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Multicultural Unit Rationale
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Beyond Tacos and Piñatas: A Unit On Hispanic Literature

This unit was designed for a class of twenty-five ninth-grade college prep students. Most of these students are Mexican-American. There is also a significant number of European-American and African-American students in the class. The school is located in a rural county, which is rapidly becoming a major suburb of a massive city. There are many factories and industries in the area and most of the students come from working class families. A number of students in the class speak Spanish as their first language. Some of these students have lost much of their first language in a push to assimilate in a state that supports an English only curriculum. This unit will be taught near the beginning of the year because it is important to create an atmosphere where the culture and history of our students are valued. The length of class each day is fifty minutes. The overarching concept of the year will focus on literature in a diverse society in order to avoid a feeling of tokenism. Other units will examine African-American literature, womens' literature, and the literature of other cultures.

The unit will begin with the poem, "Love Poem for My People," by Pedro Pietri. It celebrates Latino culture contrasted with the forced American culture. It will be followed by "Complexion," by Richard Rodriguez, which describes the Hispanic Americans' struggle with self-image and their looks. The rest of the first week will examine: "Snow," by Julia Alvarez, which relates the trouble a Spanish Speaking child in America has understanding everyday life, "Legal Alien" by Pat Mora, a poem that tells about the hardship of a Mexican

American woman who feels she does not really fit into either culture, “Don’t Misread My Signals: I May Dress in Scarlet, but Don’t Mistake Me for a Hot Tamale,” by Judith Ortiz Cofer, an essay that reveals the struggle of a Latina girl living and growing up between the world of her culture and the American world.

During the second week students will read “The Talk,” by Gary Soto and “I’m Not Fat, I’m Latina,” by Christy Haubegger. Both of these pieces address issues of self-image and beauty. “The Talk” is a short story about two boys who realize they are not attractive, and “I’m Not Fat, I’m Latina” is an essay about how mainstream culture does not accept overweight women as beautiful, while Mexican-American culture does. At the end of the second week students will read “We Would Like You to Know,” by Ana Castillo and “Real Life Examples of Stereotypes.” Both of these pieces describe and refute stereotypes of Hispanic people. These two weeks will prepare students for the themes and situations presented in the culminating text, The House On Mango Street.

Cisneros’ book, The House on Mango Street, is the coming-of-age story of a young female, Latina girl, Esperanza. It is written in a series of vignettes where the main character discusses her house, home, name, and other important aspects of her life. As the novel unfolds it is clear her self-empowerment allows her to overcome racism, sexism, and classism to grow into a strong young woman who appreciates where she has come from (her culture and family) and where she is going (away from her neighborhood to make a life of her own). The book presents a strong female character who fights stereotypes and discrimination and develops a deep love for her culture and the spirit to fight oppression. Esperanza tells her readers that her name means hope. We hope this book and this unit will help our students realize the beauty and strength in a culture that has faced and overcome so many challenges over the years.

Multicultural education has received much attention in the past few years. Heated debates circle around its purpose and validity. As teachers whose philosophy of education is based in critical pedagogy, we believe that multicultural education is a necessity in our diverse society. When the curriculum is examined through the lens of critical literacy it is clear “that reading does not take place in a vacuum; it includes the entire social, cultural, political, and historical context.” (Wink, 2000, p. 57) It is only recently that literature textbooks have included the work of non-white people, and many of the pieces that are included in anthologies perpetuate stereotypes. Often this work is only given lip service, or is taught only as filler material when it is convenient for the teacher. When this happens, “the difference of women from men, American Indian or Africans from Europeans, Jews from Christians, homosexuals from heterosexuals, workers from professionals becomes reconstructed largely as deviance and inferiority.” (Adams, 2000, p. 45) Critical pedagogy causes us to ask, “Whose standard? Whose culture? Whose knowledge? Whose history? Whose language? Whose perspective?” (Wink, 2000, p. 54) is addressed by the curriculum? Unfortunately, the answers to these questions exclude many of our students, which led to the development of this unit on Hispanic literature. It will attempt to move beyond stereotypes and expose students to the breadth and depth of Hispanic literature and culture.

Typically, students learn that white culture, the dominant culture, is normal and often their own culture is primitive or embarrassing. In addition, “Since only the dominant group’s cultural expressions receive wide dissemination, their cultural expressions become the normal, or the universal, and thereby the unremarkable. Given the normality of its own cultural expressions and identity, the dominant group constructs the differences, which some groups exhibit as lack and negation. These groups become marked as Other.” (Adams, 2000, p. 45) This unit will address these issues by reading literature that troubles this inequality. It is important for all of our students to recognize that the dominant culture dictates what and

how they will learn. Our study of Hispanic literature will help them understand that “there is no one way to approach a subject-only multiple ways and multiple references. (hooks, 1994, p. 36)

This unit, which is situated within a yearlong study of multicultural literature, will also examine the concept of voice. By reading literature by authors with a strong Hispanic voice and participating in classroom activities students will be asked to determine who has voice in our society. We will ask the questions, “Who uses voice to express their perspective? Their viewpoint? Their way of knowing? Whose voice is promoted and valued? Whose voice is discredited with a wave of the hand?” (Wink, 2000, p. 70) We will be most interested in those whose voice has traditionally been silenced. During this unit we will focus on how and why the voices of Hispanic people have been silenced in the past. Hopefully this unit will help some of our Mexican-American students come to voice. At the very least, it will work to dispel the notion that a single powerful monovoice is good. We believe that “As we near the end of the century, more and more voices are being heard. Multiple voices are moving us forward. The broader the diversity of voices, the greater the quality of society,” (Wink, 2000, p. 71) and we hope to help our students appreciate the power of a society that values multiple voices.

Some critics of multicultural literature might argue that education should not be political, and we should not introduce political topics in the English classroom. These critics “want to act as though race doesn’t matter, that we are here for what’s interesting in the mind, that history doesn’t matter even if you’ve been screwed over, or your parents were immigrants or the children of immigrants who have labored for forty years and have nothing to show for it. Recognition of that must be suspended; and the rationale for this erasure is that logic which says, “What we do here is science, what we do here is objective history.” (hooks, 1994, p. 140)

Unfortunately, all students do not walk into the classroom as equals. They are profoundly affected by the society in which they live. Our curriculum recognizes “that no education is politically neutral . . . [Only teaching] work[s] by great white men is making a political decision.” (hooks, 1994, p.37) We refuse to share in many educators’ “passive acceptance of ways of teaching and learning that reflect biases, particularly a white supremacist standpoint.” (hooks, 1994, p. 37) Wink (2000) argues, “every time we choose curriculum, we are making a political decision . . . If educators state that they are neutral, then they are on the side of the dominant culture.” (Wink, 2000, p. 78) We choose to address these topics and create an environment where the cultures and experiences of all of our students are validated.

Other critics of multicultural education argue that a departure from teaching traditional texts in traditional methods will decrease the quality of students’ education. They argue that there are a set of cultural and academic traditions that students need to know to become educated citizens. We would ask them, whose culture? Whose traditions? It is this very notion of a society that only values one voice, one way of knowing, and one way of thinking that we would challenge. As Wink (2000) states, “The whole idea is to improve the quality of life for ourselves and for others in our community. The mere momentum of the status quo will keep us in a vacuum unless we walk out the door and seek other ways of knowing.” (Wink, 2000, p. 85)

There are many different traditions that are valuable. For example, “We could celebrate the tradition of teachers who have created a curriculum that is progressive. But such a tradition is never named or valued. . . . This clinging to the past is mandated by the profound belief in the legitimacy of all that has come before. Teachers who have these beliefs really have trouble experimenting . . . They want the classroom to be the way it has always been.” (hooks, 1994, p. 142) Our world is becoming more diverse, and we must

recognize and value our differences in order to offer our students a truly democratic education.

Wink (2000) writes, “Our beliefs (examined or unexamined) have a way of turning into behaviors that continually follow us around for all the world to see.” (Wink, 2000, p. 129) This unit grows out of our belief that education should be the practice of freedom for all of our students. We wish to discuss the struggles and success of Hispanic people through literature and to examine our society through a multicultural lens. We are driven by the belief that “All of us in the academy and in the culture as a whole are called to renew our minds if we are to transform educational institutions-and society-so that the way we live, teach, and work can reflect our joy in cultural diversity, our passion for justice, and our love of freedom.” (hooks, 1994, p. 34)

References

Adams, M., Blumenfeld, W., Castaneda, R., Hackman, H, Peters L., & Zuniga, X. (Eds.). (2000). Reading for diversity and social justice. New York: Routledge.

hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. New York: Routledge.

Wink, J. (1997). Critical pedagogy: Notes from the real world (2nd ed). New York: Longman.

Materials List

Nonfiction:

“Don’t Misread My Signals,” by Judith Ortiz Cofer

“Complexion,” by Richard Rodriguez

“I’m not Fat, I’m Latina,” by Christy Haubegger

“Real Life Examples of Stereotypes”

Poetry:

“Legal Alien/Extranjera legal,” by Pat Mora

“We Would Like You to Know,” by Ana Castillo

“Love Poem for My People,” by Pedro Pietri

Short Stories:

“Snow,” by Julia Alvarez

“The Talk,” by Gary Soto

Novel:

The House On Mango Street, by Sandra Cisneros

Unit on Hispanic Literature

Week One

Monday

- 3m: Attendance, housekeeping
- 2m: Pass out the “Test Your Tolerance” introductory activity sheet. (This test will help students identify any prejudices and prepare them to confront them throughout this unit. See attached handout p 6.)
- 5m: Go to Computer Lab
- 2m: Get settled in lab and answer any questions about the activity.
- 15m: Take the computerized test
- 5m: Return to the classroom and get out journals.
- 10m: Respond to the experience in their journals.
- 5m: Begin discussion if anyone wants to share.
- 3m: Prepare for dismissal.

Tuesday

- 3m: Attendance, housekeeping
- 10m: Tool Sharpening: Rewriting wordy sentences.
- 10m: Continue the discussion of the introductory activity.
- 3m: Pass out “Love poem for My People” activity sheet and answer any questions. (This activity will help reach the unit goal of getting the students to think about the experience of Hispanic Americans in relation to their own lives and experiences, and how oppressed people express themselves through writing. See attached handout p 7.)
- 2m: Have one student volunteer to read the poem out loud.
- 9m: Have a class discussion about the poem and what it could be saying in relation to Hispanic American culture.
- 10m: Have students complete and turn in the assignment.
- 3m: Pass out “Complexion” for students to read for homework.

Wednesday

- 3m: Attendance, housekeeping
- 10m: Tool sharpening: Rewriting wordy sentences.
- 10m: Summary quiz on “Complexion.” (Attached p 8.)
- 5m: Collect quizzes and answer any questions about the essay.
- 20m: Guided discussion on “Complexion” which focuses on discrimination based on appearance. (The questions discussed will help achieve the unit goal of realizing that discrimination based solely on appearance is something Hispanic Americans face everyday, and it will help the students see the harm this can do to minorities and themselves. See attached questions p 9.)
- 2m: Have students pack up and be ready for dismissal.

Thursday

- 3m: Attendance, housekeeping
- 10m: Tool sharpening: Rewriting wordy sentences.
- 2m: Have students get out their literature books and turn to “Snow”
- 2m: Have the teacher read the part about the author out loud.
- 4m: Have a student volunteer or the teacher read the short story out loud.
- 2m: Pass out the “What if it was me?” assignment in Spanish and ask students to complete it by the end of the period with no further explanation. (Attached p 10.)
- 3m: Calm the students down and pass out the assignment in English. (Attached p 11.)
- 10m: Have students complete the assignment. (This assignment will help achieve the unit goal of having students put themselves in the place of a student non-native speaker and having them try to understand what that situation would feel like.)
- 10m: Ask students to share what they wrote.
- 4m: Pass out “Don’t Misread My Signals.” Instruct students to read it for homework and come up with three critical questions about the essay.

Friday

3m: Attendance, housekeeping

10m: Wordy Sentence quiz. (Attached p 12.)

10m: Have students discuss their questions in small groups of four or five according to the handout, "Talking and Thinking Critically About Your Reading." (After discussing the treatment of Hispanic Americans this week the students should be able to use this assignment to recognize common themes in discrimination and in how it is written about by oppressed peoples. This assignment will help achieve the unit goal of critically thinking about the discrimination of Hispanic Americans or any other group based solely on hearsay without any actual knowledge of the person or where they are from and give examples of the many ways it is written about. See attached p 13.)

2m: Pass out "Legal Alien" to the groups and have them incorporate the poem into their discussion.

10m: Have students finish their group discussions. The teacher will float around the room, monitor the groups, and answer any questions.

12m: Have students return to large group and discuss what they discussed in their small groups.

3m: Have students turn in their questions and their group notes.

Week Two

Monday

3m: Attendance, housekeeping

10m: Tool-sharpener: Commas

10m: writing prompt (see p 14.)

10m: Have student volunteers share their answers with the whole class.

5m: read the story "The Talk" aloud as a class.

8m: Guided discussion about "The Talk" (the questions discussed will build toward the unit goal of representing an aspect of Hispanic Culture by beginning to illustrate how it differs from mainstream culture. See attached questions on p14.)

Tuesday

3m: Attendance, housekeeping

5m: Tool-sharpener: Commas

10m: Finish discussion of "The Talk"

5m: Read "I'm Not Fat, I'm Latina" aloud as a class.

15m: Discuss "I'm Not Fat, I'm Latina" (see attached questions on p 14. This discussion will help students understand the ideal of beauty in Hispanic Culture. Later they may choose to create an artistic representation of women for their project.)

13m: mini-lecture defining stereotypes.

Wednesday

5m: Tool-Sharpener: Commas

10m: Pass out "What is a Stereotype," handout and explain the assignment. (The skit will help students understand stereotypes, which will help them identify stereotypes of Hispanic people later in the unit. See attached p 15.)

30m: Students will get in groups and write their skits to present tomorrow.

5m: Straighten Desks.

Thursday

5m: Tool Sharpener: Commas

25m: Each group will present their skit.

15m: Pass out "We would Like You to Know" and "Real Life Comments on Stereotypes" and have a student volunteer, or the teacher, read them aloud.

5m: Assign homework: Students should list at least 10 examples of stereotypes of Hispanic people discussed in the two pieces.

Friday

10m: Quiz Commas, while students are taking the quiz the teacher will check to make sure they completed their homework. (See attached quiz p 16. Answer key attached p 17.)

10m: The class will make a master list of stereotypes of Hispanic people on the board based on the homework.

30m: Whole class discussion that focuses on how the authors explain or refute the stereotype. (This discussion will help students recognize stereotypes of Hispanic people and the truth about these stereotypes, which will help them accurately depict Hispanic Culture in their final project.)

Week 3

Monday

3m; Housekeeping/Attendance

10m; Pass out House on Mango Street books and opinionnaire. (Attached p 18.)

5m; Students fill out opinionnaire

30m; Discuss opinionnaire as a class (Opinionnaire will be used as a reference during further discussions of the novel)

2m; Assign HOMS pages 3-11 as homework

Tuesday

3m; Housekeeping/Attendance

5m; Tool Sharpening (tool sharpening for the week will be about fragments)

20m; Discuss HOMS reading from previous night (see attached discussion questions p 19.)

2m; Pass out ongoing assessment and an example entry. (Assignment and Rubric attached p 20 &21.)

19m; Discuss assessment, answer question, allow students to begin writing

1m; Remind students that they should bring a rough draft about their name tomorrow

Wednesday

3m; Housekeeping

10m; Tool Sharpening

5m; Discuss concerns about the previous night's assignment

20m; Have students pair up and trade papers for peer editing (see attached questions for discussion that would be written on the white board p 19.)

2m; Move desks back in order

2m; Announce that the students should turn in their final draft about their name tomorrow; they should also read pages 12-22

8m; Students read assignment

Thursday

3m; Housekeeping

5m; Tool Sharpening

2m; Collect Name entry

20m; Discuss HOMS reading from the previous night (see attached discussion questions p 19.)

2m; assign HOMS pages 23-38; the students should also have a final draft about their house tomorrow

18m; students read assignment and/or begin writing

Friday

3m; Housekeeping

10m; Quiz on Fragments (attached p 22 & 23. Answer Key p 24.)

2m; collect House entry

20m; Discuss HOMS reading from the previous night (see attached discussion questions p 19.)

2m; assign HOMS pages 39-55

13m; students read assignment

Monday

3m; Housekeeping

50m; follow attached GLC lesson. (Attached p 25.)

2m; assign students the entry about their neighborhood

Week Four

Tuesday

3m: Attendance, housekeeping

10m: Tool Sharpener: Run-On Sentences

10m: Finish GLC activity- any presentations unfinished from the day before.

12m: Read “Papa Who Wakes Up Tired in the Dark” and “Born Bad” aloud with the students (p. 56-61).

13m: Guided discussion about these two chapters, focusing on the familial relationships that appear in House and how the students can relate to these relationships. (The questions discussed will help achieve unit goals of gaining a better understanding of Hispanic American Literature as shown through the literature. See attached questions p 26.)

2m: Assign reading for homework (p.62-71). Collect entry about their neighborhood, and assign the entry about a family member, to be due on Thursday.

Wednesday

3m: Attendance, housekeeping

10 min: Tool Sharpener: Run-On Sentences

5m: Assign each of the students one of the four chapters from the previous nights’ homework. Explain to them that they will be responsible for finding one example of figurative language within their assigned chapter to share with the class.

5m: The students will work individually to find their example of figurative language. During this time, the teacher will hang four pieces of butcher paper at the front of the class.

10m: Students will be directed to write their example on the butcher paper.

15m: In a large group, discuss the examples with the students, and then ask them to identify the type of figurative language they chose.

2m: Remind students that their entry is due tomorrow and assign pages 72-85 in The House on Mango Street for homework.

Thursday

3m: Attendance, housekeeping

5m: Tool Sharpener: Run-On Sentences

10m: Summary quiz on the previous day’s reading assignment. (see attached p 27.)

5m: Collect quizzes and briefly review what occurred in the reading.

20m: Allow students to form small groups and read p. 86-100 within their groups. Any reading that they do not finished will be homework.

5m: Straighten desks and collect their entries about family and assign the next entry about a friend, which will be due the next day.

Friday

3m: Attendance, housekeeping

10m: Run-On Sentence quiz (Attached p 28 & 29. Answer Key p 30.)

32m: Have students take out the opinionaire (have extra copies in case they lost their originals). Discuss the chapters they read for homework in relation to the statements on the opinionaire. Have the students relate the theme of each of the chapters to a statement or statements on the opinionaire- make sure they can support their reasoning.

5m: Give the students time to begin reading the last section of the book, p.101-110. Tell them that their last entry, about the topic of their choice, will be due on Tuesday.

Monday

3m: Attendance, housekeeping

35m: Guided discussion about the end of the book (see attached p 31).

12m: Allow students time to work on their final entry. Teacher will float to pass out graded entries and tell them to come to class with corrected versions of those entries the final entry will be graded as part of the finished product.

Tuesday

3m: Attendance, housekeeping

44m: Students will spend class time illustrating their individual entries, as well as creating a cover for their book.

3m: Have students straighten the room, and tell them to finish their illustrations for homework. The finished books will be placed on display in the room for their classmates to read.

Wednesday

3m: Attendance, housekeeping

5m: Collect their projects and pass out the instructions to the final assessment. (Attached p 32. Rubric attached p 33.)

10m: Go over the instructions to the final project, Hispanic American Literature Multimedia project. Make sure that they understand what will be expected of them. Tell them that they will have the rest of the class period as well as the next day to work on the project. Anything they do not finish will be homework and will be due on Friday to begin presentations. Explain that there is an alternate assessment for those who would rather work on a research paper, and that those interested can come individually to receive that assignment; this assignment will also be available for those who are absent. (Alternate assignment attached p 34. Rubric attached p 35.)

30m: Students work in groups or individually on the multimedia project.

2m: Straighten desks and prepare to leave.

Thursday

3m: Attendance, housekeeping

45m: Students will continue work on multimedia project.

2m: Straighten desks and prepare to leave.

Friday

3m: Attendance, housekeeping

45m: Presentations begin, any unfinished will present on Monday.

2m: Allow students that did not get a chance to present an opportunity to store their projects in the classroom over the weekend.

Test Your Tolerance

To introduce this unit on multicultural literature we are going to take a test! Don't freak out, it's an Internet test that takes about ten to fifteen minutes. This test will give you some idea of how tolerant you are to difference. After we take the test we will return to the classroom and journal about our results. Write about how the results made you feel. Did you think the results were accurate? Why or why not? Were you surprised by the results?



You will not be forced to share your results or your journal with any of your classmates or me. There will be a few minutes left at the end of class for individuals to discuss their results and their journals if they wish. Remember, this is just a computer test, and there is room for errors.

How to get to the test:

- Log on to your computer
- Click on Internet Explorer
- Type in www.teachingtolerance.org in the address bar and hit Enter.
- Type "test" in the search box at the top right corner of the screen.
- Click on the first test listed "How tolerant are you?"
- Follow the directions on the screen.

Who Are Your People?

Love Poem for My People

do not let artificial lamps
make strange shadows
out of you
do not dream
if you want your dreams
to come true
you knew how to sing
before you was
issued a birth certificate
turn off the stereo
this country gave you
it is out of order
your breath
is your promiseland
if you want
to fell very rich
look at your hands
that is where
the definition of magic
is located at

-Pedro Pietri



After our discussion of Pietri's poem, I want you to write a poem for your people loosely following his pattern. I want you to think about who your people are. Are they your race, your gender, your friends, your family ect? Think about what is wonderful about your people and write about it, even if society sometimes rejects these traits. You will not be graded on how well your poem is written. You will be graded on if it is obvious who you are talking about and what traits you identify with them.

Name _____

Date _____

Per _____

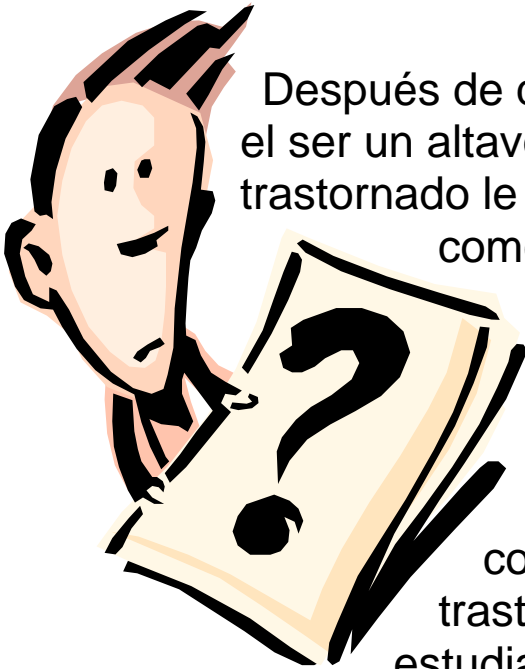
Summary Quiz for “Complexion”

1. Summarize the one of the scenes Rodriguez uses to begin his essay. Where is he, who is he with, etc?
2. In the middle of the essay Rodriguez describes an experience he had with other teenagers. Summarize what kind of experience he was talking about.
3. Summarize Rodriguez’s mother’s feeling toward letting her children do menial work for other people.

Discussion Questions for “Completion”

1. Why do you think Richard’s mother wanted him to stay out of the sun? Why do you think she thought light skin was so important?
2. Do you think light skin and hair are the most desirable traits? Why?
3. Do you think Richard’s mother was happy with having to worry about her children’s skin tone? Do you think she wished things were different? Why?
4. How do you think Richard felt when people would yell racial slurs at him? How would you feel? Has that ever happened to you or someone you know?
5. Do you see a connection between dark skin and poverty like Richard points out in his essay?
6. Why do you think Richard’s mother did not want him or his sister to work for rich white people?
7. What kind of life do you think Richard’s father saw for himself and his family before he had to give up his dreams? Do you think he wants better lives for his children?

Qué Si Era Usted?



Después de que leyó el “Nieve.” usted viera cómo el ser un altavoz extranjero puede confundir y trastornado le en una situación desconocedora, como escuela. Usted se familiarizó con cómo eso se siente en una escala pequeña cuando pasé fuera de la asignación de today.s en español y esperé que usted pudiera terminarlo. Usted se sentía asustado o confundido? O estaba usted enojado y trastornado? Cómo usted piensa a estudiantes de habla hispana se siente cuando se presentan con esta situación en revés en clases de discurso inglesas?

Escriba por lo menos un párrafo sobre usted se sentía cuando repartí la asignación en español.

- Cómo usted se sentía?
- Cómo usted planeó terminarla, si en todos?
- Usted tiene más de una idea de cómo Yolanda se sentía después de pasar con una experiencia similar?

Esté preparado para compartir lo que usted escribió con la clase.

What If It Was

You?



After reading “Snow” you saw how being a non-native speaker can confuse and upset you in an unfamiliar situation, like school. You got to know how that feels on a small scale when I passed out today’s assignment in Spanish and expected you to be able to complete it. Did you feel scared or confused? Or were you angry and upset? How do you think Spanish-speaking students feel when they are presented with this situation in reverse in English speaking classes?

Write at least a paragraph about you felt when I handed out the assignment in Spanish.

- How did you feel?
- How did you plan to complete it, if at all?
- Do you have more of an idea of how Yolanda felt after going through a similar experience?

Be prepared to share what you wrote with the class.

Name _____
Per _____

Date _____

Scale it Down!

Wordy Sentence Quiz

Directions: Rewrite the following sentences on the lines provided. There is no single right answer to these rewrites. Just use the rules we have discussed this week, and you will do fine.

1. At this point in time we can't ascertain the reason as to why the screen door was left open.

2. My sister, who is employed as a nutritionist at the University of Michigan, recommends the daily intake of megadoses of Vitamin C.

3. Basically, in light of the fact that Congressman Fuenches was totally exhausted by his last campaign, there was an expectation on the part of the voters that he would not reduplicate his effort to achieve office in government again.

4. It is to be hoped that we discover a means to create an absolutely proper and fitting tribute to Professor Espinoza.

5. Joe was an honest and hard working man. Basically, he never gave much consideration to sitting idly about, doing nothing constructive. **(Rewrite as one sentence.)**

Adapted from the Guide to Grammar and Writing website: <http://ccc.commnet.edu/grammar/>

Talking and Thinking Critically About Your Reading

You will need one or two sheets of notebook paper for your group to complete this assignment.

- Each group member should have generated at least three non-factual critical questions for discussion.
- Each group member should read aloud the one question they most want to discuss.
- Take a few minutes to discuss each question.
- The person to the left of the person whose question is being discussed should take notes on what is said. After a few minutes go to the next person and pass the note taking paper to the person to their left.

- After I pass out the poem “Legal Alien”, have one person read it aloud as the rest of the group reads along silently.
- Talk about these questions and take notes on what you come up with:
 - What do these two pieces have in common?
 - How does each one seem to feel about being from one culture and living in another?
 - Do you think the fact that both of the authors are women has anything to do with how they are seen and treated? Explain your answers.

Turn in your original questions and the notes from your group at the end of the large group discussion. Make sure to put everyone’s name on the top of the paper.

Writing Prompt for “The Talk”

What does it mean to be beautiful in America? What color hair, eyes, skin do most beautiful people have? Think of a beautiful famous person and describe them.

Discussion Questions for “The Talk”

1. Why do you think the boys were certain they would grow up to be ugly?
2. What do you think the boys consider beauty to be? Why?
3. Why do you think the girl in the story is sad?
4. Do you think she sees herself as beautiful?
5. What is beautiful? What is ugly? Why do you define it the way you do?
6. Do you think the images of beauty we see on television and in magazines affects what we think is beautiful?

Discussion Questions for “I’m Not Fat, I’m Latina”

1. How does this essay change or add to our discussion about beauty
2. Is it harmful to only have one standard of beauty in our culture?
3. How does it affect people to never see people like them as examples of beauty?
4. Do you agree that “beautiful in this country still means tall, blond and underfed?” Why or why not?

What is A Stereotype?

- Create a short skit where someone is judged based on a stereotype. Remember people are stereotyped based on their race, religion, peer groups, (jocks, class clown, cheerleaders) gender etc. Write down your skit, you will turn it in for a grade.
- Your group will present your skit to the class. You do not have to memorize your parts. You may read off your script.

Your skit will be graded by the following rubric.

1. Group Participation (3 points) _____
 - Every member of your group should participate in your skit.
 2. Topicality (6 points) _____
 - Your skit presents a clear scenario Where someone is judged based on a stereotype.
 3. Written work (3 points) _____
 - You turn in a written copy of your script that and follow it during your presentation.
- Total (12 possible) _____

Name _____ Date _____

Place commas where they are needed in the following Paragraph.

Although women's college basketball in Connecticut is a marvelously entertaining and increasingly popular sport it is not hard to remember when it was not so popular. Only a few years ago my friends and I could decide on a Sunday afternoon to go to a women's basketball game at the University of Connecticut and believe it or not we could get seats for free near center court. Of course that was before names such as Rebecca Lobo Jennifer Rizzotti Kara Wolters and Carla Berube became household words. Lobo's book Home-Court Advantage which she wrote with her mother was a best-seller for a brief time in Connecticut. If more than a couple of hundred fans showed up for a game it was considered a big turnout and games were played in practically silent gyms. Nowadays it is almost impossible to buy tickets to a women's game and you can't get seats even in the Civic Center unless you know someone.

Answer Key For Comma Quiz

Although women's college basketball in Connecticut is a marvelously entertaining and increasingly popular sport, it is not hard to remember when it was not so popular. Only a few years ago, my friends and I could decide on a Sunday afternoon to go to a women's basketball game at the University of Connecticut, and believe it or not, we could get seats for free near center court. Of course, that was before names such as Rebecca Lobo, Jennifer Rizzotti, Kara Wolters, and Carla Berube became household words. Lobo's book, Home-Court Advantage, which she wrote with her mother, was a best-seller for a brief time in Connecticut. If more than a couple of hundred fans showed up for a game, it was considered a big turnout, and games were played in practically silent gyms. Nowadays, it is almost impossible to buy tickets to a women's game, and you can't get seats, even in the Civic Center, unless you know someone.



Opi ni onnai re for The House on Mango Street



On your own, answer each of the questions below as best you can by circling your answer. Then get in your small groups and discuss your answers. Be sure to explain the choices you made. Give personal examples if you have any. The class will move back into a large group and discuss what was talked about in the small groups.

1. People who live in poor neighborhoods are dirty.

Strongly Disagree **Disagree** **Agree** **Strongly Agree**

2. I would like to change my name.

Strongly Disagree **Disagree** **Agree** **Strongly Agree**

3. People who live in poor neighborhoods are dangerous and in gangs.

Strongly Disagree **Disagree** **Agree** **Strongly Agree**

4. Single mothers with too many children should not be able to receive government assistance.

Strongly Disagree **Disagree** **Agree** **Strongly Agree**

5. Illegal immigrants deserve the same rights as American citizens.

Strongly Disagree **Disagree** **Agree** **Strongly Agree**

6. Sometimes I feel like no one understands me.

Strongly Disagree **Disagree** **Agree** **Strongly Agree**

7. People who move to America should automatically learn to speak English.

Strongly Disagree **Disagree** **Agree** **Strongly Agree**

8. I dream of a better life than the one I live now.

Strongly Disagree **Disagree** **Agree** **Strongly Agree**

9. If a girl doesn't say no, then it's not rape.

Strongly Disagree **Disagree** **Agree** **Strongly Agree**

10. A wife should do whatever her husband says.

Strongly Disagree **Disagree** **Agree** **Strongly Agree**

Tuesday Discussion Questions

What do you think about the way Cisneros structures the chapters?

How does it influence or flavor the novel?

Look back at your answer to #2 on the opinionnaire. How are your feelings about your name similar to the narrator's? How are they different?

How old do you think the narrator is? Why?

After reading these chapters, has your answer to #1 on the opinionnaire changed? Why or why not?

Wednesday Questions on the White Board

Did your partner use imagery and/or figurative language? (Students have covered these topics previously)

Are there any parts of the entry that are unclear?

What is your favorite part of the entry?

Are there any grammatical errors?

How can the author make the entry better?

Thursday Discussion Questions

Have you ever been treated poorly because of your age or economic status?

How is the narrator's house and neighborhood different from yours?

Are there any similarities?

On page 18, what do you think the narrator means when she says that the house "looks like Mexico?"

How did your early childhood friendships differ from the ones you have now?

Friday Discussion Questions

Look at your answer to #3 on the opinionnaire. Has your answer changed? Why or why not?

Look at your answer to #4 on the opinionnaire. Has your answer changed after reading the other side? Why or why not?

Are there things going on in the novel that the narrator doesn't understand? What are some examples?



Your Own Mango Street

During our reading of Sandra Cisneros' House on Mango Street, you will be creating your own collection of memories. Model your entries after Cisneros'. Make sure you are descriptive and use figurative language. The guidelines for this ongoing project are as follows:

- You will write a total of six entries.
- The entries should be a minimum of one page each, double spaced.
- You must write separate entries about your house, your neighborhood, your name, a family member, and a friend.
- In addition, you should write one other entry of your choice.
- The entry of your choice can be about any topic Cisneros addresses.
- The entries are due periodically through the reading of the novel. You will turn in one entry approximately every other day.
- We will spend two weeks on the novel.
- The entry of your choice is due on the last day of the two week lesson. You will also be creating a cover and illustrating your entries on that day.

Adapted from a lesson by Maggie Walls <http://www.westga.edu/~kidreach/mangolesson.html>

Your Own Mango Street Rubric

Max

Pts

All six entries are present, and they were turned in on the appropriate deadlines. _____
5pts

The entries are typed and presented in a neat fashion. _____
3pts

Each entry has a colorful illustration that enhances the work. _____
3pts

A cover has been created and illustrated for the project. _____
2pts

The entries are creative, on topic, and they use descriptive and figurative language. _____
4pts

You have followed the rules of conventional grammar, spelling, punctuation, and usage throughout your writings with few or no errors. _____
3pts

Total Points _____

/20

Comments & Explanation of Grade

Name _____ Period _____ Date _____

Fragment Quiz

Of the three sentences in each group, select the one that is NOT a sentence fragment.

1.

- To visit her mother at the hospital.
- Finding a parking space there is usually easy during the week.
- Driving in the city during the evening rush hour.

2.

- To apply for a job at the new store in the mall.
- Asking the interviewer how often he would have to work on weekends.
- Shaking his new boss's hand, Tony knew he would like working there.

3.

- By the time Frances found out how expensive the wallpapering job would be.
- After getting estimates from five contractors, she decided to do the work herself.
- Before picking out an interesting wallpaper pattern that went well with her furniture.

4.

- Who borrowed Stefanie's car Saturday night.
- The nineteen-year-old car looked out of place next to the new models.
- Which the salesman was surprised to find in such good shape.

5.

- While waiting for her neighbor to move the car that blocked the driveway.
- To avoid hitting the other car, Michael had to back across the corner of the lawn.
- By making sure that no one will park across the driveway again.

6.

- Because Manuel was sure he had heard the same strange story many months ago.
- Although I will never forget how cold we were when we lost our heat last winter.
- Since Anna wasn't at the meeting, I took notes so that she wouldn't miss anything.

7.

- When my cousin moved to Troy, New York, after he finished school.
- After he went to all the trouble of fixing up his apartment.
- While living there, he made very few friends.

8.

- My brother has been running a charter fishing boat for five years.
- Many of his customers coming back three or four times over the summer.
- His business been so busy that he has very little time for anything else.

9.

- In the hiding place that Carl had been using for years to get away from the noisy house.
- By the time that everyone had quieted down, my favorite television show was over.
- Before planning another family get-together at the already crowded park.

10.

- Although I knew she might wear something outrageous, I was still shocked by her dress.
- Because she didn't want to tell where she had bought the strange outfit.
- When we finally heard that she had made the dress herself.

Borrowed from <http://ccc.commnet.edu/grammar/>

Key for Fragment Quiz

1. b
2. c
3. b
4. b
5. b
6. c
7. c
8. a
9. b
10. a

Fairy Tale Allusions in The House on Mango Street

This lesson questions the use of fairy tale allusions in the novel *The House on Mango Street*.

Procedures/Activities

Step:1 Duration: 5 minutes

Begin the class discussion with a review of allusions. Explain that authors use allusions as a way of connecting ideas. Explain that authors frequently allude to mythology or the Bible but that they also allude to stories or characters that are part of folklore or fairy tales. Ask the students what their favorite fairy tale is.

Step:2 Duration: 5 minutes

Begin with a discussion of the elements of the Cinderella fairy tale. Read a short version of the fairy tale if necessary. What elements can be alluded to? (Cinderella, fairy godmother, evil stepsisters, evil stepmother, magic slippers, handsome prince, happily ever after) Focus on the magic slippers. What happened when Cinderella had on the magic slippers? (Her life was different; she was transformed; people viewed her differently.) Was the difference a positive one? (Yes--while it lasted.) Was the change a permanent change? (No, not until the end of the story.)

Step:3 Duration: 5-10 minutes

Have the students turn to the chapter named "The Family of Little Feet" in the novel. Read the chapter aloud. Have the students list the references to Cinderella in this chapter. How are the girls like Cinderella? Discuss the way the shoes changed the girls. Was the change positive? (At first. Then it became uncomfortable.) Was the change permanent? (No, except for the lesson learned.)

Step:6 Duration: 10-15 minutes

Divide the students into groups of two or three. Each group is to answer the following questions in paragraph form. A. What roles do fairy tales play in the lives of the characters? B. What point does Cisneros seem to be making about the impact of fairy tales on women's lives? (The students should develop the idea that the fairy tale stories and the girls' realities don't mix. The fairy tales promise a happy ending and in this way they fail the girls. The reality of it is that there is no fairy godmother dispensing magical gifts, there is no handsome prince, no magic shoes, no magic escape. Cisneros seems to be saying that too often women behave like the heroines in fairy tales and wait for someone to rescue them rather than rescue themselves.) Have the groups present and discuss their ideas.

Assessment

When evaluating the class discussion, consider the following questions: Did the student actively participate in the class discussion? Did the student take notes from the discussion? Did the student actively participate in the group assignment? Discussion, 3 points; Notes, 3 points; Group Assignment; 4 points.

Created by:
Melanie Hundley

Georgia Learning Connections

Guided Questions for p.56-61

The House on Mango Street

1. (Make sure that the students understand that abuelito means grandfather.) Why do you think that Cisneros chooses to use Spanish in this instance? What does using Esperanza's father's native language add to the story?
2. What kind of relationship do you think Esperanza has with her father? Do you think they are very close? Why or why not?
3. Do you think that Esperanza was able to appreciate her aunt before she died?
4. Why do you think that Cisneros chose to juxtapose Aunt Guadalupe's death with the "bad" game that Esperanza would play?

Name _____ Date _____ Per _____

Summary Quiz

- In a short paragraph, describe one of the characters that Esperanza introduced you to in the reading from yesterday.
- After you have completed the quiz, begin to think about your next entry, which will focus on a friend and will be due tomorrow.

Name _____ Date _____ Per _____

Quiz on Run-On Sentences

Use the appropriate punctuation to correct the following sentences.

1. Our solar system has nine major planets only one is known to have intelligent life.

- Our solar system has nine major planets, only one is known to have intelligent life.
- Our solar system has nine major planets only one, is known to have intelligent life.
- Our solar system has nine major planets; only one is known to have intelligent life.

2. Most asteroids are small and far away therefore they are dim and hard to see.

- Most asteroids are small and far away, therefore they are dim and hard to see.
- Most asteroids are small and far away therefore, they are dim and hard to see.
- Most asteroids are small and far away; therefore, they are dim and hard to see.

3. Look through Angelo's telescope you can see Saturn's rings.

- If you look through Angelo's telescope, you can see Saturn's rings.
- Look through Angelo's telescope, you can see Saturn's rings.
- You can see Saturn's rings, look through Angelo's telescope.

4. Please check the position of that star cluster I can't find it.

- Please check the position of that star cluster; I can't find it.
- Please check the position of that star cluster, I can't find it.
- Please check the position, of that star cluster, I can't find it.

5. Marie is never interested in stargazing during the winter however on warm summer nights she often goes to the college observatory.

- Marie is never interested in stargazing during the winter, however, on warm summer nights she often goes to the college observatory.
- Marie is never interested in stargazing during the winter. However, on warm summer nights she often goes to the college observatory.
- Marie is never interested in stargazing, during the winter however, on warm summer nights she often goes to the college observatory.

6. The Milky Way looks like a dim cloud stretching across the night sky it is actually a huge galaxy containing millions of stars.

- The Milky Way looks like a dim cloud stretching across the night sky, it is actually a huge galaxy containing millions of stars.
- The cloud-like Milky Way stretching across the night sky is actually a huge

galaxy containing millions of stars.

Although the Milky Way looks like a dim cloud stretching across the night sky. It is actually a huge galaxy containing millions of stars.

7. Watch the sky closely for several minutes you are likely to see an artificial satellite pass over.

Watch the sky closely for several minutes; you are likely to see an artificial satellite pass over.

Watch the sky closely for several minutes, you are likely to see an artificial satellite pass over.

If you watch the sky closely for several minutes. You are likely to see an artificial satellite pass over.

8. Louisa pretended to be interested in her brother's hobby she secretly wished she had stayed at home.

Louisa pretended to be interested in her brother's hobby, she secretly wished she had stayed at home.

Pretending to be interested in her brother's hobby, Louisa secretly wished she had stayed at home.

Louisa pretended to be interested, in her brother's hobby, she secretly wished she had stayed at home.

9. Some club members were late for the meeting for example, Tanya and Scott came in at 9:30.

Some club members were late for the meeting, for example Tanya and Scott came in at 9:30.

Some club members were late for the meeting, for example, Tanya and Scott came in at 9:30.

Some club members were late for the meeting; for example, Tanya and Scott came in at 9:30.

10. We've seen enough for one night pack up the equipment.

We've seen enough for one night; pack up the equipment.

Pack up the equipment, we've seen enough for one night.

Answer Key: Quiz on Run-On Sentences

1. C
2. C
3. A
4. A
5. B
6. B
7. A
8. B
9. C
10. A

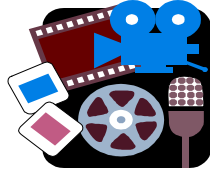
Guided Questions for p.101-110

The House on Mango Street

1. Do you think Sally is better off with her new husband or her father that abused her? How do you think Esperanza's tone indicates how she feels about Sally's new situation?
2. Why do you think it is important for the three aunts that Esperanza always come back and that she never forgets Mango Street? Do you think Esperanza really will go back?
3. In "A House of My Own", do you think that Esperanza is describing a house that she now has or one that she is dreaming of? Why?
4. The last chapter is very vague...Do you think that Esperanza wrote this memoir after she left, or is she simply anticipating the day when she will leave?
5. Once people who do get out of situations like Esperanza's, why is it so hard for them to return to help the people who are left? Would you?

Hispanic AMERICAN Literature

Multimedia Project



For the past few weeks, we have focused our reading on authors who honor their rich Latino heritages. Most of these writers were born in other parts of the world and came to the United States to find themselves in a strange place surrounded by people who were not like them. Others, born in the United States, were still considered outsiders by many in their communities. Some of you might share your heritage with one of these writers, while others might simply share their experiences. Hopefully, all of you have become aware of the struggles and obstacles that faced these writers and the characters they portrayed.

Your culminating project for this unit is to produce a text that represents your understanding of what it means to be a Hispanic American living in the United States. You will use your knowledge of the cultures we have discussed, as well as the common experiences that you have seen displayed in the literature.

This project will require that you represent the daily situations and experiences that occur in the lives of Hispanic Americans. This project demands that some of you think outside of your own reality, and it would be a good opportunity to participate in group work that includes people from backgrounds that are different from your own. While working in groups is an option you may also choose to work individually. Your final representation will be presented to the class.

Choose From the Following Options

- ❑ Individually: Write a personal narrative of a situation as a Hispanic American might experience it. (4 pages, typed)
- ❑ Individually: Create a piece of art that represents feelings and emotions of a Hispanic American. (Provide a written summary, at least one page, of the emotions you are trying to convey and how they relate to the experience of Hispanic Americans)
- ❑ Groups of 3-4: Write and perform a skit or series of monologues. (Provide transcripts of skits or monologues, as well as brief description, 1-2 paragraphs, of how it relates.)
- ❑ You may also choose to write a song, a poem, create computer graphics, or any other text that you feel will exemplify the life of Hispanic Americans. (Be sure to

run original project ideas by me first. If you choose this option, you must also include a written explanation.)

Hispani c Ameri can Li terature

Multimedia project rubric

Student Name _____

Final representation covers the topic in depth with details and examples. _____20pts

Your representation shows a large amount of original thought. Ideas are creative and inventive. _____15pts

The representation's format is appropriate and fulfills the requirements of the project. _____20pts

Your oral presentation is interesting, well-rehearsed, and holds the audiences' attention. _____20pts

You follow the rules of conventional grammar, spelling, punctuation, and usage throughout your paper with few or no errors. _____15 pts

Total Points _____/100

Comments & Explanation of Grade

Where Does Multicultural Education Belong?

Throughout this unit, we have been studying multicultural literature. There have been many disagreements about how multicultural education should be included in the curriculum, if at all. We have discussed a few of these viewpoints during the unit. For your unit assessment, you will write a research paper in which you express your opinion on this topic. You must back up your opinion with research that supports your views.

- Provide a governing thesis in which you state your views on the topic of multicultural education in the curriculum.
- Support this thesis with a set of **claims**-the reasons that support your opinion.
- Back each claim with evidence from your outside research.
- The information you provide must come from three to five sources.
 - These sources can be **secondary**-sources such as books, educational journals, or other written sources.
 - These sources can be **primary**-sources that you personally investigate, such as interviews you conduct, observations you make, documents you study, etc.
- All the sources must be documented accurately and in MLA format.
- The paper must three to five pages typed and double-spaced.
- Follow rules of conventional grammar, spelling, punctuation, and usage throughout your research paper.



Research Paper Rubric:

Where Does Multicultural Education Belong?

Max

Pts

You provide a thesis statement in which your opinion is clear and concise. _____
15pts

Your thesis is supported with at least two claims. _____
15pts

Each claim is backed up with evidence from your outside research. _____
20pts

You have three to five sources, with at least two being secondary. _____
15pts

Your paper is three to five pages in length; typed and double-spaced. _____
10pts

All sources are documented accurately and in MLA format. _____
15pts

You follow the rules of conventional grammar, spelling, punctuation, and usage throughout your paper with few or no errors. _____
10pts

Total Points _____

/100

Comments & Explanation of Grade

Rubric adapted from <http://rubistar.4teachers.org>