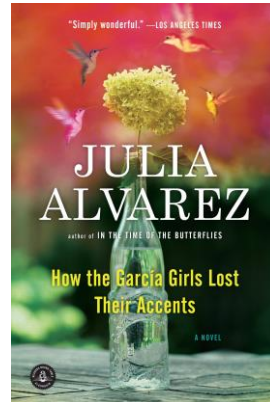


How the Garcia Girls Lost their Accents

Independent Study Lesson Plan



ISBN-10 156512975X
ISBN-13 978-1565129757
Author Alvarez, Julia
Publisher Algonquin Books
Copyright 2004
Lexile 950L
Genre Bildungsroman

Synopsis Interrelated stories describe the experiences of the four Garcia sisters before and after their family's exile from the Dominican Republic. The novel is set in New York in the 1960s.

Themes Immigration and Migration, Identity Development

Protagonist Latino-American Female

Note Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information www.scu.edu/character



Character Based Literacy Program

Independent Study Lesson Plan

How the Garcia Girls Lost Their Accents, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Where is the Dominican Republic?

What is the history Dominican Republic?

How can you prevent sibling rivalry?

What are different types of poetry?

What are the different types of marriages?

Word Wall Here are vocabulary words to add to the Word Wall.

turbulent-11	intermarried-14	docile-20	collusion-20	obscure-22
prodigal-25	cul-de-sacs-35	providential-44	jargon-43	rhetorical-41
dissention-45	prophetic-46	ascribe-46	indelicacy-48	rivalry-53
contemplative-68	punned-71	megaphone-79	improvised-81	consoles-82
reigns-86	recluse-101	sonnet-93	bohemian-102	vivacious-103

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

Pg. 3-103

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Theme Charts and T-Charts

Create a theme chart called “Language.” Language affects each of the Garcia sisters differently. Some are challenged by language barriers and others embrace literary connections. As you read each chapter, reflect on how language plays a meaningful role. Bullet point examples to the “Language” theme chart.

Create a T-Chart of “Nicknames and Meanings.” Label one side of the chart “Nickname” and the other side “Meaning.” Throughout the novel, some nicknames are used as a sign of affection while other nicknames carry negative meanings. List each nickname that is mentioned in the novel and bullet point the meaning of the nickname.

Another possible activity: Magazine

Research the Dominican Republic (Location, weather, housing, etc.). Use pictures from Internet or magazines and draw what you think it looks like on this Island.

Magazine Layout

Materials:

1. stiff paper 9x12 to 11x17 or butcher paper
2. pencils, pens, crayons, markers
3. construction paper, scissors, glue sticks if desired

Step One: Imagine you are on the editorial team for *People* magazine.

1. You have been assigned to do the cover story
2. You will have the cover and 5 pages to cover the story.
3. Decide on your take on the story: what is it really about? What title will you give the overall story?

Step Two: Create the cover for the magazine.

1. Decide on the size of the pages and then lay out the cover in this size.
2. Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, or central impression, or thesis about the story.
3. Create the cover.

Step Three: Decide what will be on each of the 5 pages.

1. Decide what the main idea will be for each page.
2. Remember that each page must relate directly back to the cover.

3. Use the first page to introduce the basic facts about the story [the setting and characters] and the last page to bring it to conclusion [the resolution of the plot].

Step Four: Make each of the pages and assemble the story.

1. Make each of the pages filling in the words, pictures and images.
2. Assemble the cover and pages like a magazine or in a wall display.

Variations for the Magazine

1. Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.
2. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. This should be specific enough that a designer could make the magazine pages from your specifications.
3. Bind the cover and pages together to form a mini-book.

Variations for Writing

1. Because all of the pages connect back to the cover, you could turn this magazine article into an expository essay. The cover is your thesis. Each of the pages can be written as a paragraph. The first page is your introduction; the last page is your conclusion.
2. Any, or all, of the pages can be written as paragraphs. Or the entire article can be condensed into one paragraph.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

KWL Chart: What You Know, Want to Know, and Learn

Step One: Read the chapter or segment you wish to analyze

Step Two: Fill out the K [know] column: what do you know?

Step Three: Fill out the W [want] column: what do you want to know?

Step Four: Fill out the L [learned] column: what have you learned?

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This can use the same strategy for a nonfiction topic, a problem or a case study.
4. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

Create an Open Mind Portrait of Sophia

You will add thought bubbles to her OMP every couple days.

You could use different colors for the beginning, middle and end of the story.

Remember in the beginning you are introduced to the setting, the characters and the

problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.

Fill out the Setting Chart

1. Describe the place where the story takes place in the where box on the chart. This includes the location, geography, scenery and other details about the place.
2. Describe the time period in which the story is taking place in the when box on the chart. Is this a contemporary story, or does it take place in the past or the future? Give details about this past or future time if this is the case.
3. Describe the time of day or day of the week the story begins in the time box on the chart. This box is important if the story of the part you are analyzing takes place in a short period of time.
4. Describe the weather in the weather box of the chart. Is it sunny, stormy, snowing, all of the above, none of the above? Sometimes the weather matters, sometimes not. Sometimes it is critical.

Another possible activity: Use a web source to help you create your own poems.

<http://teacher.scholastic.com/writewit/poetry/index.htm>

Create an Open Mind Portrait of Yolanda

You will add thought bubbles to her OMP every couple days.

You could use different colors for the beginning, middle and end of the story.

Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.

Discussion

Key Questions- pg. 3-23

1. Why does Yolanda decide to go back to the Dominican Republic?
2. How is Yolanda different from her cousins?
3. Is Yolanda American or Dominican? How is she both? How is she neither?
4. Why is it important to Yolanda to get her own guavas instead of sending someone else?
5. In your own words, describe the social classes in the Dominican Republic.
6. Why do you think Yolanda sympathizes with her family's maids? Why was she silent when her aunts complained about the maids?
7. How does lady at the cantina treat Yolanda?
8. Why didn't Yolanda take the bus?
9. Why is it not safe for Yolanda to drive out into the country?
10. What advice does Aunt Carmen give to Yolanda?
11. Why does Yolanda respond to the men with machetes in English? Do you think she prefers to be treated as a foreigner? Why or why not?

12. Compare and contrast Yolanda's assumptions about the mansion security guards (that beat the boy) and the two machete men.

Key Questions- pg. 24-44

1. Why does Papi disown Sofia?
2. Why was Papi upset about Sofia traveling to Colombia?
3. How is dating different in the Dominican Republic and in the U.S.?
4. Do you think Sofia is an independent woman? Why or why not?
5. Why is it important for the girls to be at their father's birthday?
6. Why is there different treatment for the grandson versus the granddaughter?
7. In your own family are boys and girls treated differently? How? Why?
8. Why did Papi pay to smooth out the girls' accents?
9. What does Papi reflect on while he looks back at his life?
10. From this reflection predict what will happen next?

Key Questions- pg. 45-67

1. Why does Mami tell all the childhood stories to the people at the party?
2. Why do you think Mami can look past the faults of her daughters?
3. Do you think Mami has a positive or negative attitude?
4. What do you think the red shoes symbolize?
5. Why do you think Mami has difficulties looking past the faults of Sandra?
6. Why does she avoid Sandra's story?
7. Why does Papi continue to hold a grudge against his youngest child?
8. Why do they think Sandra is crazy?
9. Do you think Sandra is crazy? Why or why not?
10. How are the generations different when "mother studies the young man and wonders why he knows so much about babies is he a doctor?" (Page 57)

Key Questions- pg. 68-85

1. In your own words, describe Yolanda's marriage to John.
2. Why do you think she resisted his affection?
3. How does Yolanda link her name with the sky? What do you think this represents?
4. Why do you think Yolanda had difficulty communicating with John? Why did she only hear him babble?
5. Does she really love the doctor?
6. Do you think she is crazy? Why or why not?
7. Can you understand what she is talking about when she speaks in riddles or broken lines of poetry? Why or why not?
8. How do you think her parents feel about visiting Yolanda in the institution?
9. In your own words, describe Yolanda's hallucination.
10. What does the black bird represent?
11. How does Yolanda try to re-claim the word love?

Key Questions- pg. 86-103

1. Why didn't Yolanda have sex with Rudy?
2. How was Yolanda's attitude towards sex different from Rudy's?

3. Why do you think Yolanda viewed sex as a symbol of a long term and spiritual commitment?
4. How did Rudy talk about sex? Why didn't Yolanda like the way Rudy spoke of sex?
5. Why was she shocked he found someone else?
6. Why did Yolanda kick him out after 5 years?
7. What do you think Rudy would have to do to be with Yolanda?
8. Why was Yolanda envious of Rudy and his parents?
9. Why was Rudy fed up with Yolanda? Is he right to feel that way? Why or why not?
10. Why is Yolanda so offended by how Rudy treats her? Does he treat her with integrity?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph-pg. 4

"Here she comes, Miss America!" Yolanda clasps her brow and groans melodramatically as expected. The chorus labors through the first phase and then rushes forward with hugs, kisses, and from a couple of boys—fake karate kicks."

Writing Prompt

Yolanda struggles to fit in as an American and as a Dominican. Pretend you are Yolanda. Write a journal entry explaining your first impressions of the Dominican Republic since you have returned. Include 2-3 narrative paragraphs about your adventure searching for guavas. Provide two examples of wrong assumptions you had made. Conclude your entry with a reflection on these false assumptions. Lastly, determine your reasons for these assumptions.

Key Paragraph- pg. 41

"The mother had devised the color code to save time. With four girls so close in age, she couldn't indulge identities and hunt down a red cowboy shirt when the third daughter turned tomboy or a Mexican peasant blouse when the oldest discovered her Hispanic roots. As women, the four girls criticized the mother's efficiency."

Writing Prompt

Sofia and her father have a falling out over her trip to Colombia and for marrying a German man. Why is Papi upset with Sofia's dating history? How are her dating choices different from cultural expectations? In an **explanatory paragraph** describe Sofia's dating history and explain why her dating choices displease her father. Provide three examples to support your statement.

Key Paragraph-pg. 57

"The young man smiles at his daughter. Mine is a girl too. The grandmother congratulates him. Good bulls sire cows, you know."

Writing Prompt

Every person goes through difficult circumstances. Many people have stories they are not proud of. All difficult moments have a silver lining. In an explanatory paragraph describe how Mami finds a positive prospective of difficult moments. How do these stories create a new history of their family's past? How does retelling a story with a positive prospective help redefine past events? Explain your answer using one of Mami's stories.

Key Paragraph-pg. 85

"The words tumble out, making a sound like the rumble of distant thunder, taking shape, depth, and substance. Yo continues: "Doc, Rock, Smock, Luck," so many words. There is no end to what can be said about the world."

Writing Prompt

Since Yolanda is a poet, words are very important to her. In an **explanatory paragraph** describe the importance of names. How are names linked to a person's identity? How do nicknames show affection or redefine a person. Describe how Yolanda is affected by her nicknames- Yolanda, Joe, Joey. Include three details from today's reading.

Key Paragraph-pg. 87

"By then, I was lapsed Catholic; my sisters and I had been pretty well Americanized since our arrival in this country a decade before, so really, I didn't have a good excuse. Why I didn't just sleep with someone as persistent as Rudy Elmenhurst is a mystery I am exploring here by picking it apart the way we learned to do with each other's poems. And stories in the English class where I met Rudolf Brodermann Elmenhurst, the third."

Writing Prompt

Rudy and Yolanda have different attitudes towards sex. In an **explanatory paragraph**, describe how each character views sex. Why do you think Yolanda and Rudy have different viewpoints on relationships? Do you think it is because of their gender, religion, parental influence, culture? Provide three reasons to justify your statement.

Character Based Literacy Program

Independent Study Lesson Plan

How the Garcia Girls Lost Their Accents, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is onomatopoeia?

What is an idiom?

What is the Catholic history of the Dominican Republic?

What was the Cuban Missile Crisis?

Who were the Conquistadores?

Word Wall Here are vocabulary words to add to the Word Wall.

oligarchy-119	antithesis-112	euphemism-124	concurr-126	emphatically-129
poignantly-136	misnomers-148	sibyl-146	expurgated-143	labyrinth-136
mortified-152	infinitesimal-152	naysayer-154	aghast-157	inane-156
epistle-168	lenient-169	quipped-173	fellowship-173	dignitary-175
catechism-206	construct-207	alma mater-207	pockmarked-209	reflexibly-211

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

Pg. 107-215

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Theme Charts and T-Charts

Create a theme chart called “Language.” Language affects each of the Garcia sisters differently. Some are challenged by language barriers and others embrace literary connections. As you read each chapter, reflect on how language plays a meaningful role. Bullet point examples to the “Language” theme chart.

Create a T-Chart of “Nicknames and Meanings.” Label one side of the chart “Nickname” and the other side “Meaning.” Throughout the novel, some nicknames are used as a sign of affection while other nicknames carry negative meanings. List each nickname that is mentioned in the novel and bullet point the meaning of the nickname.

Magazine

Continue to work on your Dominican Republican magazine.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Postcard

Write a post card to the 4 girls’ parents. What would you tell them? Would you tell them about Fifi and her new beau? Would you tell them that Mundin took them to a sleazy hotel? What would you tell your own parents if you had experienced what the girls had? Have you have you taken a trip away from parents but with other relatives? What was it like?

4g6 Character Profile Chart: Fill out the Character Profile Chart on Mami

1. Write her name in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

Open Mind Portrait: Create an Open Mind Portrait of Carla

Materials:

- large piece of stiff paper for each character, like 11x17 oak tag
- paper for bubbles with scissors and glue sticks
- markers, crayons, pens, pencils, or paint
- construction or tissue paper, scissors and glue sticks if desired

Step One: create a large head shot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

Cartoon Strip

Create a cartoon of the restaurant scene. Think of a time when you had to use your best manners and your parents made you get dressed up and go.

<http://www.drawingcoach.com/cartoon-drawing-lessons.html>

Suitcase

Imagine you have to pack a suitcase. What would you take if you had to leave in a very short time? Why are you taking particular items and leaving others behind

Bookmark: Suitcase Bookmark

Materials:

- pieces of stiff paper [like oak tag] 6-10 inches wide and 5-10 inches long
- some combination of pencil, pen, crayon, or marker
- construction paper, scissors and glue sticks if desired

Step One: Make a list of things you would take with you if you in a suitcase.

1. Imagine that you are going to moving around from place to place for the next years. What are the most important things you have? What are the things you would always want to have with you? Everything you take has to fit in one suitcase.
2. Make a list of the things you would take.

Comment: This suitcase is filled with things you actually have and that are important to you. Of course, because you are a responsible person it does not include any weapons, drugs, alcohol, or anything illegal.

Step Two: Make a bookmark like a suitcase full of things you would take.

1. Make a bookmark about 6-10 inches wide and 5-10 inches long, and then fold in half.
2. Make the items on your list out of construction paper and glue them inside the suitcase. Make the outside of the suitcase look like a suitcase.

Step Three: As you read the story you can add things to your suitcase.

Variations of this Bookmark

1. Draw the items inside the suitcase with a marker instead of gluing construction paper.
2. Make a bigger suitcase – even life size if you want, or wall size, or 3D.

Variations for Writing

1. Write a paragraph describing yourself packing a suitcase and deciding what to bring and why, on the road.

Pick one important item in your suitcase and write a paragraph explaining why it is important to you

Discussion

Key Questions- pg. 107-132

1. Why did the girls' parents become American citizens?
2. How easy or hard is it to become an American citizen?
3. Would you send your children off to boarding school? Why or why not?
4. What do you think of Fifi's boyfriend?
5. What do you predict will happen to Fifi?
6. Do you think her sisters will try to break them up? Why or why not?
7. How do the sisters manipulate Munding to do what they want?
8. Why did the girls have to be chaperoned?
9. Why would Manual take Fifi's book away from her?
10. Why do Fifi and MG fight?

Key Questions- pg. 133-149

1. How does Laura try to help her daughters?
2. Why does the family not support Mami's inventions?
3. How are inventions and poetry compared in today's reading?
4. Why did Yolanda's father dislike her speech?
5. How did Mami support what Yolanda had said in the speech?
6. Why was there such a difference in opinion on Yolanda's speech between her mother and father?
7. Why is Yolanda avoiding her father?
8. Describe Yolanda's comparison between her father and the dictator Trujillo?
9. What is Papi trying to do with typewriter he brought home?
10. How do Mami and Yolanda explore their identity in this chapter?

Key Questions- pg. 150-167

1. Why do the boys treat immigrants with hostility? Is this just?
2. Why does Carla want to return to the Dominican Republic? How would her life be different there?
3. How could Carla's future be different in the Dominican Republic?
4. Why is Carla the only one of the girls who is not going to Catholic school?
5. Explain what happened to Carla while walking home from school.
6. How would you feel if your child was abducted or attempted to be?
7. Why does Carla struggle to explain her story to the police?
8. How does Carla's lack of English make her more vulnerable to attackers?
9. Who helped Yolanda learn English?
10. How did Yolanda respond to snow?

Key Questions- pg. 168-191

1. Why are the Garcia's and Fanning's friends?
2. How does their friendship change when they are in the U.S. as opposed to meeting in the Dominican Republic?
3. Why do you think Papi is frustrated with his finances?
4. How does Papi react to Mrs. Fanning's advances?
5. Why is Papi trying to make a good impression?
6. How does Sandra take advantage of her seeing her father and Mrs. Fanning?
7. How does Mr. Fanning react to his wife's drinking?
8. Why does Sandra want to be adopted by the Fanning's?
9. What does Dr. Fanning say about his new job?
10. Who was Sandra flirting with and why?

Key Questions- pg. 195-215

1. Why does Carlos hide? Who are these men? Why are they looking for Carlos?
2. What does Vic do to help Carlos? Why is Vic the only one to help the family?
3. What did Sofia do that almost killed her father?
4. Who else is hiding with Carlos? Why?
5. Do you think Carlos has done something wrong? Why would these men search for him?
6. Describe how this chapter is written. What do you think this represents? How does this technique add to the suspense of the story?
7. What is the code for trouble? What do the tennis shoes represent?
8. Why do you think this event affects each family member differently?
9. What do the girls pack for their trip?
10. Why is this chapter written in the present tense when it's about a story of the past?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph-pg. 121

"We nicknamed him M.G., a make of car we consider slightly sleazy. A car one of our older cousins might get his Papi to buy him to impress the Island girls. We rev up imaginary motors at the mention of his name. He's such a tyrant! Rrrrrmmm. He's breaking Fifi's spirit! Rrrrrmmm-rrrrrrmm."

Writing Prompt

Pretend you are Sofia. You have moved from your home to a boarding school in America to your the Dominican Republic. Write a reflective journal entry about these transitions. How is each culture different? What struggles and challenges do you face in each location? In an informative paragraph, explain some of your decisions while living in each new home. Provide three details from today's reading.

Key Paragraph-pg. 149

"But Laura's inventing days were over just as Yolanda's were starting up with her school-wide success. Rather than the rolling suitcase everyone else in the family remembers, Yolanda thinks of the speech her mother wrote as her last invention. It was if, after that, her mother passed on to Yolanda her pencil and pad and said "okay, Cuquita, here's the buck. You give it a shot."

Writing Prompt

Laura and Yolanda seek new identities as they strive to assimilate into American culture. Laura, transitions from being a high class Dominican woman to an immigrant mother in the United States. Yolanda works to find her identity as she grows up between two cultures. In an explanatory paragraph, describe how Laura uses her inventions and Yolanda uses her speech- to find their voice in their new society. Provide three facts to support your answer.

Key Paragraph-pg. 167

"Snow," I repeated. I looked out the window warily. All my life I heard about the white crystals that fell out of American skies in the winter. From my desk I watched the fine powder dust the sidewalk and parked cars below. Each Flake was different, Sister Zoe had said, like a person, irreplaceable and beautiful."

Writing Prompt

As the oldest of all the sisters, Carla had spent more years in the Dominican Republic and therefore, had a more difficult time adjusting to her new home in America. Pretend you are Carla. Write a journal entry that describes your difficult transition. Include an **explanatory paragraph** about how other people treat you as an immigrant and how this makes you feel. Provide three details from today's reading.

Key Paragraph-pg. 190

"You are much too kind," her mother said to Mrs. Fanning and then in a hard voice with the promise of later punishment, she addressed the four girls, "What do you say?"

Writing Prompt

Despite Laura's attempt to ensure her daughters are well behaved, the family dinner with the Fannings turns out to be an awkward and embarrassing evening. Pretend you are a reporter for a gossip magazine; write an article about the evening. You can choose one character (Mrs. Fanning, Carlos, Laura, or Sandra) to write about and explain why the evening was embarrassing or awkward for them. Write an informative paragraph that explains their embarrassing situation. Provide three details from today's reading to add to your article.

Key Paragraph-pg. 214

"Pupo sits among these strange white people, ashamed and cornered. Already he is feeling the whip coming down like judgment on his bared back. They are all strangely quiet. Listening to Checo's voice full of disclaimer, and when he falls silent only to their own breathing as the hand of God draws closer. Whether it will pick up the saved or cast out the lost is unclear yet to Pupo, who picks up his empty glass and for comfort, tinkles the ice.

Writing Prompt

The Garcia family experiences a dramatic event before leaving the Dominican Republic. This incident still deeply affects each individual family member in different ways. In an explanatory paragraph, describe how the Garcia family survived the near death experience with the Dominican Republic dictator police. Provide three details to support your descriptions.

Character Based Literacy Program

Independent Study Lesson Plan

How the Garcia Girls Lost Their Accents, Week 3



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What does it mean to be quarantined?

Who is Van Gough?

What is the history of the piggy bank?

What is the "Hans at the dike?"

What does it mean to seek asylum?

Word Wall Here are vocabulary words to add to the Word Wall.

tenuous-216	purgatory-218	insolence-224	canonized-227	underground-227
vermillion-239	turpentine-243	tableau-248	venial-248	repertoire-252
oblige-261	litany-262	offeratory-266	quavery-268	jalousies-274
exasperation-282	apoplectic-276	apocalyptic-276	shepherdesses-278	nimbus-280
coincidence-286	dowels-283	jodhpurs-283	spectral-288	hiatus-287

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

Pg. 216-290

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Theme Charts and T-Charts

Create a theme chart called “Language.” Language affects each of the Garcia sisters differently. Some are challenged by language barriers and others embrace literary connections. As you read each chapter, reflect on how language plays a meaningful role. Bullet point examples to the “Language” theme chart.

Create a T-Chart of “Nicknames and Meanings.” Label one side of the chart “Nickname” and the other side “Meaning.” Throughout the novel, some nicknames are used as a sign of affection while other nicknames carry negative meanings. List each nickname that is mentioned in the novel and bullet point the meaning of the nickname.

Magazine

Continue to work on and finish your Dominican Republican magazine.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Story Retell.

Retell this part of the story from a different perspective, like Mami, Papi, or one of the other sisters. How would this person describe the last day on the island before having to move to America? What would they do differently than Yolanda? What would be different about other perspectives? How old was Yolanda? (Estimate)

Fill out the Character Interaction Chart for Sandra, Carla, and their cousins

1. Fill the name of each character in one of the 3 boxes.
2. Each character box has another character box on each side. On the side of the first character box near the second character box, write down what the first character thinks about the second character, and how the first character interacts or gets along with, the second character.
3. Then do the same thing for how the second character thinks about and interacts with the first, in the second characters box.
4. Continue doing this until you have filled out each box: the second for the third, the third for the second, the third for the first and the first for the third.

Open Mind Portrait: Create an Open Mind Portrait of Papi

Materials:

- large piece of stiff paper for each character, like 11x17 oak tag
- paper for bubbles with scissors and glue sticks
- markers, crayons, pens, pencils, or paint
- construction or tissue paper, scissors and glue sticks if desired

Step One: create a large head shot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

Fill out the Character Interaction Mami, Pila, and Yolanda

1. Fill the name of each character in one of the 3 boxes.
2. Each character box has another character box on each side. On the side of the first character box near the second character box, write down what the first character thinks about the second character, and how the first character interacts or gets along with, the second character.
3. Then do the same thing for how the second character thinks about and interacts with the first, in the second characters box.
4. Continue doing this until you have filled out each box: the second for the third, the third for the second, the third for the first and the first for the third.

Fill out the Beginning-Middle-End Chart

1. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end of the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur.

In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.

3. If the events in a column are not in the order they took place, number the items in the column.
4. If you analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

Step Four: Fill out the Plot Profile Chart

1. Decide on the 10 most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. If you go back the Beginning-Middle-End Chart, this will be easier to do.
2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.
4. This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, or a chapter or segment.

Step Five: Fill out the Character Profile Chart on each character you wish to analyze

4. Write the name of the character in the box in the middle of the chart.
5. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
6. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

Discussion

Key Questions- pg. 216-238

1. Why did Yolanda think she almost had her father killed?
2. Do you think the guy whose lap Yolanda was sitting in was a pervert?
3. Why was Carlos all in black?
4. What kind of life style did they live while on the Island?
5. Do you think they wanted to leave? Why or why not?
6. Do you think their grandparents needed or wanted to leave the Dominican Republic? Why?
7. How do you predict they will be treated once they arrive in the U.S.?
8. Why is it important to know whose perspective is telling the story?
9. How does Yolanda get out of trouble when discovered in the coal shed?
10. Why does Yolanda tell this story?

Key Questions- pg. 239-255

1. Why did the cousins and Sandra take art lessons?

2. Why did Milagros think there was a spell on her child? How was the spell released?
3. Do you really think Milagros' child had a spell? Why or why not?
4. Why did the kids have to remove their shoes?
5. Why does Sandra become bored with art?
6. What is different about Dona Charita? Use a quote to support your statement.
7. Why does Sandra tour the house and go outside? What does she find?
8. What is unique about Don Jose? Describe the sculpture he is creating.
9. Why is he chained while creating a sculpture? Why is this ironic?
10. Don Jose has trouble creating the face of the Virgin Mary, how does this represent his struggle to face God?
11. Why does Don Jose look at her? Why was this moment important?

Key Questions- pg. 256-274

1. Did you think Carla should have given the bank to Gladys?
2. What do you think Papi's intention was when gave the girls piggy banks?
3. Have you ever felt guilty giving away a gift that was given to you? What was it?
4. Compare and contrast Carla's and Gladys's privileges.
5. Describe how Gladys creates problems for herself by accepting a gift from the Garcia family.
6. Why did Mami and Papi assume Gladys stole the bank?
7. Why didn't Carla step up and tell her parents she gave it away?
8. Explain the spiritual and financial privilege the bank represents.
9. What is the connection between the bank and the American dream?
10. Why did Papi tell Carla that Gladys asked to leave?
11. As Gladys leaves, the bank becomes stuck. How does this represent Gladys's life?

Key Questions- pg. 275-282

1. Why does Yolanda insist on banging on the drum in the house?
2. What is F.A.O. Schwarz? (New York) Does it exist today?
3. Why does Mami use the Hans in the Dike reference? What figure of speech is this comparison?
4. When Yolanda's drumsticks break, what does she use as a substitute? Why aren't the substitutes effective?
5. Why does Yolanda think the coal shed is haunted?
6. Why do you think Yolanda is so curious about the coal shed? Is she trying to face her fears?
7. If Pila did steal from the family, where do you think she hid the stolen goods?
8. What does Yolanda do when she finds the kittens?
9. Do you think Yolanda is responsible enough to care for a kitten? Why or why not?
10. What advice would you give Yolanda?

Key Questions- pg. 283-290

1. Why does Yolanda take the kitten?
2. Why does Yolanda think the man with the gun and a dog is a hypocrite?

3. Why is Yolanda afraid of the mother cat?
4. What do you think the hollow drum symbolizes?
5. Why does Yolanda throw the kitten out into the yard? How does she feel about the kitten after she throws it into the yard?
6. How does Yolanda feel about herself?
7. What does the author mean about “collapsing all the time?”
8. Describe how the mother cat represents Yolanda’s motherland, the Dominican Republic.
9. How are Yolanda and her sisters similar to the kitten Schwarz? How were they removed from their mother (land) too soon?
10. What were the implications for leaving the Dominican Republic too soon? How does this relate to the title of the novel?
11. Why does the mother cat continue to haunt Yolanda into adulthood?

EXTEND

Write Write a short product based on today’s prompt to connect to the unit theme.

Key Paragraph-pg. 219

“But here is what I do remember of my last day on the Island. Chucha came into our bedrooms with this bundle in her hands, and Nivea, who was helping us pack, said to her in a gruff voice, “What do you want, old woman?” None of the maids liked Chucha because they all thought she was kind of below them, being so black and Haitian and all. Chucha, though, just gave Nivea one of her spelling looks, and all of sudden, Nivea remembered that she had to iron our outfits for wearing on the airplane.”

Writing Prompt

Yolanda and her sisters are very close to their family, especially their cousins. Pretend you are Yolanda and write you cousins a letter describing your move to the U.S. In an explanatory paragraph describe Yolanda’s first impressions of her new home. End the letter with 3-5 questions Yolanda would ask her family.

Key Paragraph-pg. 249

“I wanted to find out something secret about Dona Charito. At my age, that is what I knew of revenge. What someone kept in a bedside drawer. What color was someone’s underwear? What did someone look like squatting awkwardly on a small chamber pot. Then, when that someone fell upon me with violent discipline, I could undo with a gaze: I know you, I know you.”

Writing Prompt

Pretend you are Don Jose, struggling to create the face of the Virgin Mary on your sculpture. From your prospective, describe the moment when you unexpectedly saw Sandra’s face. In an explanatory paragraph describe what you were doing before Sandra appeared, what you were thinking when you saw her, and how this moment influenced your arts. Include three details to create a descriptive story.

Key Paragraph-pg. 272

"I gave it to her," I confessed.

My father looked up at me, then exchanged a glance with my mother.

"Next time your father brings you a gift—" my mother began to scold, but Papi cut her off.

"We're just going to have to get better presents, Mami," he said. Winking at me. "I don't see the dancing dolls being left out in the rain or given away to the maid!"

Writing Prompt

Carla had built a close relationship with Gladys. Carla's gift to Gladys led to Gladys being fired. As Gladys, write a letter to the Garcia family to explain the misunderstanding. In an explanatory paragraph, kindly describe the situation from your point of view. Include one reason why you would never want to harm the Garcia family. Also provide two reasons why you need the job working with the Garcia family.

Key Paragraph-pg. 282

"I needed, therefore, to question an adult who might know everything and between lightning and chickens, I could slip in a question on kittens. But whom could I ask who would be sure to know about kittens? And whom could I ask who would be sure to know about kittens but would not suspect my secret."

Writing Prompt

Yolanda's new drum from Mamita becomes annoying to Mami. As Mami, write a letter to Mamita explaining thanking her for the gift but explaining why Mamita shouldn't buy her children noisy gifts. In an **explanatory paragraph** kindly describe the headache the drum has brought. Provide three details from today's reading to support your statements.

Key Paragraph-pg.289

"Then we moved to the United States. The cat disappeared altogether. I saw snow. I solved the riddle of an outdoors made mostly of concrete in New York. My grandmother grew so old she could not remember who she was. I went away to school I read books. You understand I am collapsing all the time now so that it fits in what's left in the hollow of my story?"

Writing Prompt

Yolanda's story about the kittens continues to haunt her in her adulthood. As Yolanda, write two stories about Yolanda's experience with the kittens.

Write one explanatory story from Yolanda's perspective as a child and one story as Yolanda's perspective as an adult. In both stories describe how you feel about the situation. (Remember, as an adult Yolanda has different feelings about her actions.)

Beginning	Middle	End

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity										
Description										
Event	1	2	3	4	5	6	7	8	9	10