



# **Study Guide for** ***Walking Stars***

**Denver Public Schools**

In partnership with **Metropolitan State College of Denver**

**El Alma de la Raza Project**



# Study Guide for *Walking Stars*

By Victor Villaseñor

Study guide written by Stella L. Garcia-Baca

Grades 6-9

Implementation Time  
for Unit of Study: 4–10 weeks

## Denver Public Schools

El Alma de la Raza Curriculum  
and Teacher Training Program

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# Study Guide for *Walking Stars*

## Unit Concepts

- The role of the Mexican Revolution and Mexican History on Mexican descendents in the United States
- The cultures of the indigenous tribes of Mexico
- Geography of Mexico

## Standards Addressed by this Unit

### Reading and Writing

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference and technological sources. (RW5)

Students read and recognize literature as a record of human experience. (RW6)

Students use appropriate technologies to extend comprehension and communication skills in reading, writing, speaking, listening and viewing. (RW7)

### History

Students understand that societies are diverse and have changed over time. (H3)

Students know that religious and philosophical ideas have been powerful forces throughout history. (H6)

Students use appropriate technologies to obtain historical information; to study and/or model historical information and concepts; and to access, process and communicate information related to the study of history. (H7)

### Geography

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places and environments. (G1)

## Introduction

In his book, *Walking Stars*, Victor Villaseñor tells stories from his life, and from his mother's and father's early lives. The stories he tells are about his own life experiences or from accounts given to him by his parents and other close relatives about their experiences. In telling these stories, Mr. Villaseñor describes life as it was for the indigenous Indians in Mexico during the Mexican Revolution. He also describes life as it was for first generation Mexicans growing up in the United States.

The book is separated into three sections. Each section has chapters which tell a different short story. The first section is about the author's life and his beginnings as an author. The second and third sections are about his mother's and father's lives respectively. His mother was brought up in a remote area near an American encampment which ran a mine. They lived high up on the mountainside where her family made a living by doing laundry and making meals for the miners in the camp. His father was also from a settlement in the mountainous regions of Mexico. His father's family eventually took the train from Leon, Mexico, to the United States to escape the horrors of the revolution.

Mr. Villaseñor includes many episodes which allude to the Mexican Revolution. Mexico, in the early 1900s, was going through many political changes. The government had become oppressive and the economy had begun to decline. Life was difficult for the middle and lower classes, but was almost unbearable for the indigenous Indians who often lived in remote places. Villaseñor describes this life and the changes that occurred in these remote areas. This book would best be taught as an interdisciplinary unit with the study of Mexico. It is important to note that students will need access to research information concerning Mexico, the Mexican Revolution and its indigenous peoples.

## Implementation Guidelines

This study guide is written as an interdisciplinary middle school unit. It incorporates language arts, social studies and geography. The unit can be completed in a short amount of time by grouping students and making each group responsible for one or two chapters. It can also be taught in its entirety, again by grouping students, or using the unit and book as a whole-class project.

The second story in Part Two: Stories of My Mother (Chapter 5), deals with a very sensitive subject. It may be difficult to teach to younger readers. Therefore, the teacher is advised to read the chapter in advance, making definite lesson plans if this story is to be used.

## Instructional Materials and Resources

*Walking Stars: Stories of Magic and Power* by Victor Villaseñor. Class set to include at least 35 copies.

## Chapter Summary

Chapter 1	<p>“The Smartest Human I Ever Met: My Brother’s Dog Shep” ..... 4</p> <p>Shep, the family dog, has prior knowledge of the death of the oldest son. Coming to terms with death.</p> <p><i>Cooperative reading, teacher-guided discussion, interviews</i></p>	4
Chapter 2	<p>“Midnight Duke” ..... 10</p> <p>How a mild-mannered horse is encouraged to be more assertive.</p> <p><i>Compare/contrast activity, vocabulary activity</i></p>	10
Chapter 3	<p>“Walking Stars” ..... 16</p> <p>Understanding the power and inspiration passed on to generations through legends and family history.</p> <p><i>Drawing conclusions, independent reading, map making</i></p>	16
Chapter 4	<p>“First Day of School” ..... 21</p> <p>A comment and description of the universal emotions involved with a child’s first day of school and the making of new friends.</p> <p><i>Cloze activity, inferencing</i></p>	21
Chapter 5	<p>“Woman’s Greatest Power” ..... 27</p> <p>A detailed description of a home birth and the reactions of family members to a new birth.</p> <p><i>Reciprocal reading, compare/contrast, Internet activity</i></p>	27
Chapter 6	<p>“The Hanging” ..... 31</p> <p>How a mother’s love for her child protects that child and inspires a community.</p> <p><i>Shared reading, predicting, expository writing</i></p>	31
Chapter 7	<p>“The Greatest Christmas Gift” ..... 33</p> <p>A child’s innocence and honesty brings together two families and starts the healing of a community.</p> <p><i>Inferencing, webbing</i></p>	33
Chapter 8	<p>“Death of an Assassin” ..... 39</p> <p>Two boys are forced to become adults during hard times.</p> <p><i>Main idea/supporting details, vocabulary, time line</i></p>	39
Chapter 9	<p>“Toreando el Tren or Bullfighting the Train” ..... 48</p> <p>How love for one’s family can produce amazing feats.</p> <p><i>Summarizing, researching, documentation</i></p>	48

## CHAPTER I: “The Smartest Human I Ever Met: My Brother’s Dog Shep”

### What will students be learning?

#### STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization and spelling. (RW3)

Students know that religious and philosophical ideas have been powerful forces throughout history. (H6)

#### BENCHMARKS

Students will use information from their readings to increase vocabulary and language usage.

Students write and speak for a variety of purposes.

Students write and speak to peers, teachers and the community.

Students use correct sentence structure in writing.

Students know how societies have been affected by religions and philosophies.

#### OBJECTIVES

Students will interview an elderly person and complete the interview form.

Students will make an oral presentation to the class.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Cooperative readings (groups)

Teacher-guided discussion

#### ACTIVITIES

In small reading groups, read Chapter 1 of *Walking Stars*. When finished with the chapter discuss what has happened. Discuss the questions on page 9.

Students will choose an elderly person to interview who may have had the same experience with death as the author, and complete the interview form. The following day students will give a two-minute presentation about their interview. Complete the vocabulary worksheet.

#### RESOURCES/MATERIALS

Dictionary

Vocabulary worksheet

Discussion questions

ASSESSMENT

**Vocabulary Worksheet — Assessment**

It is recommended the vocabulary worksheets be graded for completeness and accuracy using standard grading policies.

**Interview Worksheet and Presentation — Assessment**

<u>Rubric points</u>	<u>Description</u>
4 .....	Student obtains thorough answers to interview questions, and clearly has spent some time talking with the person they interviewed. Student may provide additional information not on the worksheet. Student’s presentation is clear and of the required length (about 2 minutes).
3 .....	Student obtains answers to all interview questions. Student’s presentation is clear and of the required length (about 2 minutes).
2 .....	Student obtains answers to at least three interview questions. Student’s presentation is short (less than 2 minutes).
1 .....	Student obtains answers to less than three interview questions, and answers are very brief, or one-word answers. Student’s presentation is very short (less than 1 minute).

Name \_\_\_\_\_

Date \_\_\_\_\_

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## Vocabulary: Chapter I

Using a dictionary, write the definition that best fits the word as it is used in the chapter. The page number the word appears on in the chapter is in parentheses.

**leukemia (p. 15)**

Definition: \_\_\_\_\_

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**fierce (p. 16)**

Definition: \_\_\_\_\_

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**intercept (p. 18)**

Definition: \_\_\_\_\_

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**image (p. 18)**

Definition: \_\_\_\_\_

---

**create (p. 19)**

Definition: \_\_\_\_\_

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**barrio (p. 20)**

Definition: \_\_\_\_\_

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**catastrophe (p. 21)**

Definition: \_\_\_\_\_

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**miracle (p. 21)**

Definition: \_\_\_\_\_

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## TEACHER'S COPY

### Vocabulary: Chapter I Answers

Using a dictionary, write the definition that best fits the word as it is used in the chapter.

**leukemia (p. 15)**

Definition: *Any of a group of usually fatal diseases of the reticuloendothelial system involving controlled proliferation of leukocytes.*

**fierce (p. 16)**

Definition: *Savage and violent in nature.*

**intercept (p. 18)**

Definition: *To stop or interrupt the progress or course of.*

**image (p. 18)**

Definition: *A reproduction of the form of someone or something.*

**create (p. 19)**

Definition: *To bring into being.*

**barrio (p. 20)**

Definition: *An enclave, ward or district in a Spanish-speaking community.*

**catastrophe (p. 21)**

Definition: *A sudden, terrible calamity.*

**miracle (p. 21)**

Definition: *An event that seems impossible to explain by natural laws and so is regarded as supernatural in origin or as an act of God.*

Name \_\_\_\_\_

Date \_\_\_\_\_

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## Chapter 1: Interview

Name of person being interviewed \_\_\_\_\_

Place of birth \_\_\_\_\_ Age \_\_\_\_\_

1. Have you ever had someone close to you die?  Yes  No

If so, did you know ahead of time that they were going to die?  Yes  No

If so, what happened that gave you advance knowledge? \_\_\_\_\_

\_\_\_\_\_

After the death did you experience any contact with the person? \_\_\_\_\_

\_\_\_\_\_

2. Have you ever had any premonitions (a feeling something was about to happen)?

\_\_\_\_\_

\_\_\_\_\_

If not, have you heard of any stories told about premonitions?

\_\_\_\_\_

\_\_\_\_\_

3. Do you believe that animals are more aware of death of a loved one than people are?

\_\_\_\_\_

4. What are your beliefs about death and after life? \_\_\_\_\_

\_\_\_\_\_

## Chapter 1: Discussion Questions

1. Do you believe that it's possible for Shep to have known that his master was dying? Why?
2. What have you been taught by your parents about death and after?
3. Have you been told any myths or legends about people dying? What are they?
4. Have you ever had an experience with death or with someone who has died? Explain.
5. How does what we are taught about death affect our lives?
6. How much has your religious teachings affected the way you feel about death?
7. Do different religions and cultures have different beliefs about death? Give some examples.

## CHAPTER 2: "Midnight Duke"

### What will students be learning?

#### STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

#### BENCHMARKS

Students will use comprehension strategies.

Students will write and speak for a variety of purposes.

Students will use information from their reading to increase vocabulary and language usage.

Students will use correct sentence structure in writing.

#### OBJECTIVES

Students will compare and contrast human and animal behavior.

Students will understand the meaning of important vocabulary words.

Students will use the knowledge they learned from reading the story to answer comprehension questions in complete sentences.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Using dictionary

Shared or cooperative readings

Drawing conclusions

Teacher-directed questions

#### ACTIVITIES

After reading the story in small groups or as a class, students will use a dictionary, if necessary, to complete the vocabulary worksheet. Students will complete the comprehension worksheet answering the questions in complete sentences.

#### RESOURCES/MATERIALS

Dictionary

Vocabulary worksheet

Comprehension worksheet

ASSESSMENT

**Vocabulary Worksheet — Assessment**

It is recommended the vocabulary worksheets be graded for completeness and accuracy using standard grading policies.

**Comprehension Worksheet — Assessment**

Students answers will vary, but should show basic comprehension of the reading material.

<u>Rubric points</u>	<u>Description</u>
4 .....	Student answers all questions in complete sentences, using correct grammar and punctuation. Student clearly has put some thought into his or her answers, and demonstrates a strong comprehension of the subject matter.
3 .....	Student answers all questions in complete sentences, using correct grammar and punctuation. Student understands most the subject matter, but may miss a few key points.
2 .....	Student answers most of the questions in complete sentences. There may be up to three errors in punctuation or grammar. Student understands most the subject matter, but may miss a few key points.
1 .....	Student answers most of the questions, but does not use complete sentences. There are more than three errors in punctuation or grammar. Student does not clearly comprehend subject matter.

Name \_\_\_\_\_ Date \_\_\_\_\_ Page 1 of 1

## Vocabulary: Chapter 2

### Choosing the best definition

Directions: Read each sentence which has been taken from the book. Circle the letter of the definition which best defines the word in bold type. If you don't recognize the word, look it up in a dictionary. The page where each sentence occurs is in parentheses.

1. Midnight Duke was a large, good-looking, all-black **gelding** that always kept to himself... (p.22)
  - a. horse
  - b. castrated male horse
  - c. mare
2. And anytime a mare **was going to foal**,... (p. 22)
  - a. eat
  - b. run
  - c. give birth to
3. ...standing like a **sentry** some sixty feet away. (p. 22)
  - a. father
  - b. guard
  - c. tower
4. Why once we even found a jackrabbit that'd **ventured** too close... (p.22)
  - a. to go at some risk
  - b. to run
  - c. eaten
5. The ranch hands explained to me that when Duke was **castrated**, he must have been left with strong male feelings. (p.23)
  - a. taken from his mother
  - b. abused
  - c. remove the testicles of
6. ...and he always slept in the **tack** room so he could smell the saddles all night long... (p. 23)
  - a. barn
  - b. short nail or pin
  - c. horse's equipment
7. And immediately, even I at my young age could see that Diamond was their **ringleader**... (p. 24)
  - a. leads the rings
  - b. leader of unlawful acts
  - c. holder of the ring
8. Si and my Dad were laughing in wild **hysterics**. (p. 25)
  - a. uncontrolled fits
  - b. happiness
  - c. anger

## TEACHER'S COPY

### Vocabulary: Chapter 2 Answers

1. Midnight Duke was a large, good-looking, all-black **gelding** that always kept to himself... (p.22)  
Answer:  
**b. castrated male horse**
2. And anytime a mare was going to foal,... (p. 22)  
Answer:  
**c. give birth to**
3. ...standing like a **sentry** some sixty feet away. (p. 22)  
Answer:  
**b. guard**
4. Why once we even found a jackrabbit that'd **ventured** too close... (p.22)  
Answer:  
**a. to go at some risk**
5. The ranch hands explained to me that when Duke was **castrated**, he must have been left with strong male feelings. (p.23)  
Answer:  
**c. remove the testicles of**
6. ...and he always slept in the **tack** room so he could smell the saddles all night long... (p. 23)  
Answer:  
**a. barn**
7. And immediately, even I at my young age could see that Diamond was their **ringleader**... (p. 24)  
Answer:  
**b. leader of unlawful acts**
8. Si and my Dad were laughing in wild **hysterics**. (p. 25)  
Answer:  
**a. uncontrolled fits**

Name \_\_\_\_\_

Date \_\_\_\_\_

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## Comprehension: Chapter 2

Directions: Answer each question in a complete sentence. Remember to start each sentence with a capital letter and to end it with a period.

1. In chapter 2, Mr. Villaseñor wrote, “You see, having so many horses come through our ranch, I’d come to realize that horses were just like people, and each one had his own personality and way of behaving.” Describe people you know who have different personalities. How do they behave? Compare the personalities of these people to the personalities of the horses that are described in this story.

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2. In the Author’s Note section of this story what does the author describe as being part of the male instinct? Why do you think this story gives him chills?

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## TEACHER'S COPY

### Comprehension: Chapter 2

#### Possible answers

Directions: Answer each question in a complete sentence. Remember to start each sentence with a capital letter and to end it with a period.

1. In chapter 2, Mr. Villaseñor wrote, "You see, having so many horses come through our ranch, I'd come to realize that horses were just like people, and each one had his own personality and way of behaving." Describe people you know who have different personalities. How do they behave? Compare the personalities of these people to the personalities of the horses that are described in this story.

**Possible answer:** (Students may describe any family member's or friend's personality and the behavior they exhibit.) Midnight Duke was a quiet, "laid back" horse who only got excited or aggressive when another horse tried to hurt a new mother horse and her foal. Many people are the same way about mothers and their babies. Diamond was an assertive, "bully" who wanted things to be his way, but when he encountered Midnight Duke he wasn't willing to put up a fight. There are also people who try to show themselves as "better than others," but when they're asked to stand up for what they are doing, many will run and hide.

2. In the Author's Note section of this story what does the author describe as being part of the male instinct? Why do you think this story gives him chills?

**Possible answer:** The author concludes that the male instinct is to protect the young of his species. I think it still gives him chills because Midnight Duke was such an ordinary horse except when it came to protecting a mother and her foal and many times it is the same when an ordinary father is protecting his child.

## CHAPTER 3: “Walking Stars”

### What will students be learning?

#### STANDARDS

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places and environments (G1)

Students understand that societies are diverse and have changed over time. (H3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

#### BENCHMARKS

Students know how to use maps and other geographic tools to acquire, process, and report information from a spatial perspective.

Students know how various societies have been affected by contacts and exchanges among diverse peoples.

Students will make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing.

#### OBJECTIVES

Students will use a map to track the author’s journey and will be able to draw a map showing his most direct route.

Students will understand how generations of families change and the dynamics involved in those changes.

Students will analyze and draw conclusions about what they have read.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Independent reading

Map making

Analyzing

#### ACTIVITIES

Have students read the “Walking Stars” chapter independently, asking for assistance when needed. After reading the chapter, students will complete the Past Day/Modern Day worksheet, and write an analysis of the story.

Using an atlas or a map of the United States and Mexico, students track the author’s journey from Oceanside, California, to his destination in La Lluvia, Mexico, following the same route which is described in the book. After tracking the journey, students make their own map showing the route as described by the author. The map should include all major cities and any important physical features of the land, such as mountains, rivers, etc.

VOCABULARY

**heritage** — something handed down from generation to generation

**barrio** — a suburb of a city

**cynical** — disbelief in human goodness; believing that humans are basically bad

**las piernas** — legs

**más tornadas** — best shaped

RESOURCES/MATERIALS

Atlas

Past Day/Modern Day worksheet

ASSESSMENT

**Past Day/Modern Day Worksheet — Assessment**

<u>Rubric points</u>	<u>Description</u>
4 .....	Student has provided 8 (or more) examples. Answers show a good correlation between past day/present day situations.
3 .....	Student has provided 6 or 7 examples. Answers show a good correlation between past day/present day situations.
2 .....	Student has provided 4 or 5 examples. Some answers don't correlate past day to present day.
1 .....	Student has provided 3 or fewer examples. Answers don't show a correlation between past day to present day.

**Analysis Worksheet — Assessment**

<u>Rubric points</u>	<u>Description</u>
4 .....	Student provides thorough analysis of the two interpretations of the walking stars. Student writes in complete sentences, using correct grammar and punctuation. Analysis is thoughtful, and demonstrates a strong comprehension of the subject matter.
3 .....	Student provides a basic analysis of the two interpretations of the walking stars. Student writes in complete sentences, using correct grammar and punctuation. Student has a basic understanding of the subject matter.
2 .....	Student provides a weak analysis of the two interpretations of the walking stars. Student writes in complete sentences. There may be up to three errors in punctuation or grammar. Student understands most the subject matter, but may miss a few key points.
1 .....	Student's analysis of the two interpretations of the walking stars is inaccurate or demonstrates a lack of understanding of the reading material. Student does not use complete sentences. There are more than three errors in punctuation or grammar.

### Map Activity — Assessment

<u>Rubric points</u>	<u>Description</u>
4 .....	The map is neatly completed with all major cities and shows many physical characteristics of the land, such as rivers, mountains, etc. The student accurately shows the route from Oceanside, California, to La Lluvia, Mexico, as described by the author.
3 .....	The map is completed with most major cities and shows some physical characteristics of the land, such as rivers, mountains, etc. The student shows the route from Oceanside, California, to La Lluvia, Mexico, as described by the author.
2 .....	The map is completed, but does not include all major cities and shows only a few physical characteristics of the land, such as rivers, mountains, etc. The student shows the route from Oceanside, California, to La Lluvia, Mexico, but it may not be accurate.
1 .....	The map is completed, but it is messy and not accurate. Many major cities may be missing, and few physical characteristics of the land are identified. The route from Oceanside, California, to La Lluvia Mexico, may be inaccurate or not identified at all.

Name \_\_\_\_\_

Date \_\_\_\_\_

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## Past Day/Modern Day: Chapter 3

Directions: In the chart below write down at least three examples from the book which describe the way things were done or said in the past. On the opposite side of the chart write the way it would be done or said in modern day. Below that, write down at least five examples from your life and your parents' life.

### Past Day

**(EXAMPLE)** ...Don Juan, he, being a great horseman, ripped a branch off a dead tree and rammed it into the serpent's mouth. Then he roped the monster and dragged it into town, where some woodsmen chopped off the head.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Modern Day

Call Animal Control.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Parent's Life

**(EXAMPLE)** "That's cool."

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

### My Life

"That's fat."

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## CHAPTER 4: “First Day of School”

### What will students be learning?

#### STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

#### BENCHMARKS

Students will use comprehension strategies.

Students will expand vocabulary developments using a variety of methods.

Students will use correct sentence structure in writing.

Students will make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, and viewing.

#### OBJECTIVES

Students will expand their vocabulary through the completion of the Cloze worksheet.

Students will demonstrate their comprehension of the written work through the completion of the comprehension questions.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Comprehension strategies

Inference

Cloze activity

#### ACTIVITIES

After reading chapter 4, students will complete the Cloze statement worksheets.

Students will answer the comprehension questions on the worksheet using their own words.

Answers must be written in complete sentences.

#### RESOURCES/MATERIALS

Cloze statement worksheet

Comprehension worksheet

ASSESSMENT

**Cloze Statements Worksheet — Assessment**

Use the following grading scale for the Cloze worksheet. When grading the worksheet, if any of the words are in the correct space, but spelled incorrectly, they must be marked incorrect.

<b>Correct Answers</b>	<b>Grade</b>
15-16 .....	A
13-14 .....	B
11-12 .....	C
9-10 .....	D
8 or fewer .....	F

**Comprehension Worksheet — Assessment**

Students answers will vary, but should show basic comprehension of the reading material.

<u>Rubric points</u>	<u>Description</u>
4 .....	Student answers all questions in complete sentences, using correct grammar and punctuation. Student clearly has put some thought into his or her answers, and demonstrates a strong comprehension of the subject matter.
3 .....	Student answers all questions in complete sentences, using correct grammar and punctuation. Student understands most the subject matter, but may miss a few key points.
2 .....	Student answers most of the questions in complete sentences. There may be up to three errors in punctuation or grammar. Student understands most the subject matter, but may miss a few key points.
1 .....	Student answers most of the questions, but does not use complete sentences. There are more than three errors in punctuation or grammar. Student does not clearly comprehend subject matter.



Name \_\_\_\_\_

Date \_\_\_\_\_

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## Cloze statements: Chapter 4

Directions: Complete the following sentences using the vocabulary words below. If you don't know the meaning of the words you may have to look them up in a dictionary. Make sure you spell the word correctly when filling in the blanks.

<b>gushed</b>	<b>magnitude</b>	<b>cathedral</b>	<b>torrent</b>
<b>defiant</b>	<b>embankment</b>	<b>cascading</b>	<b>apprehensive</b>
<b>Querida</b>	<b>rapture</b>	<b>scent</b>	<b>terraces</b>
<b>elegantly</b>	<b>enthralled</b>	<b>accountant</b>	<b>magnificent</b>

1. We went hiking in the mountains but the \_\_\_\_\_ was so high we had to look for another way to get to the river.
2. The view from the top of the Grand Canyon was \_\_\_\_\_.
3. Her long curls were \_\_\_\_\_ down her back.
4. A \_\_\_\_\_ of rain washed away the footsteps.
5. The boy's \_\_\_\_\_ behavior often got him sent to the principal's office.
6. My finances are all in a disarray. I must talk to my \_\_\_\_\_ to try to straighten them out.
7. The water \_\_\_\_\_ from the broken pipes.
8. The teacher's description and pictures were so interesting and beautiful that Jose was \_\_\_\_\_.
9. The stars were dressed \_\_\_\_\_ for the Academy Awards.
10. Sara sat in \_\_\_\_\_ as she listened to her favorite group sing at the all natural amphitheater.
11. Monica was very dear to us so we called her \_\_\_\_\_.
12. The \_\_\_\_\_ of the skunk was so strong on our dog after it got sprayed that we almost got sick.
13. The force of the two main waterfalls grew to such \_\_\_\_\_ that it deafened the ears and numbed the brain.
14. Instead of going to regular church, we went to the \_\_\_\_\_.
15. John is always \_\_\_\_\_ about the first day of school because there are new teachers, new students and new subjects to study.
16. Everyone sat on their \_\_\_\_\_ to watch the fireworks.

**TEACHER'S COPY****Cloze statements: Chapter 4  
Answers**

Directions: Complete the following sentences using the vocabulary words below. If you don't know the meaning of the words you may have to look them up in a dictionary. Make sure you spell the word correctly when filling in the blanks.

<b>gushed</b>	<b>magnitude</b>	<b>cathedral</b>	<b>torrent</b>
<b>defiant</b>	<b>embankment</b>	<b>cascading</b>	<b>apprehensive</b>
<b>Querida</b>	<b>rapture</b>	<b>scent</b>	<b>terraces</b>
<b>elegantly</b>	<b>enthralled</b>	<b>accountant</b>	<b>magnificent</b>

1. We went hiking in the mountains but the **embankment** was so high we had to look for another way to get to the river.
2. The view from the top of the Grand Canyon was **magnificent**.
3. Her long curls were **cascading** down her back.
4. A **torrent** of rain washed away the footsteps.
5. The boy's **defiant** behavior often got him sent to the principal's office.
6. My finances are all in a disarray. I must talk to my **accountant** to try to straighten them out.
7. The water **gushed** from the broken pipes.
8. The teacher's description and pictures were so interesting and beautiful that Jose was **enthralled**.
9. The stars were dressed **elegantly** for the Academy Awards.
10. Sara sat in **rapture** as she listened to her favorite group sing at the all natural amphitheater.
11. Monica was very dear to us so we called her **Querida**.
12. The **scent** of the skunk was so strong on our dog after it got sprayed that we almost got sick.
13. The force of the two main waterfalls grew to such **magnitude** that it deafened the ears and numbed the brain.
14. Instead of going to regular church, we went to the **cathedral**.
15. John is always **apprehensive** about the first day of school because there are new teachers, new students and new subjects to study.
16. Everyone sat on their **terraces** to watch the fireworks.

Name \_\_\_\_\_

Date \_\_\_\_\_

Page 1 of 1

## Comprehension Questions: Chapter 4

Directions: Answer each question in a complete sentence.

1. Why was Lupe nervous about starting school? (*Give at least three reasons as noted in the book.*)

---

---

2. Why didn't the Americans want the schoolchildren staying by the gates?

---

---

3. Lupe's mother had told her that she could get pregnant by just being touched by an American. Is this true? Why would Lupe's mother tell her this?

---

---

4. The author describes Lupe's friendship with Manuelita as a new kind of love. Why is this a new kind of love?

---

---

5. Why was Rosemary angry at Lupe? How did she show her anger?

---

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6. An idiom is an expression or phrase which is used in language that has a meaning different from the literal. Explain what the following idiom means.

"Start trouble, and you get the goat's horn!" (pg. 66).

---

---

## TEACHER'S COPY

### Comprehension Questions: Chapter 4 Possible answers

Directions: Answer each question in a complete sentence.

1. Why was Lupe nervous about starting school? (Give at least three reasons as noted in the book). Tell of a time that you were nervous about starting school.

**Lupe was nervous about starting school because the school house was in the American encampment and she had never been that far away. She had never been away from her mothers and sisters before and she would be going to school alone.**

2. Why didn't the Americans want the schoolchildren staying by the gates?

**The Americans didn't want the schoolchildren staying by the gates because there was a lot of commotion going on and the children might get in the way or get hurt.**

3. Lupe's mother had told her that she could get pregnant by just being touched by an American. Is this true? Why would Lupe's mother tell her this?

**No, this is not true. Lupe's mother probably told her this because many of the young girls had gotten pregnant by the Americans and were now raising their children alone. She didn't want her daughters to get into the same situation.**

4. The author describes Lupe's friendship with Manuelita as a new kind of love. Why is this a new kind of love?

**Her friendship was a new kind of love because Manuelita wasn't a family member who Lupe loved as family, she also wasn't an adult who Lupe loved in an admiring way like her Colonel. However, Manuelita was a peer with the same wants and needs as Lupe.**

5. Why was Rosemary angry at Lupe? How did she show her anger?

**Rosemary was angry at Lupe because the Colonel had chosen Lupe's home to house his pregnant wife instead of her house. She showed her anger by trying to push Lupe around and by talking badly about her home and her father.**

6. An idiom is an expression or phrase which is used in language that has a meaning different from the literal. Explain what the following idiom mean.

**"Start trouble, and you get the goat's horn!" (pg. 66).**

**This means if you start trouble without knowing what you're getting into, you might get into more than you can handle.**

## CHAPTER 5: “Woman’s Greatest Power”

### What will students be learning?

#### STANDARDS

Students apply thinking skills to their reading, writing, speaking, listening and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference and technological sources. (RW5)

#### BENCHMARKS

Students identify the purpose, perspective and historical and cultural influences of a speaker, author or director.

Students read literature to investigate common issues and interests in relation to self and others.

Students cite others’ ideas, images or information from primary, print, and electronic resources.

#### OBJECTIVES

Students will draw conclusions from what they have read about the authors’ perspective.

Students will compare and contrast common issues as it relates to themselves.

Students will investigate a subject using electronic resources.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Reciprocal reading

Read aloud

Compare/Contrast

Investigation

#### PRELIMINARY LESSON PREPARATION

This chapter describes in great detail the home birth of a baby. The teacher may want to discuss birth with children before in a science class. It may also be necessary to get parent permission before attempting this chapter depending on your district’s rules and regulations regarding sensitive issues.

#### ACTIVITIES

Students read pages 70 through 75. While reading, they should try to understand what they are reading, make a picture in their mind of what they are reading, write down confusing parts and ask for any clarification of areas that are confusing to them. Ask questions about the story: Why did the author choose to write about this subject? What is the author’s perspective about women? Have students summarize what has been read.

After students have read the beginning of the chapter, have them predict what will happen in the rest of the chapter. Will it be a sad or happy ending? Have them describe any emotions they think would come out in the end.

Read the rest of the chapter as students follow along in their books, if necessary. For homework, students will ask their parents about their own birth and write down important details such as: Who was there? What time was it? What, if any, medication or herbs was given to their mother? etc. Students will complete a Venn Diagram comparing and contrasting their birth with the birthing experience of Socorro.

Using one of the URL addresses from the bibliography or using a search engine (searching for “herbs and roots”) students will make a dictionary of herbs and roots that are used for relaxation, birthing and health, and include pictures of some of the herbs. It should include at least 20 different definitions and at least five pictures.

VOCABULARY

- rancheria** — small ranch
- nestled** — sheltered, partly hidden
- eerie** — mysterious, weird
- olla** — pot
- eternal** — never ending, existing through all time.

RESOURCES/MATERIALS

- Venn Diagram
- Internet access, electronic library or other electronic reference source.

ASSESSMENT

**Venn Diagram — Assessment**

Students answers will vary, but should show an understanding of the Venn Diagram, and provide accurate details from the text about Socorro’s experience.

<u>Rubric points</u>	<u>Description</u>
4 .....	Student provides many examples of his or her birth experience compared to Socorro’s birth experience, and identifies common events between the two. The comparisons and contrasts are creative and thorough.
3 .....	Student provides a few examples of his or her birth experience compared to Socorro’s birth experience, and identifies common events between the two. The comparisons and contrasts are somewhat thorough and creative.
2 .....	Student provides a few examples of his or her birth experience compared to Socorro’s birth experience, and identifies at least one common event between the two. The comparisons and contrasts lack creativity and are not thorough.
1 .....	Student provides only one example each of his or her birth experience compared to Socorro’s birth experience, and does not identify any common events between the two. The comparisons and contrasts are not thorough.

### **Herb and Root Dictionary — Assessment**

<u>Rubric points</u>	<u>Description</u>
4 .....	Student provides at least 20 definitions and five pictures. The dictionary is well-organized, accurate and neatly done.
3 .....	Student provides 18-19 definitions and four pictures. The dictionary is well-organized and accurate.
2 .....	Student provides 15-17 definitions and three pictures. The dictionary is somewhat organized, and may not be completely accurate.
1 .....	Student provides 14 or fewer definitions and two or fewer pictures. The dictionary is not organized, and has many inaccuracies.

Name \_\_\_\_\_

Date \_\_\_\_\_

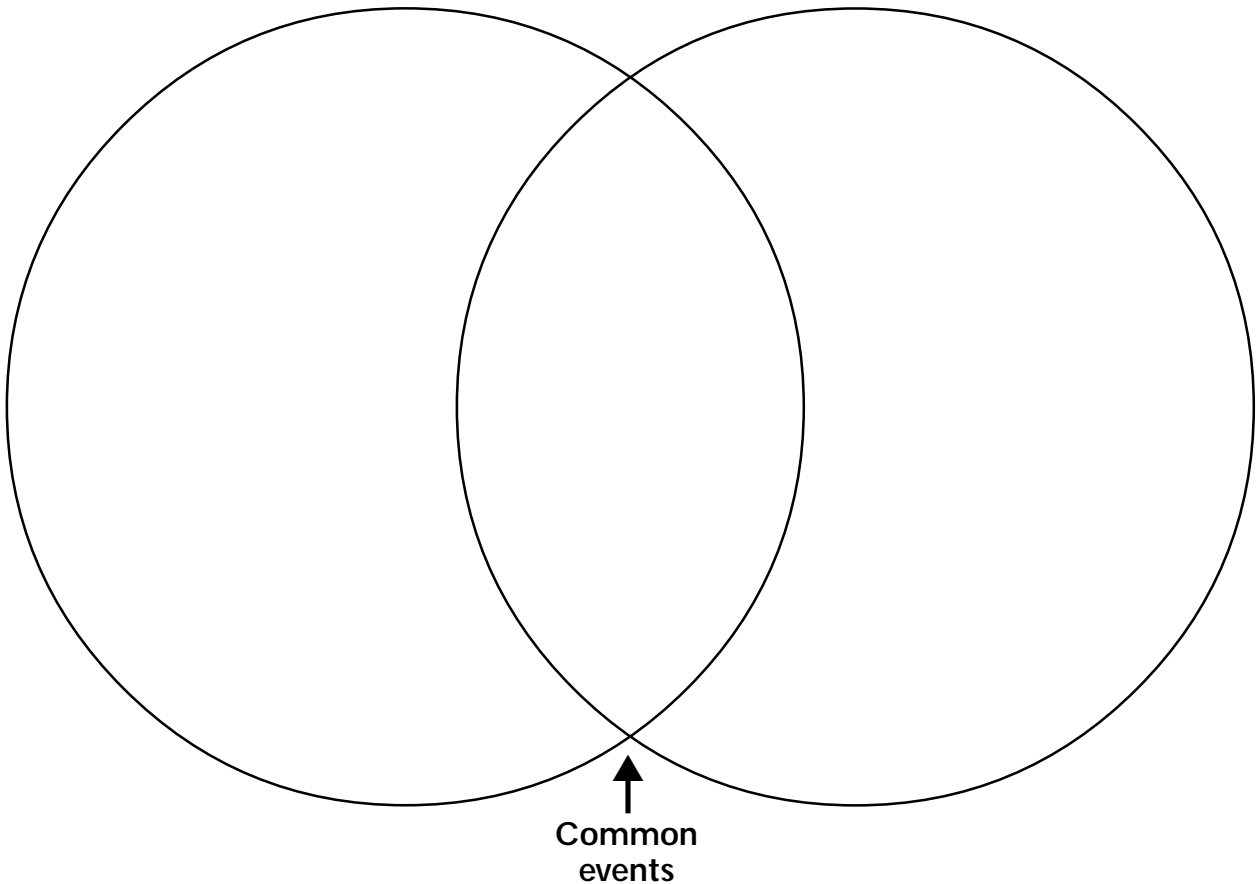
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## Chapter 5: Venn Diagram

In the Venn Diagram below, in the circle on the left, list experiences that were unique to your birth, and then list experiences that were unique to Socorro's birth in the circle on the right. In the area where the two circles interconnect put any common events between your birth experience and Socorro's.

**My Birth Experience**

**Socorro's Birth Experience**





## CHAPTER 6: "The Hanging"

### What will students be learning?

#### STANDARDS

Student write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4).

Students understand that societies are diverse and have changed over time. (H3)

Students use appropriate technologies to obtain historical information; to study and/or model historical information and concepts; and to access, process and communicate information related to the study of history. (H6)

#### BENCHMARKS

Students will make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing.

Students will recognize, understand, and use formal grammar in speaking and writing; use correct sentence structure in writing; demonstrate correct punctuation, capitalization, and spelling.

Students know how various societies have been affected by contacts and exchanges among diverse peoples.

#### OBJECTIVES

Students will be able to draw conclusions and make predictions about what they have read.

Students will write a grammatically correct essay showing comprehension of what was read and an understanding of human nature.

Students will have a better understanding of the native peoples of Mexico.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Shared reading

Predicting

Investigation

Expository writing

#### ACTIVITIES

As a class, take turns reading out loud pages 86 through 94. Discuss possible predictions for the ending. After the discussion, students will write an expository essay defending their prediction. When essays are completed, finish reading the chapter.

From the following list, students are to choose one group of native Mexican peoples to research.

- Aztecs
- Tarahumara
- Acolhuans (Tezcucans)
- Pima
- Suahuache (Coahuiltecan)
- Mayan
- Yaqui
- Huichol
- Zoque
- Olmecs
- Toltecs
- O'odham
- Tarasco (Purépecha)

They are to take notes about their group and be prepared to share their information with the class. Notes should include: area in which they lived or live, customs, language, modern day lives or if they were exterminated how that occurred.

Students will share their information with the class in an oral presentation.

VOCABULARY

- sneering** — grin like a dog, snarl
- disfigure** — hurt the appearance of
- catastrophe** — disaster, misfortune
- destiny** — fate, inevitable events
- slaughter** — to kill brutally
- condolence** — to express sympathy
- pawn** — used by another to get ahead
- gente** — people
- foliage** — greenery, leaves from plants or trees

RESOURCES/MATERIALS

Research materials, i.e. books, electronic library, Internet, etc., about native Mexicans.

ASSESSMENT

**Essay — Assessment**

<u>Rubric points</u>	<u>Description</u>
4 .....	Student’s essay is thorough, and defends the student’s prediction for the ending of the story. It is well-written, using correct spelling, punctuation and grammar.
3 .....	Student’s essay defends the student’s prediction for the ending of the story. It uses correct spelling, punctuation and grammar.
2 .....	Student’s essay states their prediction, but does not adequately defend it. It may contain one or two errors in punctuation, spelling or grammar.
1 .....	Student’s essay states their prediction, but does not defend it at all. It contains three or more errors in punctuation, spelling or grammar.

**Research Notes and Presentation — Assessment**

<u>Rubric points</u>	<u>Description</u>
4 .....	Student’s presentation is well-organized, provides a thorough synopsis of the group they researched and covers all required information. Student’s notes are well-organized and neat.
3 .....	Student’s presentation is organized, provides a basic background on the group they researched and covers most of the required information. Student’s notes are well-organized and neat.
2 .....	Student’s presentation lacks some organization, provides only a brief overview of the group they researched and may not cover all the required information. Student’s notes are somewhat disorganized.
1 .....	Student’s presentation is disorganized, provides little information on the group they researched and does not cover the required information. Student’s notes are disorganized and sloppy.

## CHAPTER 7: “The Greatest Christmas Gift”

### What will students be learning?

#### STANDARDS

Students read and understand a variety of materials. (RW1)

Students know that religious and philosophical ideas have been powerful forces throughout history. (H6)

#### BENCHMARKS

Students will use comprehension strategies.

Students know how societies have been affected by religions and philosophies.

#### OBJECTIVES

Students will make inferences.

Students will give examples of how religious and philosophical beliefs have structured what is right and wrong, good and bad in peoples way of life.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Making inferences

Webbing

#### ACTIVITIES

Students will read “The Greatest Christmas Gift” chapter.

Students will complete the inferences worksheet.

Students will complete a webbing of the religious activities written about in the book and their influence on the characters.

#### VOCABULARY

**la familia** — the family

**cabezón** — hard head

**summon** — call, request the presence of

**La Bruja’s** — the witch’s

**indignant** — scorn, anger

**repulsion** — strong dislike or aversion

**thrash** — hit, spank

**burros** — donkeys

**abrazo** — hug

**illuminate** — light up

#### RESOURCES/MATERIALS

Inferences worksheet

ASSESSMENT

**Inferences Worksheet — Assessment**

It is recommended the inferences worksheet be graded for completeness and accuracy using standard grading policies.

**Webbing Activity — Assessment**

<u>Rubric points</u>	<u>Description</u>
4 .....	Student’s web is thorough and addresses how the various religious activities in the book affected the characters. Student shows a strong understanding of the subject matter.
3 .....	Student’s web is complete and addresses some of the various religious activities in the book, and how they affected the characters. Student shows a basic understanding of the subject matter.
2 .....	Student’s web is limited, and only shows how one religious activity in the book affected one of the characters. Student shows minimal understanding of the subject matter.
1 .....	Student’s web is incomplete and does not show how any religious activity in the book affected any characters. Student does not demonstrate an understanding of the subject matter.

Name \_\_\_\_\_

Date \_\_\_\_\_

Page 1 of 2

## Chapter 7: Making Inferences

To make an inference means to make a decision or an opinion about something by using information, details, or reasoning.

**Directions:** Read the passages below. After reading each passage, choose the sentence that best shows understanding of the passage. Circle the letter of the answer you choose.

### **PASSAGE 1**

Juan brushed Lucha's hand away. Of all his sisters, Lucha was the one who Juan trusted the least. She had big beautiful eyes and was always flirting and acting all lovey-dovey to get her way. He knew that she would no more do for him what had to be done than a fat pig give up his food for another fat pig. (pg. 106)

- Juan believed that Lucha was totally untrustworthy.
- Juan believed that Lucha was fat like a pig.
- Juan believed that Lucha thought only about her own well being.

### **PASSAGE 2**

The last thing Juan saw before he passed out was the form of a huge horse-like creature with wings come flying out of the Heavens, smashing into the pack of dogs. Then a mighty angel was swinging a club with a head of steel, lashing dogs left and right, cutting them to pieces as they yelped in pain. Then a larger angel also appeared, and this angel grabbed El Diablo by the throat, strangling him. (pg. 136)

- God sent angels to help Juan.
- Juan was hallucinating because he was so afraid.
- José and Luis arrived on their horses just in time to save Juan.

### **PASSAGE 3**

"And keep in mind as you grow stronger that, all these years, I've been raising you to be a gentle man—not a lost male who destroys all he lays his hands on because he feels so left out of the joy of giving birth." (pg. 138)

- Juan's mother believes that men destroy things because they can't have babies.
- Juan's mother believes that men want to be able to give birth.
- Juan's mother believes that men are capable of giving birth.

*(continued)*

Name \_\_\_\_\_

Page 2 of 2

## Chapter 7: Making Inferences

*(continued)*

### **PASSAGE 4**

“The honor is mine, Doña Margarita. I feel...well, most happy that you’ve invited me and my son to spend this most holy day of Jesus Christ’s birthday with you and your family.”

Some people were heard to inhale sharply, being taken aback by the fact that the witch had dared pass God’s Most Sacred Son’s name through her lips. (pg. 144)

- a. The people thought that she would be harmed if she were a witch and she said Jesus’ name.
- b. The people didn’t think that she would know who God’s son was because she was a witch.
- c. The people thought that Doña Josefina was a very religious woman.

### **PASSAGE 5**

Wiping her eyes, Doña Josefina turned to her son Luis. “Come, let’s go. I’d told you it was a mistake for you to bring me here today. These fine people will never accept me in a million years!”

- a. Doña Josefina’s son Luis didn’t want his mother to go to the party.
- b. Doña Josefina didn’t like any of the people at the party.
- c. Doña Josefina believed that none of the people at the party liked her.

## TEACHER'S COPY

### Chapter 7: Making Inferences Answers

#### PASSAGE 1

Juan brushed Lucha's hand away. Of all his sisters, Lucha was the one who Juan trusted the least. She had big beautiful eyes and was always flirting and acting all lovey-dovey to get her way. He knew that she would no more do for him what had to be done than a fat pig give up his food for another fat pig. (pg. 106)

Answer:

- c. Juan believed that Lucha thought only about her own well being.**

#### PASSAGE 2

The last thing Juan saw before he passed out was the form of a huge horse-like creature with wings come flying out of the Heavens, smashing into the pack of dogs. Then a mighty angel was swinging a club with a head of steel, lashing dogs left and right, cutting them to pieces as they yelped in pain. Then a larger angel also appeared, and this angel grabbed El Diablo by the throat, strangling him. (pg. 136)

Answer:

- c. José and Luis arrived on their horses just in time to save Juan.**

#### PASSAGE 3

"And keep in mind as you grow stronger that, all these years, I've been raising you to be a gentle man—not a lost male who destroys all he lays his hands on because he feels so left out of the joy of giving birth." (pg. 138)

Answer:

- a. Juan's mother believes that men destroy things because they can't have babies.**

#### PASSAGE 4

"The honor is mine, Doña Margarita. I feel...well, most happy that you've invited me and my son to spend this most holy day of Jesus Christ's birthday with you and your family."

Some people were heard to inhale sharply, being taken aback by the fact that the witch had dared pass God's Most Sacred Son's name through her lips. (pg. 144)

Answer:

- a. The people thought that she would be harmed if she were a witch and she said Jesus' name.**

#### PASSAGE 5

Wiping her eyes, Doña Josefina turned to her son Luis. "Come, let's go. I'd told you it was a mistake for you to bring me here today. These fine people will never accept me in a million years!"

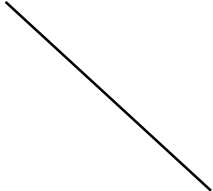
Answer:

- c. Doña Josefina believed that none of the people at the party liked her.**

## Chapter 7: Webbing

Directions: Make a web describing how Juan and his family expressed their religious beliefs and how this was part of what they believed to be right and wrong. Use the example below to get you started.

Their religion teaches that it is wrong to practice witchcraft.



Juan must go to Doña Josefina's house to profess his faith in God.



## CHAPTER 8: "Death of an Assassin"

### What will students be learning?

#### STANDARDS

Students read and understand a variety of materials. (RW1)

Students understand that societies are diverse and have changed over time. (H3)

#### BENCHMARKS

Students will use comprehension strategies

Students will use word recognition skills, strategies, and resources.

Students know how various societies have been affected by contacts and exchanges among diverse peoples.

#### OBJECTIVES

Students will recognize the main idea and supporting details.

Students will increase their vocabulary.

Students will become aware of the influence of different peoples on a society.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Main ideas/supporting details

Mind Sketching

Time line

#### ACTIVITIES

Students will read chapter 8.

Students will complete the vocabulary worksheet.

Students will complete the main idea/supporting details worksheet.

As a class, make a time line, during any 100-year period, of major, influential leaders or groups throughout Mexico's history, starting with the Aztecs through the Mexican Revolution of 1910.

#### RESOURCES/MATERIALS

History books or Internet sites for research for the time line.

Dictionary

Vocabulary worksheet

Main idea/supporting details worksheet

ASSESSMENT

**Vocabulary Worksheet — Assessment**

It is recommended the vocabulary worksheets be graded for completeness and accuracy using standard grading policies.

**Main Idea/Supporting Idea Worksheet — Assessment**

<u>Rubric points</u>	<u>Description</u>
4 .....	Student comprehends the main idea of the paragraph, and can provide three supporting details.
3 .....	Student comprehends the main idea of the paragraph, and can provide two supporting details.
2 .....	Student comprehends the main idea of the paragraph, and can provide only one supporting detail.
1 .....	Student does not grasp the main idea of the paragraph, and cannot provide any supporting detail. If the student scores at this level, the teacher needs to review the concept of Main Idea and have the student do the assignment over.

Name \_\_\_\_\_

Date \_\_\_\_\_

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## Chapter 8: Vocabulary

Directions: After reading the chapter find the assigned vocabulary words in context. Write the sentence in which the word is found, underlining the word. Give your definition for the word. Look the word up in a dictionary and write the correct definition for the word as it is used in the sentence. Draw a picture that will help you to remember the word.

**EXAMPLE:**

**reflecting** (pg. 156)

**Sentence:** “Why, it was sitting there on the ledge of the broken kitchen window with the last of the going sunlight **reflecting** off the doll’s fine, smooth face.”

**My definition:** mirror image

**Dictionary definition:** to give back an image of.

**eradicated** (pg. 158)

Sentence:

My definition:

Dictionary definition:

---

**confident** (pg. 159)

Sentence:

My definition:

Dictionary definition:

---

**confiscated** (pg. 159)

Sentence:

My definition:

Dictionary definition:

---

*(continued)*

Name \_\_\_\_\_

Page 2 of 3

## Chapter 8: Vocabulary

*(continued)*

---

**conviction** (pg. 163)

Sentence:

My definition:

Dictionary definition:

---

**roost** (pg. 164)

Sentence:

My definition:

Dictionary definition:

---

**infinite** (pg. 166)

Sentence:

My definition:

Dictionary definition:

---

**basin** (pg. 166)

Sentence:

My definition:

Dictionary definition:

---

*(continued)*

---

Name \_\_\_\_\_

Page 3 of 3

## Chapter 8: Vocabulary

*(continued)*

---

**graze** (pg. 169)

Sentence:

My definition:

Dictionary definition:

---

**obvious** (pg. 171)

Sentence:

My definition:

Dictionary definition:

---

**mounts** (pg. 173)

Sentence:

My definition:

Dictionary definition:

---

**audacity** (pg. 175)

Sentence:

My definition:

Dictionary definition:

---

## TEACHER'S COPY

### Chapter 8: Vocabulary Answers

eradicated (pg. 158)

**Sentence:** “And the word was out that these killings would continue until every man, woman or child with any bad Indian blood was **eradicated** so that Mexico could then take its proper place among the modern nations of the world.”

**Dictionary definition:** *To get rid of completely.*

confident (pg. 159)

**Sentence:** “He could see that it was a good plan and the right time to do it, now that the colonel was so **confident** that he was leisurely coming up each time on the easy main trails.

**Dictionary definition:** *Very bold.*

confiscated (pg. 159)

**Sentence:** “Every pistol and rifle had long ago been **confiscated** by the Federales.”

**Dictionary definition:** *To seize by or as if by authority.*

conviction (pg. 163)

**Sentence:** “He hadn’t expected this hate, this power, this **conviction**, to come from one of his own playmates who was so young.”

**Dictionary definition:** *A fixed or strong belief.*

roost (pg. 164)

**Sentence:** “Overhead, the last of the great flocks of fork-tailed blackbirds came swooping by on their way to **roost** in the tall grasses by the shallow mountain lakes.

**Dictionary definition:** *To rest or sleep on.*

*(continued)*

## TEACHER'S COPY

### Chapter 8: Vocabulary Answers

(continued)

**infinite** (pg. 166)

**Sentence:** “Doña Margarita now continued praying, eyes focused on the Father Sky, not really knowing where her little boy was, but fully realizing that her soul was gone from her body, having been released to God’s **infinite** powers, and her soul would somehow find the means with which to help her son.”

**Dictionary definition:** *Without boundaries or limits.*

**basin** (pg. 166)

**Sentence:** “Going down through the trees, the boys dropped into the little **basin**.”

**Dictionary definition:** *A bowl-shaped depression in the land or in an ocean floor.*

**graze** (pg. 169)

**Sentence:** “The doe came back down into the grassy meadow and began to **graze** once again.”

**Dictionary definition:** *To feed on growing grasses and herbage.*

**obvious** (pg. 171)

**Sentence:** “It was **obvious** that Pelón still wasn’t too sure about Juan and had a thousand more questions, but Juan wanted no more of this.”

**Dictionary definition:** *Easily understood or perceived. Apparent.*

**mounts** (pg. 173)

**Sentence:** “Others were taking their **mounts** down to the water to drink.”

**Dictionary definition:** *An animal or vehicle on which to ride.*

**audacity** (pg. 175)

**Sentence:** “And, as the colonel turned to see who had the **audacity** to come up behind him and bother him while he relieved himself, Pelón pulled both triggers.”

**Dictionary definition:** *Unrestrained impudence; brashness.*

Name \_\_\_\_\_

Date \_\_\_\_\_

Page 1 of 1

## Chapter 8: Main idea/supporting details

Directions: Read the last paragraph on page 158 (“No one knew ...”). Write down the main idea and give the supporting details for each main idea.

Main idea:

Supporting Detail:

Supporting Detail:

Supporting Detail:



## TEACHER'S COPY

### Chapter 8: Main idea/supporting details Answers

Directions: Read the last paragraph on page 158 ("No one knew ...). Write down the main idea and give the supporting details for each main idea.

Main idea:

**There was some thought that Mexico could not become part of the modern world if there were people who still had indigenous blood living in Mexico.**

Supporting Detail:

**Many indigenous people were being killed.**

Supporting Detail:

**When a boy reached an age when he was starting to show signs of manhood he was executed.**

Supporting Detail:

**There were rumors that the killing wouldn't stop until all the people who had any indigenous blood were dead.**

## CHAPTER 9: "Toreando el Tren or Bullfighting the Train"

### What will students be learning?

#### STANDARDS

Students write and speak for a variety of purposes and audiences. (RW2)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

Students understand that societies are diverse and have changed over time. (H3)

#### BENCHMARKS

Students will prepare written and oral presentations using strategies.

Students will use the most appropriate method, handwriting or word processing, to produce a product that is legible.

Students will paraphrase, summarize, organize, evaluate, and synthesize information.

Students will cite others' ideas, images or information from primary, print, and electronic resources.

Students know how various societies have been affected by contacts and exchanges among diverse peoples.

#### OBJECTIVES

Students will write a final research paper which will include footnotes and a bibliography.

Students will do extensive research to complete their paper.

Students will use word processing to complete their final draft.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Paraphrase

Summarizing

Investigate

#### PRELIMINARY LESSON PREPARATION

Some preteaching may have to be done on the purpose of footnotes and bibliographies and the correct form for writing them.

#### ACTIVITIES

Students are to read the final chapter in small groups or on their own.

Students are to pick one of the revolutionaries or heroes mentioned in the book to research and write about. (They may choose other Mexican notables they have heard of before.) Students are to use various resources to get information about the person they are going to write about.

Students are to write a research paper about the person which is to include their personal life, how they got involved in the revolution and their contribution to the people and the country.

Their paper is to include at least two footnotes and a bibliography. Their final draft should be done on a word processor if possible. If not, it is to be either typewritten or neatly handwritten.

VOCABULARY

**incidents** — happenings

**anguish** — great worry from fear

**mirages** — something that appears to be real

**ransacked** — torn apart from searches

RESOURCES/MATERIALS

Research materials on revolutionaries, which may include biographies, the Internet, electronic library, encyclopedias, etc.

Word processors

ASSESSMENT

Use the following rubric to assess the final research paper.

<u>Rubric points</u>	<u>Description</u>
4 .....	The research paper must be well-written, using proper grammar, punctuation, and form. The writing shows an understanding of the revolutionary they are writing about. Included is the personal life of the person, how he or she became involved in the revolution, and his or her contribution to the people and the country. The paper includes at least two footnotes and a bibliography with at least five resources.
3 .....	The research paper must be well-written, using proper grammar, punctuation, and form. May contain some errors, but not enough to detract from the writing. The writing shows an understanding of the revolutionary they are writing about, but may lack the depth that is necessary for a total understanding. Included is the personal life of the person, how he or she became involved in the revolution, and his or her contribution to the people and the country. The paper includes at least two footnotes and a bibliography with at least four resources.
2 .....	The research paper is lacking proper grammar, punctuation, and/or form. The writing shows some understanding of the revolutionary they are writing about, but may lack one of the following important points: the personal life of the person, how he or she became involved in the revolution or his or her contribution to the people and the country. The paper has less than two footnotes and only two or three resources.
1 .....	The research paper shows many errors in grammar, punctuation, and/or form. The writing shows little understanding of the revolutionary they are writing about. Many important details are left out. The paper has only one footnote (or none at all), and has only one or two resources.

## UNIT ASSESSMENT

### How will students demonstrate proficiency?

#### PERFORMANCE TASK

Each student is to pick their favorite chapter of the book. They are to construct a diorama (a three-dimensional scene) depicting the main concept presented in that chapter. Along with their diorama they are to write a summary of that chapter and explain why they chose to present that chapter. Materials needed may include: shoe box or other small box, various arts and crafts items (construction paper, markers, colored pencils, small pieces of cloth, etc.) glue and scissors.

#### ASSESSMENT

Use the following rubric to assess students' dioramas.

<u>Rubric points</u>	<u>Description</u>
4 .....	The diorama contains all of the important details as described in the chapter. It is neat and appealing with definite style and creativity. The summary includes the main idea and gives a definite explanation as to the student's choice. It is grammatically correct with few or no errors. The summary is typed on a word processor, typewritten or neatly handwritten.
3 .....	The diorama contains most of the important details as described in the chapter, but may be missing one or two details. It is neatly done, but may not show much style or creativity. The summary includes the main idea, but may lack the definite explanation concerning the student's choice. It is grammatically correct, but may contain a few errors that might distract the reader. The summary is typed on a word processor, typewritten or handwritten.
2 .....	The diorama is missing one or more of the important details as described in the chapter. It is neatly done, but doesn't show any style or creativity. The summary lacks the main idea or a definite explanation concerning the student's choice. It may have grammatical and spelling errors that detract from the meaning. The summary is legible.
1 .....	The diorama is missing many of the important details as described in the chapter. It is put together, but may not be very neat. The summary lacks the main idea and the explanation concerning the student's choice. Grammatical and spelling errors make it difficult for the reader to understand. The writing is difficult to understand or illegible.

## Bibliography

- Baquedano, Elizabeth, *Aztec , Inca & Maya*, The Horn Book, Inc., 1994.  
Good information and pictures about the three tribes. Excellent for young readers.
- Brenner, Anita and George R. Leighton (compiler), *The Wind That Swept Mexico: The History of the Mexican Revolution, 1910-1942*, University of Texas Press, 1984.  
Excellent review of the Mexican Revolution of 1910 and reasons for contemporary relations between the U.S. and Mexico. Good pictures.
- Christensen, Thomas and Carol, *The U.S.–Mexican War: 1846–1848*, Bay Books & Tapes, Inc., 1998.  
A good balanced account of the U.S.–Mexican War. Interesting pictures.
- Gilbert, Adrian G. and Maurice M. Cotterell, *The Mayan Prophecies*, Element Books, 1995.  
A good reference on the Mayan Civilization, their beliefs and accomplishments.
- Jimenez, Carlos M., *The Mexican American Heritage*, TQS Publication, c. 1994.  
A comprehensive look at the history of Mexico and how it has affected the people and descendents of Mexico.
- Katz, Friedrich, *The Life and Times of Pancho Villa*, Stanford University Press, 1998.  
An extensive study of Pancho Villa and his role in the Mexican Revolution. Filled with interesting photos.
- Meyer, Michael C. and William L. Sherman, *The Course of Mexican History*, Oxford University Press, 1979.  
An historical study of Mexico starting from the Aztecs through the 1940s. A good reference for the Mexican Revolution.
- Sanchez, Victor, *Toltecs of the New Millennium*, Bear & Company Publishers, 1996.  
An anthropologists account of the mystical rituals and beliefs of the Toltec Indians.
- Villaseñor, Victor, *Walking Stars: Stories of Magic and Power*, Piñata Books, 1995.  
Autobiographical stories of a first generation Mexican American and his family.  
Recommended for readers age 11 to adult.
- Womack, John, *Zapata and Mexican Revolution*, Vintage Books, 1970.  
A good narrative history of Emiliano Zapata and the Mexican Revolution.
- World History Series, *The Mexican Revolution*, Lucent Books, 1997.  
An easy reader for children and young adults. A good reference with accounts of the battles and the leaders of the revolution. Good pictures.
- World History Series, *The Mexican War of Independence*, Lucent Books, 1997.  
Another good resource for the young reader.

## Web Sites

<http://www.herblore.com>

Good site for explanations about various herbs and their uses.

<http://www.herbs.org/gallery.html>

Comprehensive site for herb information, pictures included.

<http://www.sunsite.unc.edu/herbmed> or <http://metalab.unc.edu/herbmed>

Information on medicinal herbs and pictures of the herbs. Also has links to many other herb sites.

<http://www.lanic.utexas.edu/la/region/indigenous>

Links to many different sites on Latin America. Included are the indigenous tribes of the various regions.

## About the Author

Stella L. Garcia-Baca was born in Denver, Colorado, where she attended Denver Public Schools and ultimately graduated from Abraham Lincoln High School. As a high school junior, Stella was awarded a scholarship through American Field Service to go to Argentina as an exchange student. While in Argentina she was immersed in another culture and the Spanish language. She went on after graduation to Orchid Beauty Academy where she earned her Colorado State license as a beautician, one of her many hobbies. She continued in her education pursuing a counseling degree. She was awarded a Bachelors of Arts Degree in Human Services with an emphasis in drug and alcohol counseling from Metropolitan State College of Denver where she graduated Magna Cum Laude.

After starting a family and working in the drug-alcohol counseling field, Stella decided to attend the University Without Walls at Loretto Heights College to get her certification in education. While attending the University Without Walls, Stella was awarded the Colorado Teacher Encouragement Award. Stella became very active in the Denver Public Schools as a parent, chairing the School Improvement and Accountability Committee at West High School for two years and serving on the Hispanic Education Advisory Committee for two years as a parent and later as a teacher.

After completing the certification program, Stella began teaching Spanish at Lake Middle School, where she has taught for 14 years. The subjects she has taught include Spanish and foreign language (grades 6–8); English as a Second Language, (grades 6–8); and Bilingual Language Arts (grade 6). Stella has been active in her school as a member of the School Improvement and Accountability Committee, the Personnel subcommittee and the School Social Committee. In 1998, Stella wrote the study guide for the book *Among the Volcanoes* by Omar S. Castañeda, which was published by the Denver Public Schools as part of the Alma Project.

One of Stella's hobbies is travel. Her travels include road trips through various parts of Mexico and the United States, singing in a choir through Spain, and chaperoning students on trips through New Mexico, Colorado and Florida. Another hobby is trying to keep her family of one husband, four daughters, four grandsons and two granddaughters in step with one another at least once in a while.

Star Walk 2 - Sky Guide: View Stars Day and Night is a stargazing app for both experienced and novice astronomy lovers. Explore the stars at any time and place, find planets, learn about constellations and other sky objects. Star Walk 2 is a great astronomy tool to identify objects on the map of the stars and planets in real time. Main features

- Except for map of the stars and planets, find and study the deep-sky objects, satellites in space live, meteor showers, extensive information about the solar system.
- The night-mode of this stargazing app will make your sky observation at night time more comfortable. Stars, constellations and satellites overhead are closer than you think.
- Be aware of the latest news from the world of outer space and astronomy.

Star Walk is a complex and detailed map of the stars, constellation, solar system and more. There is a massive amount of information in this little app, so to simply things we've provided some information on how to use the star walk app. Learn all the basics, bringing up information about selected targets and more.

Starwalk is a very intuitive iPhone app that will be your complete and total guide and information source to the sky, stars and constellation all from the palm of your hand. Starwalk is much more than just an iPhone app that enables you to view constellations. Starwalk is one of the best iPhone star apps because it teaches you about the constellations and stars. Starwalk contains a database of around 8000 stars which are beautifully displayed over an elegant background. What's more, star walking is good for you. There are plenty of studies that show the health benefits of being in nature. Spending at least two hours a week outdoors, particularly while engaging in activities that involve effortless attention, can decrease blood pressure, heart rate, and stress levels. (Does forest bathing really improve health? Parker says that star walking works on two physiological processes that determine sleep quality. Movement and exercise, such as relaxing stargazing walks outside, may promote sleep by acting on the homeostatic sleep drive, which influences the pressure to doze, she says. Additionally, evening strolls may counteract the disruptive effects of increased screen time on the circadian system, the body's way of regulating the sleep cycle. Step into the night.