

**Unit Title:**    **We Are Where We Live**

**Author:**       Michelle Menard  
                  Clark County School District  
                  Johnson Junior High School  
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**Subject:**       English and Language Arts

**Grade Level:** Middle School (6–8)

**Time Frame:** 6 weeks – 5 50-minute lessons per week

**Unit Summary:** Many of my students are from or have family members from Oaxaca, Mexico. Others have not lived anywhere other than Las Vegas. This unit is designed to help some students connect to their Mexican heritage and help other students envision how life is lived in another part of the world. It aims to help students develop the understanding that the place where we live, our “home,” shapes who we. “Home” could refer to a person’s shelter, neighborhood, school, state, or country. Our homes determine the food we eat, the clothes we wear, the buildings in which we live, the activities we pursue, the work and education opportunities available to us, the people we know, and the resources we can access (e.g., medical facilities). Our lifestyles determine the experiences we have and the practical knowledge we acquire (e.g., how to use a machete or a computer).

The unit builds background information about Oaxaca, Mexico and the experience of immigrants to the United States. Students will read several texts throughout the unit. The book *What the Moon Saw* by Laura Resau features a middle-school aged female protagonist whose father illegally immigrated to the United States from Oaxaca. The reader learns how she struggles with her identity as an American student and as a daughter of a Mexican immigrant. She leaves the United States to spend the summer with her grandparents in Oaxaca. The book reveals how the protagonist comes to identify with her Oaxacan roots as she adjusts to the clothes, food, activities, traditions, and people in her grandparents’ town. The students will complete reading comprehension, response to literature, and writing activities. As the students read about an American girl adjusting to life in rural Oaxaca, they will also read

two newspaper articles about Mexican children adjusting to life in the United States and re-adjusting to life in Mexico after returning there from the United States. Following the novel study, students will read “Machete Dream Carvers” by Shepard Barbash, a chapter from the book *Travel Tales: Mexico* edited by James O’Reilly and Larry Habegger. The chapter describes the history and significance of *alebrijes*, which are wooden animals that Oaxacan artisans carve and sell.

After students understand Oaxacans’ lifestyles, they will turn their observations inward and think about how their own experiences have shaped them as people. They will write personal narratives about an experience in which the setting plays an important role. Student narratives will reflect on how their experiences in these settings changed them. Students’ writing will focus on accurate and meaningful description of the setting so that a person who is not familiar with the setting (e.g., a person from Oaxaca) can envision it and appreciate its significance.

**Established Goals:** Based on 7<sup>th</sup> Grade Common Core State Standards for English and Language Arts

I. Reading Literature

- A. Cite textual evidence to support inferences and analysis of text (RL.7.1).
  - 1. Draw inferences using background knowledge and details from text.
  - 2. Identify explicit and implicit clues to support inferences.
  - 3. Know that citing textual evidence means to quote, summarize, or paraphrase from a text to support an argument or claim.
  - 4. Know that an analysis of text is a detailed examination based on explicit and implicit information.
  - 5. Identify and cite explicit and implicit textual evidence to support a claim.
- B. Determine the theme of a text and analyze its development over the course of the text (RL.7.2).
  - 1. Analyze how a theme develops over the course of a text.
  - 2. Determine when a theme first appears and when it is reinforced by characters or events in a text.
  - 3. Explain how the details in a text support the theme.
- C. Analyze how elements of a particular story interact (RL.7.3).
  - 1. Identify the story elements: characters (protagonist and antagonist), setting, themes, conflict, and plot.

2. Identify the plot elements: exposition, rising action, climax, falling action, and resolution.
  3. Know that interaction is a reciprocal action or influence.
  4. Determine how story elements relate to one another and interact to move the story along.
  5. Explain how story elements change as they interact.
  6. Analyze characters' traits and actions to determine how they affect the setting, plot, theme, and other characters.
  7. Analyze characters' responses to events and interactions with others and how this affects setting, plot, theme, and other characters.
- D. Determine the meanings of words and phrases as they are used in text (RL.7.4).
1. Identify figurative language (simile, metaphor, personification, idiom, hyperbole).
  2. Explain how the author's use of figurative language illustrates/expands the purpose and meaning of the text.
  3. Explain how the author's use of connotative meanings conveys the author's stance within a text.
- E. Analyze how an author develops and uses characters' points of view (RL.7.6).
1. Know characters in a story have different perspectives.
  2. Know that one way authors control the information relayed to readers is by including or excluding points of view.
  3. Know authors may switch the point of view to offer the reader a different perspective on characters or events.
  4. Authors offer more than one point of view in order to explain the story in more depth or to increase the complexity of the text.
  5. Contrast the points of view of the characters.
  6. Surmise why the author develops the story through different point of view (Abuelita's flashbacks).
  7. Explain how the third-person limited perspective affects the way the reader identifies with the characters and understands the setting.
- II. Reading Informational Text
- A. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (RI.7.1).
1. Know an analysis is a detailed examination of text.
  2. Know inferences are drawn through background knowledge and details in a text.
  3. Know that explicit information is directly stated in the text while implicit information is not.

4. Know that citing textual evidence means to quote, summarize, or paraphrase from a text to support an argument or claim.
  5. Draw conclusions about what informational text is saying, explicitly and implicitly.
  6. Draw inferences from informational text to make and support an analysis.
  7. Support analysis/inference/conclusions with explicit and implicit textual evidence.
- B. Analyze the interaction between individuals, events, and ideas in a text (RI.7.3).
1. Know that interactions among individuals, ideas, or events influence each other in text.
  2. Identify transition words and phrases that signal interactions between individuals, ideas, or events.
  3. Identify the elements involved in interaction and how they influence other elements in the text.
  4. Describe how an event (or sequence of events) impacts an individual, a subsequent event, or an idea.
  5. Describe how individuals can influence each other through their actions and participation in events.
  6. Explain how one person's ideas can influence others.
  7. Describe in detail how events change the course of people's lives and impact their beliefs.
- C. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas (RI.7.5).
1. Know there are various structures for informational text (e.g., chronology, main ideas/details, comparison, cause/effect, problem/solution).
  2. Know the structural components of the various types of informational text.
  3. Know major sections in the text contain central ideas and details.
  4. Determine the text structure an author uses to organize a text.
  5. Identify major sections of the text that include central ideas and supporting details.
  6. Explain how the major sections of a text contribute to the development of the ideas and to the text as a whole.

### III. Writing

- A. Write narratives to develop real or imagined experiences or events using effective language technique, well-chosen details, and well-structured event sequences (W.7.3).
1. Compose a narrative that connects figurative language, audience, speaker, and purpose with effective techniques, details, and event sequence to improve the narrative.

2. Develop characters in a narrative through their own actions or thoughts.
  3. Engage and orient the reader by establishing a context and point of view and introducing narrator/characters.
  4. Organize a sequence of events that unfolds naturally and logically.
  5. Use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters.
  6. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time or setting to another.
  7. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  8. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- B. Draw evidence from literary or informational texts to support analysis, reflection, and research (W.7.9).
1. Determine what evidence to draw from a text to support the task required.
  2. Properly connect evidence from a literary or information text within a paper.
  3. Compose analysis and reflection papers that compile evidence from literary or informational text to support a task.

#### IV. Speaking and Listening

- A. Come to discussions prepared, having read or research the material under study (SL.7.1a).
- B. Follow rules for collegial discussions, defining roles as needed (SL.7.1b).
- C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed (SL.7.1c).

#### V. Language

- A. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (L.7.1).
- B. Demonstrate command of the conventions of standard English capitalization, punctuation, spelling when writing (L.7.2).
- C. Use knowledge of language and its conventions when writing, speaking, reading, or listening (L.7.3).
- D. Use context as a clue to the meaning of a word or phrase (L.7.4a).
- E. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (L.7.5).
- F. Use the relationships between particular words (e.g., synonym/antonym, analogy) to better understand each of the words (L.7.5b).
- G. Acquire and use grade-appropriate words/phrases (L.7.6).

**Unit Understandings:** By the end of the unit, students will be able to:

- Explain how the place where you live affects the food you eat, the clothes you wear, the people you know, the education and job opportunities available to you, the natural environment you experience, the medical resources you can access, etc.
- Explain the way these things shape the people we are.
- Surmise what people will assume about you based on the country, town, school, or family that you come from.
- Compare and contrast the experience of living in Las Vegas and the experience of living in rural Oaxaca.
- Explain that the definition of “normal” depends on where you live.
- Incorporate regionalism into understanding of place (many Mexicos just as there are many United States).

**Essential Questions:** The thematic questions guiding the instruction for this unit are:

- How does your home make you who you are?
- Can where you are change who you are?
- How does the place where you come from affect the way people see you?
- How do people in rural Oaxaca live? Can they be happy?
- What knowledge do you acquire by living in a particular place (e.g., agricultural knowledge versus urban knowledge)?

The language questions guiding the instruction for this unit are:

- How can readers make their claims convincing (RL.7.1, RI.7.1)?
  - Support them with sufficient explicit and implicit evidence.
- How does an author develop the theme of a novel (RL.7.2)?
  - An author reveals a theme by including key details.
- How do the events of a novel change the characters who inhabit them (RL.7.3)?
- How does the use of figurative and connotative language help to deepen the meaning of text (RL.7.4)?
  - It develops tone and mood.
- How does point of view affect the reader’s thoughts about characters and events in a text (RL.7.6)?
- How does interaction with ideas and events shape people’s thoughts and actions (RI.7.3)?
- How can major sections develop and refine concepts (RI.7.5)?
- What narrative techniques can writers use to develop settings, characters, and events (L.7.3)?
- How can narrative conclusions provide insight into character changes and provide closure (L.7.3)?

## Unit Overview

	Texts/Materials	Vocabulary	Performance Tasks/Assessment
Week 1	<ul style="list-style-type: none"> <li>• <i>What the Moon Saw</i> by Laura Resau (Prologue-Chapter 3)</li> <li>• Vocabulary List</li> <li>• Slideshow: Oaxaca Background Information (PDF available for download from this website)</li> <li>• PowerPoint: <i>What the Moon Saw</i> Skills and Vocabulary (available for download from this website)</li> <li>• Response Notebooks:               <ul style="list-style-type: none"> <li>○ Quick Write</li> <li>○ Prologue Response</li> <li>○ Vocabulary (Ch. 1–3, 4–7, 8–11, 12–15)</li> <li>○ Character Analyses (3)</li> <li>○ Picture the Setting</li> <li>○ Finding Figurative Language</li> <li>○ Life in Yucuyoo</li> <li>○ Life in Yucuyoo Mini-Presentation</li> <li>○ Power Lines</li> <li>○ Comprehension Questions</li> </ul> </li> <li>• Life in Yucuyoo Mini-Presentation Rubric</li> </ul>	indigenous	<ul style="list-style-type: none"> <li>• Quick Write</li> <li>• Group Norms and Contract</li> <li>• Assign Group Jobs</li> <li>• Group Discussion</li> <li>• Comprehension Questions</li> <li>• Vocabulary Activities</li> <li>• Prologue Response</li> <li>• Finding Figurative Language</li> <li>• Character Analysis</li> <li>• Picture The Setting</li> <li>• Power Lines</li> <li>• Life in Yucuyoo Mini-Presentation</li> <li>• ASSESSMENT: Chapters 1–3 Quiz</li> </ul>
		<u>Chapter 1:</u> lunatic replica remote quiver drenched coincidence	
		<u>Chapter 2:</u> haphazardly outskirts machete filthy bamboo rafter translucent spiraled hovered	
		<u>Chapter 3:</u> outhouse	
Standards: RL.7.1, RL.7.2, RL.7.3, RL.7.4, SL.7.1a-c, L.7.4, L.7.5, L.7.6			
Week 2	<ul style="list-style-type: none"> <li>• <i>What the Moon Saw</i> by Laura Resau (Chapters 4–7)</li> <li>• Vocabulary List</li> <li>• Slideshow: Oaxaca Background Information</li> <li>• Response Notebooks</li> <li>• Life in Yucuyoo Mini-Presentation Rubric</li> </ul>	<u>Chapter 4:</u> marveled	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Comprehension Questions</li> <li>• Vocabulary Activities</li> <li>• Finding Figurative Language</li> <li>• Oaxaca City through Different Eyes</li> <li>• Power Lines</li> <li>• Life in Yucuyoo</li> <li>• Mini-Presentation</li> <li>• ASSESSMENT: Chapters 4–7 Quiz</li> </ul>
		<u>Chapter 5:</u> obsidian	
		<u>Chapter 6:</u> pungent pitiful gourd	
		<u>Chapter 7:</u> criticize smirk dignity	
Standards: RL.7.1, RL.7.2, RL.7.3, RL.7.4, SL.7.1a-c, L.7.4, L.7.5, L.7.6			
Week 3	<ul style="list-style-type: none"> <li>• <i>What the Moon Saw</i> by Laura Resau (Chapters 8-11)</li> <li>• Vocabulary List</li> <li>• Slideshow: Oaxaca Background Information</li> <li>• Response Notebooks</li> <li>• Life in Yucuyoo Mini-Presentation Rubric</li> </ul>	<u>Chapter 8:</u> halo calluses sheepishly	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Comprehension Questions</li> <li>• Finding Figurative Language</li> <li>• Power Lines</li> <li>• Life in Yucuyoo Mini-Presentation</li> <li>• ASSESSMENT: Chapters 8–11 Quiz</li> </ul>
		<u>Chapter 9:</u> coward sacred reveal	
		<u>Chapter 10:</u> loom	
		<u>Chapter 11:</u> miracle	

	Standards: RL.7.1, RL.7.2, RL.7.3, RL.7.4, SL.7.1a-c, L.7.4, L.7.5, L.7.6		
Week 4	<ul style="list-style-type: none"> <li>• <i>What the Moon Saw</i> by Laura Resau (Chapters 12–15)</li> <li>• Vocabulary List</li> <li>• Slideshow: Oaxaca Background Information</li> <li>• Response Notebooks</li> </ul>	Chapter 12: dawned	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Comprehension Questions</li> <li>• Power Lines</li> <li>• Life in Yucuyoo</li> <li>• Exam Study Guide</li> <li>• ASSESSMENT: Chapters 12–15 Quiz</li> </ul>
		Chapter 14: lopsided	
	Standards: RL.7.1, RL.7.2, RL.7.3, RL.7.4, W.7.9, SL.7.1a-c, L.7.4, L.7.5, L.7.6		
Week 5	<ul style="list-style-type: none"> <li>• LA Times Article "Epithet that Divides Mexicans is Banned by Oxnard School District": <a href="http://articles.latimes.com/print/2012/may/28/local/la-me-indigenous-derogatory-20120528">http://articles.latimes.com/print/2012/may/28/local/la-me-indigenous-derogatory-20120528</a></li> <li>• NY Times Article "American Children, Now Struggling to Adjust to Life in Mexico": <a href="http://www.nytimes.com/2012/06/19/world/americas/american-born-children-struggle-to-adjust-in-mexico.html?_r=0">http://www.nytimes.com/2012/06/19/world/americas/american-born-children-struggle-to-adjust-in-mexico.html?_r=0</a></li> <li>• "Machete Dream Carvers"</li> <li>• PowerPoint: <i>Alebrijes</i></li> <li>• Comprehension Questions: Oaxaquita</li> <li>• Comprehension Questions: American Children</li> </ul>	LA Times epithet compatriots ridicule discrimination	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Ticket out the Door</li> <li>• Problem/Solution Chart</li> <li>• Summary Statements</li> <li>• Citation Hunt</li> <li>• Create Headings for Major Sections of Text</li> <li>• Comprehension Questions</li> </ul>
		NY Times deportation exodus phenomenon skepticism	
		Machete endured destiny deprived initiative renaissance irascible	
	Standards: RI.7.1, RI.7.3, RI.7.5, W.7.9, L.7.6		
Week 6	<ul style="list-style-type: none"> <li>• Writing Folders</li> <li>• Flee Map*</li> </ul> <p>*A flee map is the thinking map that my students use to organize their work. It is a combination of a Tree Map, which is used to classify information, and a Flow Map, which is used to sequence information.</p>	imagery sensory details narrative techniques dialogue interior monologue relevant details orient the reader reflection	
	Standards: W.7.3, L.7.1, L.7.2, L.7.3		



**otes:**

- Chapter 13 refers to the rape of Helena’s aunt. Due the sensitive nature of the material, I chose to leave the chapter out of this unit. While skipping this chapter detracts from the experience of reading the novel, it does not prevent the reader from understanding the story’s resolution and themes.
- Vocabulary activities are not created for all of the words. Included as a resource for the unit is a comprehensive list of words, definitions, synonyms, antonyms, and sample sentences. Teachers may use the list to create the vocabulary activities that best suit their instruction.
- Comprehension Questions and quizzes are not created. However, the unit includes suggested constructed response exam questions.
- “Machete Dream Carvers” is 12 pages long. Due to copyright laws, I did not reproduce the work in this unit. While the information in the text is valuable, the length and complexity of the original text is not manageable for most middle school students. For my students, I typed the chapter into a Word document and abridged it. I also divided the work into major sections so that the students can create their own headings for them. My version is 5 pages long. Many of the activities explained in Week 5 of the unit require the use of this text. This unit can be taught without these lessons.

**Extension Activities/Project Ideas:**

- “Where I’m From” poem written from the point of view of students or of one of the characters in *What the Moon Saw*.
- You are an entrepreneur who wants to improve the lives of rural Mexicans by creating job opportunities for them. You are going to start a hotel that offers excursions to tourists who want to learn more about indigenous Mexican culture. Design a brochure that explains what services and experiences you will offer. Make a list of job openings you will need to fill. List the skills your applicants will need.
- Choose a spirit animal for Pedro. Research the animal. Write an essay explaining why that animal would be an appropriate spirit animal for Pedro. You could talk about the animal’s habitat, diet, temperament, appearance, etc.
- Choose a spirit animal for yourself. Research the animal. Write an essay explaining why that animal would be an appropriate spirit animal for you.

## Learning Activities:

### I. Week 1 – *What the Moon Saw* (Prologue – Chapter 3) – 45-minute lessons

#### A. Day 1

1. Introduce Reading Response Notebooks.
2. Organize students into groups of 4–6.
  - a) Teacher models sample norms
    - (1) Only one person talks at a time
    - (2) Volume of voice
    - (3) Stay on-topic
    - (4) Be prepared
    - (5) Consequences?
  - b) Groups agree upon 3–4 norms.
  - c) Groups write norms and sign contract.
  - d) Groups assign jobs:
    - (1) President: keeps conversation on-topic; makes sure people do their jobs
    - (2) Vice-President: helps the president; does the job of absent students
    - (3) Secretary: checks homework keeps record of group norms and job assignments
3. Oaxaca Background Information Slideshow Slides 1–5
  - a) *The House on Mango Street* quote
  - b) Quick Write
4. Oaxaca Background Information Slideshow Slides 6–8
5. *What the Moon Saw* PowerPoint Slides 1–9—Teacher reads Prologue aloud to class. Class completes Prologue Response (included in ppt).

#### B. Day 2

1. Introduce Chapter 1 vocabulary—*What the Moon Saw* PowerPoint Slides 10–15
2. Read Chapter 1 for 20 minutes. Options include: silent reading; reading with a partner; in small groups; small group reads with teacher; or whole group with teacher (choral, one at a time)
3. Assignments:
  - a) Comprehension Questions
  - b) Finding Figurative Language (similes)
  - c) Character Analysis
    - (1) Clara Luna
    - (2) Choose Mom, Dad, or Samantha

4. Homework:
  - a) Write a sample sentence for each of the vocabulary words.
  - b) Unfinished classwork

C. Day 3

1. Secretaries stamp completed assignments.
2. Groups discuss answers to Chapter 1 activities.
  - a) Introduce Chapter 2 vocabulary—*What the Moon Saw* PowerPoint slides 16-24
3. Groups will choose topics on which each member will take notes:
  - a) Food
  - b) Activities
  - c) Shelter
  - d) Education
4. Secretaries will record assigned topics.
5. Oaxaca Background Information Slideshow slides 9–21
6. Read Chapter 2 for 15 minutes.
7. Assignments:
  - a) Comprehension Questions
  - b) Character Analysis (Abuelita/Abuelo)
  - c) Finding Figurative Language (metaphors)
  - d) Picture the Setting: Yucuyoo
8. Homework: Unfinished classwork

D. Day 4

1. Secretaries stamp completed assignments.
2. Groups discuss answers to Chapter 2 activities.
3. Introduce Chapter 3 vocabulary—*What the Moon Saw* PowerPoint slide 25
4. Oaxaca Background Information Slideshow slides 22–35
5. Life in Yucuyoo Mini-Presentation Directions
6. Read Chapter 3 for 15 minutes.
7. Assignments:
  - a) Comprehension Questions
  - b) Finding Figurative Language (personification)
  - c) Power Lines
  - d) Life in Yucuyoo (topic assigned by group)
8. Homework: Unfinished classwork

E. Day 5

1. Secretaries stamp completed assignments.

2. Groups discuss answers to Chapter 3 activities.
3. Explain to students how to use the Mini-Presentations Rubric.
4. Life in Yucuyoo Mini-Presentations
5. Chapters 1–3 Quiz

II. Week 2 – *What the Moon Saw* (Chapters 4–7) – 45-minute lessons

A. Day 1

1. Introduce Chapter 4 vocabulary.
2. Oaxaca Background Information Slideshows slides 35–42
3. Read Chapter 4 for 20 minutes.
4. Assignments:
  - a) Comprehension Questions
  - b) Power Lines
  - c) Life in Yucuyoo (topic assigned by group)
5. Homework:
  - a) Vocabulary Activities
  - b) Unfinished Classwork

B. Day 2

1. Secretaries stamp completed assignments.
2. Groups discuss answers to Chapter 4 activities.
3. Introduce Chapter 5 vocabulary.
4. Read Chapter 5 for 20 minutes.
5. Assignments:
  - a) Comprehension Questions
  - b) Power Lines (racism p. 78)
  - c) Compare the way Clara responds as she comes into Oaxaca City for the first time (p. 22) to the way Helena responds when she comes into Oaxaca City for the first time. What details does each character describe? What figurative language do they use? What is the mood in each passage?
  - d) Life in Yucuyoo (topic assigned by group)
6. Homework: Unfinished Classwork

C. Day 3

1. Secretaries stamp completed assignments.
2. Groups discuss answers to Chapter 5 activities.
3. Introduce Chapter 6 vocabulary.
4. Read Chapter 6 for 20 minutes.
5. Assignments:

- a) Comprehension Questions
- b) Power Lines
- c) Life in Yucuyoo (topic assigned by group)
- 6. Homework: Unfinished Classwork

D. Day 4

- 1. Secretaries stamp completed assignments.
- 2. Groups discuss answers to Chapter 6 activities.
- 3. Introduce Chapter 7 vocabulary.
- 4. Read Chapter 7 for 20 minutes.
- 5. Assignments:
  - a) Comprehension Questions
  - b) Finding Figurative Language (metaphors p.121–122)
  - c) Power Lines (racism p. 199)
  - d) Life in Yucuyoo (topic assigned by group)
- 6. Homework: Unfinished Classwork

E. Day 5

- 1. Secretaries stamp completed assignments.
- 2. Groups discuss answers to Chapter 7 activities.
- 3. Life in Yucuyoo Mini-Presentations
- 4. Chapters 4–7 Quiz

III. Week 3 – *What the Moon Saw* (Chapters 8–11) – 45-minute lessons

A. Day 1

- 1. Review the information about herons in slide 40 of the Oaxaca Background Information Slideshow.
- 2. Introduce Chapter 8 vocabulary.
- 3. Read Chapter 8 for 20 minutes.
- 4. Assignments:
  - a) Comprehension Questions
  - b) Power Lines
  - c) Life in Yucuyoo (topic assigned by group)
- 5. Homework:
  - a) Vocabulary Activity
  - b) Unfinished classwork

B. Day 2

- 1. Secretaries stamp completed assignments.
- 2. Groups discuss answers to Chapter 8 activities.
- 3. Introduce Chapter 9 vocabulary.

4. Read Chapter 9 for 20 minutes.
5. Assignments:
  - a) Comprehension Questions
  - b) Power Lines
  - c) Life in Yucuyoo (topic assigned by group)
6. Homework: Unfinished classwork

C. Day 3

1. Secretaries stamp completed assignments.
2. Groups discuss answers to Chapter 9 activities.
3. Introduce Chapter 10 vocabulary.
4. Read Chapter 10 for 20 minutes.
5. Assignments:
  - a) Comprehension Questions
  - b) Finding Figurative Language (hyperboles)
  - c) Power Lines
  - d) Life in Yucuyoo (topic assigned by group)
6. Homework: Unfinished classwork

D. Day 4

1. Secretaries stamp completed assignments.
2. Groups discuss answers to Chapter 10 activities.
3. Introduce Chapter 11 vocabulary.
4. Read Chapter 11 for 20 minutes.
5. Assignments:
  - a) Comprehension Questions
  - b) Power Lines
  - c) Life in Yucuyoo (topic assigned by group)
6. Homework: Unfinished classwork

E. Day 5

1. Secretaries stamp completed assignments.
2. Groups discuss answers to Chapter 11 activities.
3. Life in Yucuyoo Mini-Presentations
4. Chapters 8–11 Quiz

IV. Week 4 – *What the Moon Saw* (Chapters 12–15) – 45-minute lessons

A. Day 1

1. Introduce Exam Study Guide.
2. Introduce Chapter 12 vocabulary.
3. Read Chapter 12 for 20 minutes.

4. Assignments:
  - a) Comprehension Questions
  - b) Foreshadowing (p. 200–201)
  - c) Power Lines
  - d) Life in Yucuyoo
5. Homework: Unfinished classwork

B. Day 2

1. Secretaries stamp completed assignments.
2. Groups discuss answers to Chapter 12 activities.
3. Introduce Chapter 14 vocabulary.
4. Read Chapter 14 for 20 minutes.
5. Assignments:
  - a) Comprehension Questions
  - b) Power Lines
  - c) Life in Yucuyoo
6. Homework: Unfinished classwork

C. Day 3

1. Secretaries stamp completed assignments.
2. Groups discuss answers to Chapter 14 activities.
3. Introduce Chapter 15 vocabulary.
4. Read Chapter 15 for 20 minutes.
5. Assignments:
  - a) Comprehension Questions
  - b) Power Lines
  - c) Life in Yucuyoo
6. Homework: Unfinished classwork

D. Day 4

1. Secretaries stamp completed assignments.
2. Groups discuss answers to Chapter 15 activities.
3. Students may spend the remainder of the class period preparing for the exam.

E. Day 5: Exam

V. Week 5 – What is American? What is Mexican? – 45-minute lessons

A. Day 1 – Article: “Epithet that Divides Mexicans is Banned by Oxnard School District”

1. Class discussion

- a) What does the word "ghetto" mean to you? "Country?"  
"Redneck?" "Dirty south?"
  - b) What assumptions do you make about people who are from the South?
2. Number paragraphs in article.
  3. Introduce vocabulary.
  4. Read the article. Students read silently or with a partner, stopping at designated points to answer comprehension questions.
  5. Problem/Solution Chart – "Oaxaquita"
  6. Ticket Out the Door
  7. Homework: Finish the chart.
- B. Day 2 – Article: "American Children, Now Struggling to Adjust to Life in Mexico"
1. Review "implicit evidence," "explicit evidence," "drawing conclusions," and "inferences."
  2. Read the article. Students read silently or with a partner, stopping at designated points to answer comprehension questions.
  3. Citation Hunt
  4. Ticket Out the Door
  5. Homework: Finish the Citation Hunt.
- C. Day 3 – Article: "Machete Dream Carvers"
1. PowerPoint: *Alebrijes*
  2. Review text structures (main idea/details, chronology)
  3. Read the article. Students read silently or with a partner, stopping at designated points to answer comprehension questions.
  4. Students re-read the article independently, filling in the sections with the appropriate headings. They will underline information from the section that shows why the heading is appropriate. Groups will discuss answers.
  5. Ticket Out the Door
- D. Day 4 – Article: "Machete Dream Carvers"
1. Review text structures (main ideas/details, chronology).
  2. Whole group will write a summary statement for the article.
  3. The students will write summary statements for each major section.
  4. Whole group will discuss the section "The Process of Carving." One paragraph in the section is organized chronologically. The students will determine which one.



5. Students will divide the largest major section of the article (“Inspiration Comes from Local Culture”) into smaller sections. They will create their own sub-headings for each of the smaller sections. They will cite three details that helped them determine which sections to create.
  6. Groups will discuss why each individual section is an important part of the whole.
- E. Day 5: Teacher will read page \_\_\_\_ of *What the Moon Saw* to students.

## VI. Weeks 6 and 7 – Telling Your Own Story

### A. Day 1

1. Introduce the assignment. “This week, we will write personal narratives that tell a tiny part of our own stories. We will choose a specific event in our lives in which the setting is important. It could be the story of something that happened to you in your home, school, neighborhood, city, state, or country. It could be the story of something that happened to you in a setting that was strange to you. Often, we make mistakes in unfamiliar settings because we are not aware of the rules. Start with a memory that you enjoy talking about. It could be the story of a time you learned an important lesson, a time you learned how to do something that is important to you, a time you celebrated something with your family. Really, you can write about any important memory that you have, as long as you remember the setting very clearly and can connect it back to your own sense of who you are.”
2. Students will list events that they could write about and choose their three favorite topics.
3. Quick Writes
  - a) Students will write about one topic for 3 minutes.
  - b) Students will write about a second topic for 3 minutes.
4. Based on their Quick Writes, students will choose a topic.
5. Students will respond to the following questions in writing:
  - a) Did you learn anything from your experience? If so, what?
  - b) How did you change as a result of your experience?
  - c) Where does your narrative take place? Describe the setting.
6. Students will begin their free maps. They will leave the introduction blank for now. They will divide their narrative into three parts.
  - a) Beginning (exposition and rising action)
  - b) Middle (rising action and climax)
  - c) End (falling action and resolution/reflection)

- B. Day 2
  - 1. Students will complete a Picture the Setting graphic organizer for the setting of their narratives.
  - 2. Students will write their introductions and finish their free maps.
- C. Day 3
  - 1. Students will write their rough drafts.
  - 2. Homework: Students will finish their drafts.
- D. Day 4
  - 1. Mini-lesson: Reflections as Conclusions
  - 2. Students will finish their drafts and write a reflective conclusion.
- E. Day 5
  - 1. Students will revise their work.
  - 2. Homework: Students will complete their revisions.
- F. Day 6
  - 1. Students will write a second draft.
  - 2. Teacher will read and comment on drafts over the weekend.
- G. Day 7
  - 1. Students will revise and edit their second drafts.
  - 2. Homework: Students will finish revising and editing their second drafts.
- H. Day 8: Students will publish their drafts.

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