English PLANNING Question

1. Select two (2) texts from two different literature classes you have taken--British, American, "multicultural," graphic novel, Children’s/ Young Adult literature—that you might group in a classroom unit.

- **Rationale**
  For my English 10 class, Ronnie Yimsut's "The Tonle Sap Lake Massacre" and Tomás Rivera's ...And the Earth Did Not Devour Him would fit well together in a multi-cultural literature unit comprised of coming-of-age works by authors facing adversity. One is narrated by a 13-year-old boy living in Cambodia during the Khmer Rouge, while the other involves a young narrator living and travelling with his migrant worker family after World War II. Because most readers are interested in and engaged by stories of human survival, I think these two selections would attract and hold the attention of my students, while at the same time providing them with the opportunity to meet designated learning objectives. In addition, through reading "The Tonle Sap Lake Massacre" and ...And the Earth Did Not Devour Him, students will develop greater literary understandings and "make connections between their lives and the world beyond their immediate experience" (ACT Department of Education and Training).

- **Connections**
  These works, in addition to the others proposed for this unit, offer students the opportunity to explore the themes of coming-of-age and survival. Both selections involve a young boy struggling against great odds and demonstrating resilience while developing a greater self-understanding in the process. In addition, while these selections tell the stories of individuals, they could also be representative of the experiences of entire communities.

- **Objectives**
  "The Tonle Sap Lake Massacre"
  o Students will conduct Internet research to explore Pol Pot and the Cambodian genocide.
  o Students will appreciate a survivor story from an author that lived through the genocide as a teenager.
  o Students will apply reading skills (inferring meaning, thinking critically, and making meaning) to comprehend a personal narrative.
  o Students will identify and analyze the imagery used in Yimsut's writing.
  o Students will respond to the text by engaging in class discussion, contributing ideas clearly, and listening attentively to the ideas of others.
Students will apply writing skills and strategies while composing written responses to the text to reflect their learning.

...And the Earth Did Not Devour Him
- Students will appreciate a classic piece of Chicano literature.
- Students will develop a deeper understanding of migrant workers in 20th century America.
- Students will apply reading skills (inferring meaning, thinking critically, and making meaning) to comprehend an autobiographical novel.
- Students will identify and analyze examples of conflict in the novel.
- Students will identify and analyze examples of irony in the novel.
- Students will apply writing skills and strategies while composing written responses to the text to reflect their learning.

A. Describe the representative and/or unique literary features the texts offer. Include literary analysis of those features and some discussion of the (critical/historical) literary approaches you might take in teaching it.

"The Tonle Sap Lake Massacre"

"The Tonle Sap Lake Massacre" is a personal narrative that will help students view and understand the Cambodian genocide of the 1970's from a survivor's perspective. By reading this selection, students will put a real face to the events of the Khmer Rouge tragedy, and this face will be one of a boy near their own age. Ronnie Yimsut's direct, image-laden narrative effectively conveys the personal impact of the genocide and will help eliminate the disconnect that some students may have with this time in our world's history.

Like other survivors of this holocaust, Yimsut lost many members of his immediate and extended family, and this loss is intensely recalled in his writing. As explained by Andy Carvin, "These brave individuals bore witness to the genocide; may their stories serve to remind us why we can never allow this madness to happen again." Those who survived struggled to rebuild their own lives and to understand their roles in rebuilding their nation. As we will see with ...And the Earth Did Not Devour Him, the question of personal identity and its connection to the identity of a community is of paramount importance to the author.

Even though it contains several graphic images and the content can be disturbing, "The Tonle Sap Lake Massacre" is one of my favorite pieces from any of the classes I have taken as part of the program. It is a very versatile piece and can be used in a variety of ways within the English classroom. For example, it promotes RWSL skills such as reading and interpreting nonfiction, writing in response to historical and geographical problems, and using technology in research, while it also addresses the issues of discrimination, human cruelty, and mass violence. Not only does it have important lessons to teach its readers, it engages them with its style and content as well.
...And the Earth Did Not Devour Him

According to Ramón Saldívar, ...And the Earth Did Not Devour Him is a classic text of Chicano literature that was written "at the height of the Chicano political movement and in the midst of an often bitter labor struggle, at times Rivera's work bristles with anger and outrage." He also explains that the turbulence of the late 1960s and early 1970s plays a large role in the tone of the novel.

The novel is set within the specific historical and social context of the Mexican-American migrant farmworker of the late 1940s and 1950s in Texas and addresses the question of personal identity and its connection to the identity of a community. More specifically, the novel addresses the issues of discrimination, poverty, and racial violence of its time.

The novel is not set up like a traditional narrative, but instead rotates between a third person limited omniscient narrator who follows the perspective of a young boy, a boy used to the hard labor of working the fields, and narration by the boy himself (Prentice Hall). In this way, it is presented as "a layering of stories, anecdotes, internal thoughts, and fragments of conversation, framed by a young boy's struggle to remember his 'lost year'" (Saldívar).

Many students will be able to relate to the novel's coming-of-age theme and the narrator's struggle to find the answers to the following questions: Who am I? Where do I belong? This connection to the text will offer the opportunity for several different reading response exercises and encourage student discussion of the reading. Further, the historical and social context in which the novel is written can provide teachers with the opportunity to incorporate a number of cross-curricular activities into the unit, such as the migrant worker visual exhibit and the migrant worker route map mentioned in the lesson plans that follow.

B. Design a pre-reading and mid-reading activity to introduce the texts and to scaffold instruction.
   o Included in the detailed lesson plans for each selection that follows.

C. Design a post-reading writing assignment (expository or creative) to assess students' knowledge and gauge their response to the texts.
   o Included in the detailed lesson plans for each selection that follows. (Personal Reflection essay following completion of ...And the Earth Did Not Devour Him-Days 11-14)
Multicultural Authors: Coming of Age in the Face of Adversity

**Unit Overview**
This unit for English 10 will explore the works of several authors that were featured in our UNK Ethnic Literature class. Students will read several poems, nonfiction selections, and an autobiographical novel and complete literature analysis activities, complete a variety of writing assignments, conduct research, prepare a multi-media presentation, and utilize technology in a variety of ways.

**Objectives**
Objectives are listed on individual lesson plans.

**Literature Selections used to address the English PLANNING Question:**
- "The Tonle Sap Lake Massacre" by Ronnie Yimsut
- "...And the Earth Did Not Devour Him" by Tomás Rivera

**Assignment Summary for selections used to address the English PLANNING Question:**
- Analysis of a personal narrative and an autobiographical novel.
- Completion of a response paragraph.
- Response to writing prompts.
- Completion of a reading quiz.
- Completion of reading/discussion questions.
- Identification and analysis of various literary devices and techniques.
- Participation in small group and large group discussions.
- Composition of a personal reflection.

**Selections to be read during the remainder of the unit will include the following:**
- "At Last I Kill a Buffalo" by Luther Standing Bear
- "How It Feels to Be a Colored Me" by Zora Neale Hurston
- "And the Skies Are Not" by Sheila Ortiz Taylor
- "The Power of Names" by Irma McClaurin
- "Tiny Treaties" by Sherman Alexie
- "Hybrid" by Persis M. Karim
Lesson: "The Tonle Sap Lake Massacre"
Grade Level: 10
Instructor: Stacy Ludwig
Length of Lesson: 3-52 minute class periods
State Standards: LA 12.1.4.b LA 12.1.6.c LA 12.1.6.i LA 12.1.6.o
LA 12.1.4.c LA 12.1.6.d LA 12.1.6.j LA 12.2.1
LA 12.1.6.a LA 12.1.6.g LA 12.1.6.k LA 12.2.1
LA 12.1.6.b LA 12.1.6.h LA 12.1.6.n LA 12.3.1.a
LA 12.4.1.a

Abstract of Exercise
After researching Pol Pot and the Cambodian genocide, students will read an excerpt from Ronnie Yimsut's autobiographical "The Tonle Sap Lake Massacre." A research handout, reading quiz, and a response writing assignment will comprise the research, reading, and writing components of this lesson.

Learning Objectives
- Students will conduct Internet research to explore Pol Pot and the Cambodian genocide.
- Students will appreciate a survivor story from an author that lived through the genocide as a teenager.
- Students will apply reading skills (inferring meaning, thinking critically, and making meaning) to comprehend a nonfiction text.
- Students will identify and analyze the imagery used in Yimsut's writing.
- Students will respond to the text by engaging in class discussion, contributing ideas clearly, and listening attentively to the ideas of others.
- Students will compose written responses to the text to reflect their learning.

Materials/Resources
- student journals and writing utensils
- computers with Internet access
- Internet research handout
- SMART Board projector
- hard copies of "The Tonle Sap Lake Massacre"
- "The Tonle Sap Lake Massacre" reading response prompts
- "The Tonle Sap Lake Massacre" reading quiz

Anticipatory Set
- When students walk into class, an image from the Cambodian genocide will be projected onto the SMART Board. In their journals, students will note their responses to the image: How does it make them feel? What does it make them think of? What do they know about this event in history? After they are done writing, we will briefly discuss their responses.
Analytical Questions

- What does the word genocide mean?
- Is risking your own life and possibly the lives of your family members worth saving another’s life?
- Can one man or woman make a difference in the world? Good or bad?

Activities

**Day 1**

- Students will complete anticipatory set journal activity and participate in discussion of analytical questions.
- Students will individually conduct Internet research and fill out the research handout.
- Students will compose a paragraph responding or reacting to what they learned about Pol Pot and the Cambodian genocide. This may be handwritten or word-processed.
- Both assignments need to be completed by the beginning of class on Day 2.

**Day 2**

- In a large group, each student will orally share one interesting piece of information they learned about Pol Pot and the Cambodian genocide.
- After the research sharing time is over, students will hand in their research handouts and response/reaction paragraphs.
- Teacher will present the Ronnie Yimsut and "The Tonle Sap Lake" slide show to provide background information to students before they begin reading the selection.
- After the slide show, students will individually read "The Tonle Sap Lake Massacre" and highlight/underline passages that provide good examples of imagery.
- Students will also respond to one prompt from the list ion the Response Writing handout.
- Both assignments need to be completed by the beginning of class on Day 3.

**Day 3**

- In a large group, each student will orally share one example of imagery that he/she found.
- As a large group, students will share and discuss their reactions to the reading.
- After the discussion period, students will complete the reading quiz over the selection

Assessment and Follow-up

- Students will be assessed on each of the following:
  1. completion of Internet research
  2. completion of response/reaction paragraph to research
  3. completion of reading responses
  3. completion of reading quiz

Idea for lesson inspired by the following sources:


Lesson: ...And the Earth Did Not Devour Him
Grade Level: 10
Instructor: Stacy Ludwig
Length of Lesson: 14-52 minute class periods

State Standards: LA 12.1.4.b LA 12.1.6.c LA 12.1.6.i LA 12.1.6.o
LA 12.1.4.c LA 12.1.6.d LA 12.1.6.j LA 12.2.1
LA 12.1.6.a LA 12.1.6.g LA 12.1.6.k LA 12.2.1
LA 12.1.6.b LA 12.1.6.h LA 12.1.6.n LA 12.3.1.a
LA 12.4.1.a

Abstract of Exercise
Students will read Tomás Rivera's ...And the Earth Did Not Devour Him. Two short research projects, various reading response writing assignments, reading/discussion questions for each section, and conflict and irony analysis partner-work will comprise the research, reading, writing, and reciprocal communication components of this lesson.

Learning Objectives
- Students will appreciate a classic piece of Chicano literature.
- Students will develop a deeper understanding of migrant workers in 20th century America.
- Students will apply reading skills to comprehend an autobiographical novel.
- Students will identify and analyze examples of conflict in the novel.
- Students will identify and analyze examples of irony in the novel.
- Students will apply writing skills and strategies.

Materials/Resources
- student journals and writing utensils
- computers with Internet access
- Internet research handout
- SMART Board projector
- copies of ...And the Earth Did Not Devour Him
- copies of reading/discussion questions
- copies of literary analysis/conflict handout
- copies of literary analysis/irony handout

Anticipatory Set
- Students will form small groups to discuss what they know about the lives of migrant workers. In these groups, students will take notes on the facts and impressions they share. Each group will compile their notes in the form of a word web, chart, or other graphic organizer on paper. They will add information to the graphic organizer after reading the novel.
Analytical Questions

- Suppose you woke up one morning and could not remember what had taken place during the last year of your life. How would you feel? What would you do?
- Imagine what the effects of such a loss of memory might be like. Record your thoughts and feelings about losing a year. Use the questions above to help you get started.

Activities

Day 1

- Students will complete anticipatory set journal activity and participate in discussion of analytical questions.
- Students will begin reading *And the Earth Did Not Devour Him* and working on the reading/discussion questions. "The Lost Year" through "A Silvery Night" work is due by the beginning of class on Day 5.
- For Day 2, students will develop 1 Question, 1 Comment over the material they have read.

Day 2

- In a large group, each student will share his/her question and comment and we will discuss any areas of difficulties or points of interest they have so far.
- After the question/comment sharing time is over, students will break up into three groups and begin work on a migrant worker visual exhibit that will include a title, photographs, captions and explanatory report. Students might also include charts or graphs in their exhibits. Exhibits can be presented as slides shows, posters, or videos.
- Each group must select one of these three time periods: the 1930's-1940's, the 1950's-1960's, and the 1970's-1980's. Each group will then conduct online research to find documentary photographs of migrant farm workers. While some students select photographs, others might research information to prepare captions and other text for their exhibits.
- After completion of all exhibits, students will discuss what they can infer about migrant life through the years from the three exhibits. Possible discussion questions include: In what ways have the lives of migrant workers remained the same over time? In what ways have their lives changed? In more recent years, do the people seem happier? healthier? better off?
- Exhibits will be due on Day 5.

Day 3

- Students will work on exhibits.

Day 4

- Students will begin the class by writing a short response to the following question: Which story from this section's reading did you find the most powerful? Why?
- Students will then break into partner groups to discuss the "The Lost Year" through "A Silvery Night" Reading/Discussion Questions and complete the conflict analysis.
- After partner discussions, students will return to the large group for a wrap-up discussion over this section of the novel.
- For Day 5, students must have their exhibits done, and complete "The Lost Year" through "A Silvery Night" Literary Analysis/Writing Response.

**Day 5**
- Students will present their exhibits.
- Teacher will introduce the second section of the novel, “One Afternoon a Minister . . .” through “A Little Before Six..” with the following focus activity: Recall a time when you felt powerless, as if you were not capable of having an impact on someone or something. Think about a time when your age, inexperience, or some other factor made you unable to command a situation in a way you would have liked. Write about the situation, what made you powerless, and how it felt.
- After discussing their responses, students will begin reading “One Afternoon a Minister . . .” through “A Little Before Six..” and working on the Reading/Discussion Questions.
- Both assignments need to be completed for Day 8.
- For Day 6, students will develop 1 Question, 1 Comment over the material they have read.

**Day 6**
- In a large group, each student will share his/her question and comment and we will discuss any areas of difficulties or points of interest they have so far.
- After the question/comment sharing time is over, students will break up into three groups to conduct research on the three main migrant labor routes of the 1950s—one branching out from Texas, one from California, and one from Florida. After completing their research, students will make a map showing these routes that includes symbols and a key showing some of the crops harvested, and noting the ethnic groups that made up each stream of migrant laborers.
- Maps will be due on Day 8.

**Day 7**
- Students will work on research and maps.

**Day 8**
- Students will share maps and discuss their work.
- Students will then break into partner groups to discuss the “One Afternoon a Minister . . .” through “A Little Before Six..” Reading/Discussion questions and complete the irony analysis.
- After partner discussions, students will return to the large group for a wrap-up discussion over this section of the novel.
- For Day 9, students will compose a short response paragraph to the following questions: What are the advantages of looking forward to the future and making future plans? What disadvantages might there be in focusing on the future instead of the present?
Day 9
- Students will begin class by sharing and discussing their responses to yesterday's prompt.
- After discussing their responses, students will begin reading "The Night Before Christmas" through "Under the House" and working on the Reading/Discussion questions.
- Both assignments need to be completed for Day 11.
- For Day 10, students will develop 1 Question, 1 Comment over the material they have read.

Day 10
- In a large group, each student will share his/her question and comment and we will discuss any areas of difficulties or points of interest they have so far.
- After the question/comment sharing time is over, students will have time to read and work on their questions.

Day 11
- Students will break into partner groups to discuss "The Night Before Christmas" through "Under the House" reading/discussion questions.
- Students will begin work on their personal reflection essays.
- Rough draft of personal reflection is due on Day 14.

Day 12
- Students will work on rough drafts of their personal reflections.

Day 13
- Students will break up into small groups and share their rough drafts orally.
- After all pieces are read aloud, small groups members will take turns peer-editing each other's work.
- Final drafts will be due tomorrow. They must be word-processed and a paperrater.com screenshot must be attached to show evidence of self-editing.

Day 14
- Students will turn in personal reflections.
- Students will begin another selection from the unit.

Assessment and Follow-up
- Students will be assessed on each of the following:
  1. completion of Internet research and visual exhibit
  2. completion of reading/discussion questions
  3. completion of conflict analysis
  4. completion of migrant worker route map
  5. completion of irony analysis
  6. completion of reading responses
  7. completion of personal reflection
Idea for lesson inspired by the following sources:

This unit has included several autobiographical selections by young people who have experienced major life-changing events. Using these selections as models, particularly "The Tonle Sap Lake Massacre" and ...And the Earth Did Not Devour Him, compose a personal reflection of a major life-changing event in your own life.

- Reflection must be 400-600 words in length. (This amounts to 1.5-2 pages of double-spaced, 12 point font word processing.
- Reflection must include a variety of narrative and sensory details. (Think of the imagery we examined in the Tonle Sap lake piece.)
- Be sure to identify the event and explain how it changed your life. How did it influence the person you are today?
- Reflection is worth 100 points.
Bibliography


