

Unit 5/ Week 2

Title: My Diary from Here to There

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.7; W.4.2, W.4.4, W.4.9; SL.4.1;
L.4.1, L.4.2, L.4.4

Teacher Instructions

Refer to the Introduction for further details.

Before Teaching

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Home is not where you are from, but where you are at the moment.

Synopsis

This personal narrative introduces the genre of a diary to the students. My Diary from Here to There, takes the reader on the emotional journey of a little girl named Amada. In hopes of finding new job opportunities, her family is forced to leave the comforts of the familiar and travel to a new country. She realizes she will always hold memories of Mexico and the love of her family and friends inside her heart. She also realizes she has been able to get through difficult times on the journey to

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the United States and that happiness comes from being surrounded by the people you love. At the end of the story she is happy to understand that home is being with the people who are important to you, not a physical place.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

During Teaching

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

Text Dependent Questions	Answers
What was the author's purpose for showing so much of Amada's emotions?	The author wanted to express to the reader that she was really worried about what she overheard.
Use information to give specific examples of the differences in how Amada and her brothers behave when they learn that they will be moving? Why do they respond so differently?	Amada is worried about leaving the people that she loved and never returning to Mexico. The boys are excited about the move as show when they exclaimed "The big stores in El Paso sell all kinds of toys!", "And they have escalator rides!" " And the air smells like popcorn, Yum!" The brothers are younger than Amanda and

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	they do not understand the significance of moving to a new country.
What does the author mean when she says, “their hands are blurring like hummingbird wings”?	The author uses this lesson to describe how fast the workers hands are moving.
Using the information in the text to describe how Amada feels and her reasons for feeling this way.	She is sad, because she doesn’t think that she will ever find another friend like Michi. She is also worried she will not be able to speak Spanish and might be able to learn English.
Why does Papa tell Amada about his childhood experiences when he first came to the United States?	He tells her the story of when he was only six and he moved from the United States to Mexico. Papa wanted Amanda to stop worrying so much and help her realize she is a strong person.
Why does the author tell us that Amada notices there were no difference between the borders of Mexico and the United States?	Because it shows that Amada is realizing that there may not be as big of a difference between the two countries.
What settings does the author introduce?	The author introduces desert highways and Mexicali
Papa had to leave the following day to travel to Los Angeles to get the family’s green cards. What are green cards and why doesn’t Papa need one.	Green cards are documentation for non-US citizens to be able to live in the United States. Papa does not need one because he was born in the United States.
Using the text, how were Mama and Amada feeling? Why are they feeling this way?	The illustrations showed that they are upset because Papa left that morning for the United States. They might be worried that they will not see Papa again or that he will not be able to get their green cards.
The type changes, what change does this indicate within the text? Why does the author include these passages in the story?	The author is signaling the reader that, the text changes to a friendly letter format. These letters give the readers insight into exactly what the characters in the story is thinking and feeling.

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<p>Papa writes a friendly letter to his family. What information do we learn from Papa's letter?</p>	<p>We learn what Papa is doing, where he is, and how he is feeling.</p>
<p>Several things happen to the family while they are waiting for Papa. Use the information to discuss what is happening to various family members at this time.</p>	<p>The boys caused a lot of trouble. They broke Tia Tuca's jewelry box and were very noisy. She asked them to leave her home. They even bothered Nana by making too much noise. Amanda started to worry about a new problem. She worried that no one in the family would keep them until they could move with Papa. This is another example of how worried Amanda is about her move to the USA.</p>
<p>During the bus ride, a mother and child are removed from the bus by immigration control. Why does the author tell the reader about this taking place?</p>	<p>To show what could happen when you enter the United States without a green card. This helps to explain why the family is nervous about the trip and tells of one of the negative things that could happen to someone taking the journey to another country.</p>
<p>How do Amada's feelings from the end of the story connect to the rest of the story? How do her feelings change and why?</p>	<p>At the beginning of the story she is worried and unsure of the move. At the end of the story, she states on page 587 that she has finally found a place where she can sit and think and write. This is important because she is realizing that home is being with her family and not the physical place where they live. She also is proud of herself for being a strong person. She recognized her fears, made it through her separation from Papa and her move to the US, and is able to be happy again.</p>

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided in the Introduction
TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text	Burst Griddle	Escalator Huddle Enormous Comforted Unions Boycotts
STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text	Tortilla Green Card Immigration patrol	Diary Border Citizen Recognizes Journey

Culminating Task

- Re-Read, Think, Discuss, Write
- *From the beginning of the story to the end of the story, Amada's emotions change. Using specific details from the text, explain how her emotions changed and why.*

Answer: At the beginning of the story Amada shows that she is very worried about overhearing her parents talking about moving. When talking to her friend Michi she is very sad about the fact that she may never be back or see her again. She becomes amazed at the fact that the border between the United States and Mexico are very similar. At the end of the story, Amada writes to her friend and tells her that she is feeling better about the move and realizes that her home is where her family is and not a physical place.

Additional Culminating Task:

- *Research the life and Cesar Chavez and explain how he changed things for migrant workers.*

Answer: Cesar Chavez was hero in the eyes of many Hispanic migrant workers. Along with organizing and participating in many movements, Chavez fought for higher wages and founded and co-founded many unions that supported the workers. He is one of the main supporters of immigrant workers in creating fair work situations and opening the door for more people to make the journey that he made in order to provide a better life for their families. He was appalled to realize how unfairly migrant workers were being treated in the United States, and he was one of the first people to stand up and speak out against this abuse of the migrant people.

Additional Tasks

- Present a map and trace a possible route that the family traveled during the story.
- Display map and point out the location of Mexico, Mexicali, El Paso, California, Juarez, and Los Angeles

Note to Teacher

- If you live in an area where the Spanish culture and terminology is unfamiliar, you may need to explain what these words mean.
 - Sanguaros
 - Tamales
 - Pan Dulce
 - Medalla
- You may need to create a chart that displays the words and their meanings.