

Unit Goals

Throughout this unit, you will deepen your understanding of what it means to be “American” by reading, writing, speaking, presenting, and listening. These goals will help you succeed on the Unit Performance-Based Assessment.

Rate how well you meet these goals right now. You will revisit your ratings later when you reflect on your growth during this unit.



READING GOALS

- Evaluate written narratives by analyzing how authors sequence and describe experiences and events. ○ — ○ — ○ — ○ — ○
- Expand your knowledge and use of academic and concept vocabulary. ○ — ○ — ○ — ○ — ○

WRITING AND RESEARCH GOALS

- Write a nonfiction narrative in which you develop characters and events using specific details and descriptions. ○ — ○ — ○ — ○ — ○
- Conduct research projects of various lengths to explore a topic and clarify meaning. ○ — ○ — ○ — ○ — ○

LANGUAGE GOAL

- Correctly use exposition and dialogue to convey meaning and add variety and interest to your writing and presentations. ○ — ○ — ○ — ○ — ○

SPEAKING AND LISTENING GOALS

- Collaborate with your team to build on the ideas of others, develop consensus, and communicate. ○ — ○ — ○ — ○ — ○
- Integrate audio, visuals, and text in presentations. ○ — ○ — ○ — ○ — ○

STANDARDS
Language
9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Academic Vocabulary: Narrative Writing

Academic terms appear in all subjects and can help you read, write, and discuss with more precision. Here are five academic words that will be useful to you in this unit as you analyze and write narratives.

Complete the chart.

1. Review each word, its root, and the mentor sentences.
2. Use the information and your own knowledge to predict the meaning of each word.
3. For each word, list at least two related words.
4. Refer to a dictionary or other resources if needed.

TIP

FOLLOW THROUGH

Study the words in this chart, and highlight them or their forms wherever they appear in the unit.

As you come across unfamiliar words in this unit, build your vocabulary knowledge by predicting meaning. Confirm definitions by referring to a dictionary

WORD	MENTOR SENTENCES	PREDICT MEANING	RELATED WORDS
<p>conflict</p> <p>ROOT: -flict- "strike"; "hit"</p>	<ol style="list-style-type: none"> 1. Alice and Nora resolved their <i>conflict</i> by sharing the toy they both wanted. 2. In the story I'm writing, I want the <i>conflict</i> to resolve happily. 		<p>infect, afflict</p>
<p>description</p> <p>ROOT: -scrip- "writing"</p>	<ol style="list-style-type: none"> 1. Pat Mora's skill with <i>description</i> is one reason her poems are so good. 2. Your comedy routine will be funnier if you include detailed <i>description</i> of the scene. 		
<p>dialogue</p> <p>ROOT: -log- "word"</p>	<ol style="list-style-type: none"> 1. Milton has memorized every word of <i>dialogue</i> in the film and will gladly recite it. 2. Greta enjoys writing fiction but has a hard time making <i>dialogue</i> sound realistic. 		
<p>exposition</p> <p>ROOT: -posit- "sit"; "place"; "put"</p>	<ol style="list-style-type: none"> 1. The story contains very little <i>exposition</i>, so it took me awhile to figure out the characters' relationships. 2. Kennedy's essay about American identity is a well-organized <i>exposition</i> of important ideas. 		
<p>sequence</p> <p>ROOT: -sequ- "follow"</p>	<ol style="list-style-type: none"> 1. A movie director may plan a scene by breaking it into a <i>sequence</i> of separate shots. 2. After Anika finished the experiment, she explained the <i>sequence</i> of steps she had followed. 		

LAUNCH TEXT | NARRATIVE MODEL

This selection is an example of a **nonfiction narrative**, a type of writing in which an author tells a true story. This is the type of writing you will develop in the Performance-Based Assessment at the end of the unit.

As you read, look at the way the writer builds the story. Mark the text to help you answer this question: What details make this narrative vivid and meaningful?

Music for My Mother



NOTES

- 1 **A**fter dinner my older brother liked to play the guitar. He preferred the music he heard on the radio, but he played the traditional songs for Mama. She enjoyed things that reminded her of home.
- 2 Her eyes hurt and her fingers would get sore from long hours of work as a seamstress. I remember washing dishes while Pedrito sang: “And seeing myself so lonely and sad like a leaf in the wind, I want to cry . . . from this feeling.”
- 3 He sang in Spanish, which is how the lyrics were written. That song is more than 100 years old now. Mama learned it when she was a girl.
- 4 Papa tried to nudge Mama out of her nostalgia sometimes. He would answer her in English when she spoke to him in Spanish. His English was not very good at first, but he worked at it until it got better.
- 5 Mama usually answered him in Spanish. They would go back and forth in either language, talking about work or homesickness or family. Pedrito or I would occasionally correct them or help them finish their sentences in English. Papa would thank us. Mama would just smile and shake her head. But she always repeated the words we

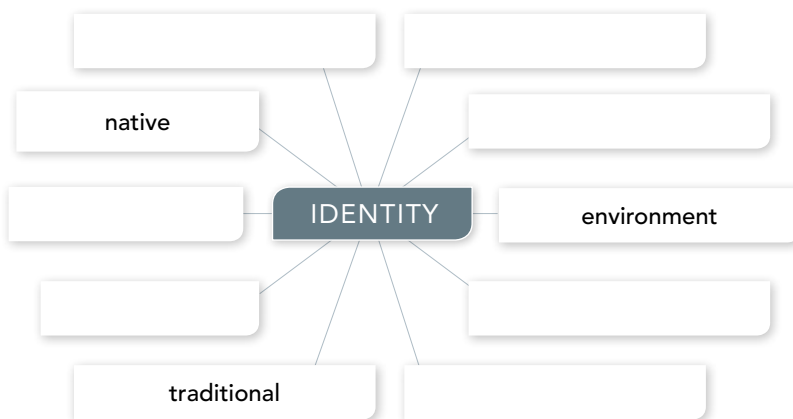
had helped her with. In time her English got better too, but she was far more at ease in her native tongue.

- 6 I was seven years old when we came to the United States. Pedrito was 11. Papa was a carpenter who also knew a little about plumbing and electricity. From an early age, my brother and I learned how to take care of ourselves in our new home. Our parents worked long hours, and they counted on us to be independent.
- 7 At first we were almost like guides for Mama and Papa. In big busy places, like the mall or the registry of motor vehicles, they felt uncomfortable, if not overwhelmed. It was easier for us to adjust to environments that were fast-paced and not always friendly. I felt protective of my parents and also proud of how quickly I learned my way around.
- 8 It would hurt my feelings to see the way some people looked at us. For a while, on Sundays and holidays we would wear our best clothes from home. Before long, we learned to wear casual clothes almost all the time, like most people in this country do. And after a while, our parents became more at ease in stores or government offices. They relaxed a little, I suppose, and we attracted less attention.
- 9 Mama and Papa live with Pedrito now, in a two-family home outside of Houston. Pedrito is now known as Peter. He runs a construction business that employs 14 men and women.
- 10 Papa is in his seventies now. Pedrito would like for him to slow down a little and enjoy retirement, but Papa says that Mama wouldn't want him sitting around the house getting in her way. He rises at dawn almost every day and goes to work with Pedrito, building houses.
- 11 I am a teacher. This summer I will be taking my son, Michael, to visit his grandparents. He is twelve. He wants to learn to play the guitar. I want Mama and his Uncle Peter to teach him a few of the good old songs.

NOTES

WORD NETWORK FOR AMERICAN VOICES

Vocabulary A Word Network is a collection of words related to a topic. As you read the selections in this unit, identify interesting words related to the idea of American identity and add them to your Word Network. For example, you might begin by adding words from the Launch Text, such as *traditional*, *native*, and *environment*. Continue to add words as you complete the unit.



Tool Kit
Word Network Model

Summary

A **summary**, or an objective summary, is a concise, complete, and accurate overview of a text, including only the main points or important ideas. It should not include a statement of your opinion or an analysis. A **critical summary** provides the essential information in a text, but it also includes some commentary or evaluation of the work.

Write a **critical summary** of “Music for My Mother.”

Launch Activity

Conduct a Small-Group Discussion Consider this question: In what ways can music or other creative expression bring people together or, perhaps, separate them?

- Record your feelings on the question and explain your thinking.

- Gather in small groups to discuss different examples of creative expression—such as a song, poem, game, or piece of art—you learned with family or friends, at school, or during another experience. As a group, choose an example that you agree either brings people together or separates them from others.
- Gather the small groups and have a representative from each one describe the example they have chosen.
- As a class, discuss the examples. Would each one help to bring people of different backgrounds together or to keep them separated?

QuickWrite

Consider class discussions, presentations, the video, and the Launch Text as you think about the prompt. Record your first thoughts here.

PROMPT: **How is an “American” identity created?**

A large rectangular box with horizontal lines for writing, intended for a student's initial thoughts on the prompt.

EVIDENCE LOG FOR AMERICAN VOICES

Review your QuickWrite. Summarize your thoughts in one sentence to record in your Evidence Log. Then, record textual details or evidence from “Music for My Mother” that support your thinking.

Prepare for the Performance-Based Assessment at the end of the unit by completing the Evidence Log after each selection.

 **Tool Kit**
Evidence Log Model

Title of Text: _____ Date: _____

CONNECTION TO PROMPT	TEXT EVIDENCE/DETAILS	ADDITIONAL NOTES/IDEAS

How does this text change or add to my thinking? _____ Date: _____