



Oaxaca Protest Research

Estimated time: 1 week

Curriculum connection to MLK Unit, research, persuasive writing

1. Unit Goals

Students will:

- become knowledgeable in educational research, expository writing
- become knowledgeable in citing sources utilizing MLA format
- write a well-structured, well-thought out, well-supported persuasive essay
- gain knowledge and understanding of a current event taking place in another country
- understand the powers of persuasion and the power of education

2. Evidence of Understanding:

- Effective research and citing of sources
- Summaries of articles follow summary guidelines
- Classroom discussions regarding topic
- Understanding of CA State Standards covered in unit

3. CA State Teaching Standards:

Reading: 2.0, 2.4

Writing: 1.1, 1.2, 1.3, 1.4, 1.6, 2.3, 2.4

4. Sequence of Activities:

- Teacher gives students minimal background information regarding teacher protests and strikes in Oaxaca, Mexico. Students given directions to research five articles pertaining to teacher protests from beginning of protests in April to present activities.

- Students summarize three articles and create 2 found poems from the other two articles.
- Students find/print one picture from protests. Brainstorm on picture-words, phrases, emotions, thoughts, from observations of pictures.
- Students use MLA format to cite all sources.
- Once research and summaries are complete, students reflect on what they learned from the articles: what was interesting? what forms of persuasion did the people in the protests use? which were beneficial?
- Persuasive Essay Prompt: students follow the five-paragraph format for essay and include counterarguments and rebuttals (students must be taught the persuasive format at some point before the writing process). Students are to choose one prompt:
 1. **You are writing a letter to Governor of Oaxaca persuading him to meet the demands of the Oaxacan teachers. Use the information collected from the articles and pictures to persuade the governor.**
 2. **What have been the three most valuable and effective types of persuasion the protesters used? How would these persuasive techniques be beneficial in other situations?**
 3. **The Mexican revolutionary Emiliano Zapata once said, "It is better to die on your feet than to live on your knees!" Persuade other educators and students to support the teacher strike in Oaxaca. You may write this in letter format for submission to the local newspaper.**

Students should take two days to write essay, peer edit essay on third day and turn essay in, in final draft form, on the fourth or fifth day.

5. Curricular Resources:

- Direction handout for research, MLA format, summary guidelines, directions for found poem
- Internet access for students with printer
- Five-paragraph essay format

6. Assessment:

- Summaries and picture observations
- Persuasive essay
- Self-reflection—research process, writing summaries and found poems, writing essay

Name _____

Date _____ Period _____

Oaxaca Research

Research Guidelines:

1. Find 5 articles online about the teacher strikes in Oaxaca, Mexico. Have your articles span from April 2006 to present.
2. Choose 3 articles to summarize, following summary format for expository text. Create 2 found poems for the other 2 articles.
3. Find and print 1 photograph from strikes/protests. Print picture and brainstorm on picture—words, phrases, ideas, emotions that you think of from observing the photo.
4. Use the MLA format to cite Web sources.
5. Oaxaca Reflection—when summaries, found poems, photos observation are complete, write a one-page reflection. Reflect on:
 - Information learned
 - Persuasive techniques protesters used
 - Effectiveness of techniques
 - What should be done? Continue or stop protest?

SUMMARY OF A NON-FICTION WRITING

Summarizing is the ability to condense something you have read into a few words.

You need to be sure that you include the following information:

- A. What you are summarizing: title, author, genre, date, chapter, source, etc. Remember to underline titles or use quotation marks correctly.
- B. One general sentence explaining what the nonfiction writing is about. This sentence is the MAIN IDEA of the writing. (Hint: Sometimes the title is helpful.)
- C. Add the important details that support the MAIN IDEA.
- D. Put all of the above information into one perfect paragraph. Avoid fragments and proofread for correct punctuation, capitalization, grammar, and spelling. Tip: this paragraph should answer who? what? where? when? why? and how?

A. Title, author, genre, date, source, chapter, etc.:

B. One sentence explaining what the piece is about (MAIN IDEA):

C. Important details that support the MAIN IDEA. For long articles write one sentence for each important paragraph.

1. _____
2. _____
3. _____
4. _____
5. _____

D. Now write a one-paragraph summary that includes all of the above information.

*Proofread carefully—try reading out loud.

*Be sure to state facts from the writing only—no opinions.



Frida Kahlo Personal Narrative Project

Estimated time: 1 week

Curriculum connection (specifically): *Flowers for Algernon*, *The Diary of Anne Frank*, *To Kill a Mockingbird* or other literature that is written as first-person narrative.

1. Unit Goals:

Students will:

- write organized, coherent personal narratives
- enhance listening and observational skills
- use creativity to display an important event and/or experience in students' lives
- view artwork from another culture and learn about artist's life
- gain better understanding of literary devices, especially symbolism
- through writing, make inferences as a result of initial observations

2. Evidence of Understanding:

- Student observation/ reflection writing
- Students' self-portraits
- Students' writing of own personal narrative

3. CA State Teaching Standards:

- Writing: 2.0, 2.1

- Written and Oral English Language Conventions: 1.1, 1.4, 1.5, 1.6
- Listening and Speaking: 1.0, 1.5, 1.6, 2.1

4. Sequence of Activities:

- *Self-Portrait with Monkeys, 1943*—Frida Kahlo. Students view poster of portrait, brainstorm observations, inferences to be made about person in portrait, animals, objects, etc.
- Students write a half-page reflection in response to the portrait: what they think about it; why some objects appear in portrait; who they think subject of portrait is; and what kind of life that person has.
- Teacher gives students a brief, edited version of who Frida Kahlo was and discusses her artwork. Review literary term **symbolism**. Discuss what various objects in picture could symbolize.
- Students brainstorm one event in their own lives that caused great happiness or sadness. Brainstorm: event, feelings, thoughts, place, people involved, colors, etc.
- Students create a self-portrait reflecting self and event in portrait. Remind students to use symbols, pictures, words to represent self and event.
- Once finished, students share portraits.
- Teacher explains what a personal narrative essay is and reviews format and guidelines. Students can follow *A Writer's Framework for a Personal Narrative* (from the *Holt Rinehart Literature & Language Arts* textbook—see handout).
- Students write a personal narrative using self-portrait as a guideline, peer edit with guidelines from *Holt Rinehart Literature & Language Arts* textbook. (See handout.)
- Students share essays in small groups. Attach portrait as cover of essay.



5. Resources:

- Large poster of Frida Kahlo self-portrait
- 8 ½" x 11" paper for each student to create portrait
- Art supplies: markers, colored pencils, etc.
- Guidelines for personal narrative
- Peer edit worksheet

6. Assessment:

- Student presentations of portraits (volunteers only)
- Personal narrative, peer edited and final draft

Name _____

Date _____ Period _____

A Writer's Framework for a Personal Narrative

Personal Narrative: Peer Edit and Revision Guidelines

Evaluation Questions

1. Does the introduction grab the reader's attention and set the scene with details?
.....
2. Is the point of view consistent throughout the narrative?
.....
3. Are the events in chronological order?
.....
4. Does the narrative include details that make the people, places, and events seem real?
.....
5. Does the writer include thoughts and feelings in the narrative?
.....
6. In the conclusion, does the writer state why the experience is meaningful?

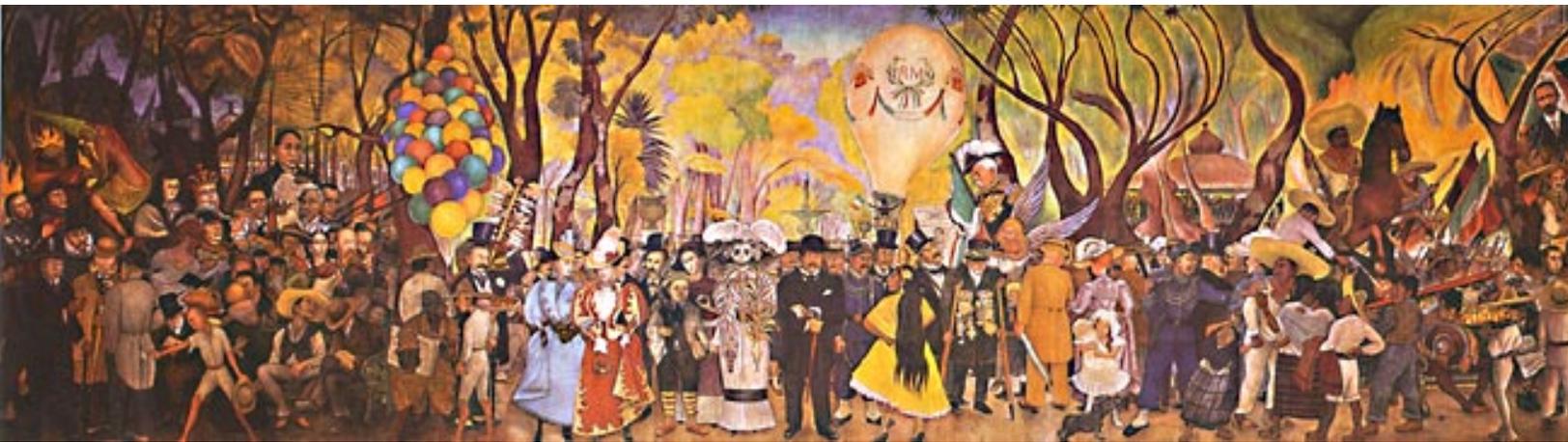
Tips

1. Put stars next to interesting quotations or surprising statements. Circle details that show when and where the experience happened.
.....
2. Draw a box around third-person pronouns such as *they*, *she*, and *himself*. Check that these pronouns do not refer to the narrator.
.....
3. Number the events as they appear in the paper. Compare the numbered events to the actual order of events.
.....
4. Highlight sensory details and dialogue in the paper. In the margin, note to which senses the sensory details appeal.
.....
5. Put a check mark next to any statement of the writer's feelings or thoughts.
.....
6. Underline the writer's statement of why the experience is meaningful.

Revision Techniques

1. Add an attention-getting quotation or statement to the introduction. Add details about where and when the event took place.
.....
2. If necessary, revise to use only first-person pronouns such as *I*, *we*, and *my* to refer to the narrator.
.....
3. Rearrange the events to put them in the order in which they actually happened, if necessary. Add transitions such as *first*, *next*, and *finally* to link events.
.....
4. If necessary, elaborate, with dialogue or sensory details: sights, sounds, smells, textures, and taste. Delete irrelevant details.
.....
5. If necessary, add specific details about thoughts and feelings.
.....
6. Add a statement that explains why the experience is important, if needed.

From: *Holt Literature and Language Arts*, Second Course



Dream of a Sunday Afternoon in the Alameda, Fresco over transportable panels Mexico City, Museo Mural Diego Rivera

Muralistas Mexicanos

Estimated time of project: 1 week

This lesson can be used as a pre-reading activity for either *The Diary of Anne Frank* or *To Kill a Mockingbird*. The lesson can also be used as an introductory activity at the beginning of the year.

1. Unit Goals:

Students will:

- gain practice and confidence in research skills
- practice MLA format to cite sources
- learn/study about a specific genre of art
- learn about three famous muralists from a different country, culture, and era
- learn about current events pertaining to world, country, state, etc.
- create documents displaying information learned about muralists
- create their own murals

2. Evidence of Understanding:

- Effective research used to create scrapbook
- Work cited in MLA format
- Student-generated mural, directions closely followed

3. CA State Standards:

- Writing Strategies: 1.4, 1.5, 1.6
- Writing Applications: 2.3

- Written and Oral English Language conventions: 1.5, 1.6

4. Sequence of Activities:

- Discuss with class what murals are and what types of elements are in murals (e.g., symbols, politics, famous/infamous people, images dear to artist, etc). Give students minimal information about three famous muralists in Mexico: Diego Rivera, José Clemente Orozco, David Alfaro Siqueiros.
- Give students project handout, review requirements.
- Once research and scrap book are finished, students create own mural. Include title for mural.
- Students research online, news, newspapers. They must include "HOT TOPICS" in their murals. Include: 2 world events, 2 country events, 2 state events, 2 city, 1 school, 4 personal. In student-generated individual mural include: "HOT TOPICS," symbols, representations of student's life, values, family, friends, goals. Students might want to create a theme for personal mural and keep that in mind while creating. Mural can be done in pencil or colors.

5. Resources:

- Research directions (may need to be revised to be more student-friendly)
- Mural directions
- Internet access, newspapers
- MLA format information
- 11" x 14" paper, art supplies

6. Assessment:

- Aligned with CA State Standards
- Successful completion of scrapbook
- Successful completion of personal mural

Name_____

Date_____Period_____

Muralistas Mexicanos - Research Guidelines

You will be creating a scrapbook. The subjects of your scrapbook will be the three famous muralists of Mexico: Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros. You will research each artist, choose your favorite works by each artist, and create a scrapbook displaying the information you learned about each man. Follow these guidelines carefully; take your research notes on a sheet of notebook paper.

1. For each artist research the following information:

1. Date of birth/death of artist, location of birth and death, and how he died.
2. Type of education: Where? Years?
3. Where did the artist grow up? Places he lived? Life as a youth? Life as an adult?
4. When and where was his artwork created?
5. What was the style of the artist's work?
6. What were the artist's political views? World views?
7. What did the artist express in his art? Why?
8. Who were the artist's inspirations?
9. Find 3 interesting facts about the artist.

2.*Use and cite three different Web sites for each artist. Take notes from the various Web sites; **you may not** print your information or cut and paste into a Word document.

3.*Write a summary of the information you learned for each artist. Cite your sources.

4.*Choose 3 murals—1 from each artist—that you like and print them.

5.*Write a paragraph for each mural about how the artist's work reflects the events happening in the world at the time of the creation of the mural. Describe why each piece is important and what each means to you.

6.*Do a search on a modern muralist. Include information about who he/she is, what type of work he/she creates, and where he/she has work displayed. Print a copy of the artist's mural that you like and explain why you like it and what the mural displays about our world or the artist's world.

7.* SCRAPBOOK: Create a decorative cover for your scrapbook. Include your class heading as well as the artists' names. Create a table of contents for your scrapbook. Book must include: artists' summary of information, three murals, three reflective paragraphs for each mural, and modern muralist information.

FOLLOW THE MLA FORMAT FOR CITING YOUR SOURCES.



Persuasive Pyramid

Estimated time: 2-3 class periods.

Persuasive essay writing is the eighth grade writing type for the San Dieguito Union High School District writing assessment.

This activity can be used to help students learn and understand the persuasive writing process and to help students visualize this type of graphic organizer when taking the writing test.

1. Unit Goals:

Students will:

- gain better understanding of the persuasive essay format
- write an effective, well-structured essay using pyramid graphic organizer as guide
- write a persuasive essay that reflects both district writing requirements and CA State Standards
- use graphic organizer when taking exam

2. Evidence of Understanding:

- Students copy of pyramid-outline for essay
- Students write coherent, structured persuasive essay using pyramid as guide

3. CA State Standards:

- Writing: 1.1, 1.2, 1.3, 1.6, 2.4
- Written and Oral English Language Conventions: 1.1, 1.4, 1.5, 1.6

4. Activity:

- Give students a brief history of Teotihuacán. Finding and using a video would be the best format for reviewing this history or there is a great brief history at

www.elbalero.gob.mx/kids/history/html/conquista/teo.html. Show pictures that display the various levels of the pyramid.

- Discuss with the class (brainstorm) how writing is similar to that of constructing a pyramid (e.g., various levels are different elements of essay).
- Put outline of pyramid on overhead (see attachment), give students copy of pyramid. Label together elements of persuasive essay on each level of pyramid.
- Give students blank copy of pyramid and persuasive essay topics to choose from.
- Students brainstorm as pre-writing activity.
- Students write outline/rough draft of essay on pyramid paper, filling in pyramid with essay elements. (Base would be introduction.)
- Students then continue writing process by writing essay in paragraph form.
- Peer edit rough draft before writing final draft.

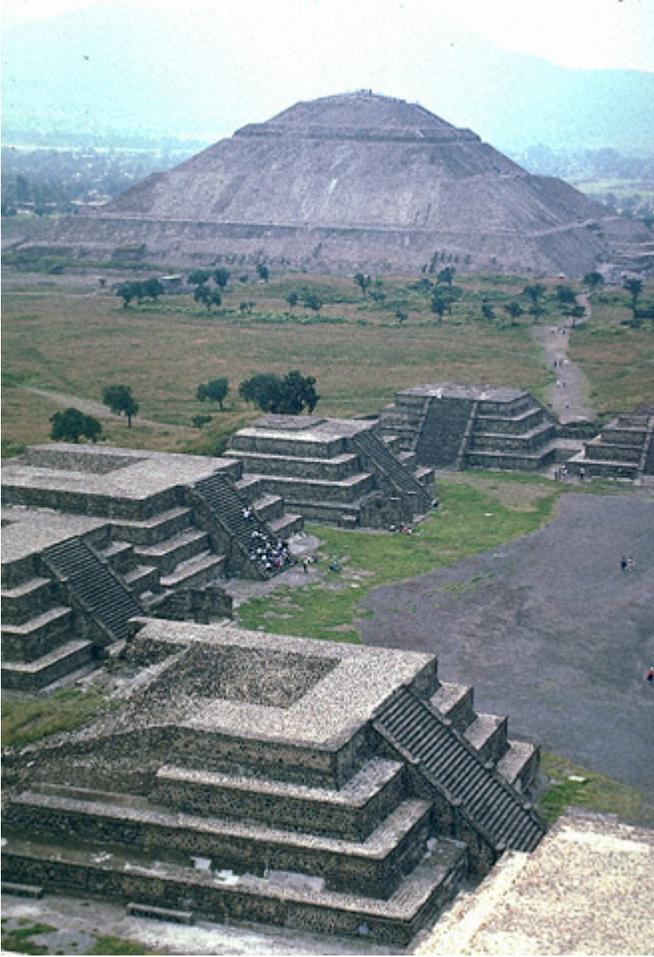
5. Resources:

- Students should already have basic knowledge about persuasive essay format or required elements in essay
- Large picture of Temple of the Sun to show students
- Brief history of Teotihuacán (video?)
- Overhead + two sets of student copy of pyramid for each student

6. Assessment:

- Can give quiz pertaining to essay elements on blank copy of pyramid
- Persuasive essay





Student Handout - Pyramid



“Inspiraciones Para el Futuro”

1. Ode—*Mexico* by Mariachi Sol de Mexico OR *Guadalajara* (get translation).
 - Students listen to song, read the words and write Ode to their favorite place.
2. Ballet Folklorico de Amalia Hernandez. Show video.
 - Students watch 1 dance, once.
 - Watch again and take observational notes.
 - Create a structured or free verse poem, or a story (narrative standard), from observations.
 - Students can also come up with new song to which this dance could be performed.
3. What it means to be ... Me
 - Brainstorm as a class on culture and cultural identity—discuss what culture is through music, food, images, colors, family, etc.
 - Create collage on 8 ½” x 11” paper.
 - Students create structured poem or autobiographical essay using collage as inspiration.
4. Photo observation
 - Students to choose photo from Mexico Collection.
 - Brainstorm observations.
 - Possible activities—poetry or story writing.
 - FRAME IT! Students frame copy of photo (glue it to the center of a piece of computer paper). Students review parts of speech, writing in the border all of the nouns, verbs, adjectives, etc. that they see in the picture.

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5. Orozco Sketch. Print a piece of artwork from this Web site: http://wwar.com/masters/o/orozco-jose_clemente.html). Note: Three Generations is my favorite.

- Brainstorm observations from sketch: what is seen, colors, feelings, thoughts, connections, memories.
- Create free-verse poem, structured poem, or create story out of image observations.

6. Mexico Folklore. Find stories on the following Web sites:

www.literacynet.org/lp/hperspectives/llorona.html

www.kstrom.net/isk/maya/mayastor.html

www.ecke.com/html/h_corp/corp_legend.html

- Put students in small groups to read packet of folklore stories.
- Have students brainstorm common elements of each story.
- Review, as a class, literary devices: similes, metaphors, theme, foreshadow, characterization, etc.
- Groups of four write new story to explain a natural occurrence or to present a theme/lesson to learn from.
- Story must be three- to four-pages, include illustrations and a learning activity for students to use in conjunction with story.