers Association and the Four A & T College Students, who started the Sit-In Movement in the 1960s were bridge builders of the Civil Rights Movement. Use similar literary elements found in Dromgoole's poem, *The Bridge Builder*, and describe the chasms they crossed on their journey towards justice and equality. Conclude with a written discussion of the metaphorical bridges that were built as a result of Chavez' and the college students' sense of responsibility.

S

- Stated** the title of the poems/chapter or topic in my response
- Stated** the main idea of the topic
- Supplied** an organizational structure that lists reasons
- Stated** reasons that are connected and support the main idea

U

- Used signal words & semantic cues** (e.g. for example, such as, specifically, to illustrate, similar to, like, a major development, a key feature, a primary concern, a central issue, most noteworthy, the main value)
- Used vocabulary** from the poems/chapter and the classroom/group discussions
- Used evidence** from my sources that is comprehensive, relevant and concrete
- Used** a variety of **elaborative techniques** (author's craft)

R

- Reviewed** my response for correct sentence structure, punctuation, capitalization and neatness
- Revised** my response (added details and made corrections after self-editing)

E

- Ensured** that every part of the question/prompt has been answered
- Ensured** that every word was correctly spelled
- Ended** my writing with an effective conclusion (e.g. In summary, consequently, from this we see, therefore, nevertheless...)

