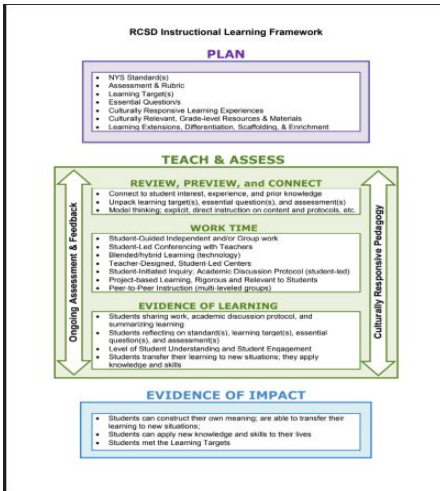


ROCHESTER INSTRUCTIONAL FRAMEWORK LESSON

Rochester Instructional Framework

GRADE 7.ELA.UNT6.WEEK 2



Background Description of Culturally Responsive Lesson and how it will IMPACT Learning

Currently our district's demographics is 2.9% Asian, 53% Black, 10% White, and 33% Latino. All of our RCSD students should see themselves in the curriculum and learn about each other's backgrounds. Such learning experiences create empathy, connection, expanding their understanding of one another and their progression towards mastery of target skills. This lesson gauges its attention on the nuanced experiences of one of our student demographics, Latinos. This lesson will first look at the Mexican-American experience, to then make further connections in the unit with specific Latino and other prevalent groups in RCSD. In the book, *Harvest of Empire*, Puerto-Rican American author, Juan Gonzalez, mentions in Chapter 10, *The Return of Juan Seguin: Latinos and the Remaking of American Politics*, that American history "recognizes Davy Crockett, the frontier legend who died defending the Alamo. However, Juan Seguin, who fought with Crockett and survived, is virtually unknown" (invisible, exiled, ghost, *totalmente borrado*) (p. 167). Many Mexican-Americans know this story, but only through searching themselves. In other cases, exposure of such content does not occur until post-secondary settings, or a teacher who considers a more holistic search on the topic or event to help students further understand this important narrative. In this lesson, students are learning how to analyze individuals, events and ideas they come across. Students are also learning how to delve deeper into text by analyzing the structure an author uses to organize their texts, including how sections organized by these authors contribute to the whole and to the development of themes or central ideas. Guiding students in the above mentioned areas and helping them understand how the author distinguishes his or her position from that of others will eventually prepare students to learn how to take their own position on a topic and use reliable sources and language to support their argument. This lesson and the overall unit is providing the necessary scaffolds to engage students in different ways that will have them gain mastery in these target **skills** and **concepts**. The key foundation here that sheds further understanding of Latino Studies in the content areas, standard skills and academic performance can be easily drawn from the situation of the Raza program at Tucson, Arizona. When students saw themselves in the curriculum, teachers witnessed more engaged students, an increase in attendance and academic performance. It is a national model that boosted Latino student achievement and exponentially reduced the dropout rate from 48% to a 100% graduation rate and 85% going on to college. Embedding Latino Studies with the intention to bring American unity and critical awareness, rather than division into everyday curriculum, built from research, history, intellectual integrity, and relevant issues has the potential to augment our understanding of content and student backgrounds. This culturally relevant lesson is one of many steps I am taking to show my students a more reliable context when teaching nonfiction in the ELA classroom.

Planning

Course/Subject	ELA 7
TITLE: <i>Embedded Resources within Rhetorical Images</i>	<p><i>Of all people, Carmen Sandiego is asking, "Where on earth is Juan N. Seguin?"</i></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>
Culturally Responsive Context	<p>Students will begin to realize <i>Latino</i> involvement in history and <i>political movements</i> in the United States. These documents from the past will reveal more context about the history of <i>filibustering</i>, <i>Latino civic engagement</i>, the obstacles they were faced with and the accomplishments they were nonetheless able to obtain. Furthermore, this lesson will seek to peak curiosity into current experiences <i>Latinos</i> are facing today regarding <i>civic engagement</i>, <i>voter suppression</i> in the local political arena.</p>
Resources	<p>SOURCE 1: Excerpt from: Abbott, John S. C. <i>David Crockett: His Life and Adventures</i>; SOURCE 2: Excerpt from Memoirs of Juan Seguin / Selected Memoir_Juan Seguin by Dr. Jesús F. de la Teja; QFT David Crockett , QFT Juan Seguin_Harvest of Empire, and QFT David Crockett Student Handout</p>

Background on Learning Targets and Language Targets

Dr. Cynthia Lundgren, an English Language Development Specialist, sums it up well, “One of the most powerful ways to change teacher instruction is to look at content and language objectives. And with the standards, we’re in a standards-based movement, we have great state to national standards. So these are available to teachers, they don’t have to reinvent the wheel. But they often have to break them down into what is going to be accomplished during a unit, during a week, during a day. And then the next step is to look at the language that’s expected of that because everything that we teach kids and expect them to do is through the medium of language. It’s listening; it’s responding, it’s reading, it’s writing. So what do we need to do to make sure that the reading, writing, listening, speaking is an open pathway to the content? And writing language objectives and content objectives is one way to keep on track.” **Helpful Links Below:** [Learning Targets Rubric](#); [Content & Language Targets](#); [Constructing Language Targets](#); [DAILY LEARNING TARGET TEMPLATE](#); [ELL Learning Objectives CheatSheet](#); [Chapter: Language Objectives/Standards](#)


Essential Question	Learning Target(s)
Essential Question/s- <i>Anticipatory EQ: What other narratives are there that reveal further context to the Alamo event?</i>	<p>ELA.LITERACY.INTEGRATED.LITERACY.LEARNING.OUTCOMES</p> <p>DOMESTIC LEARNING OUTCOMES</p>

<p>How do readers analyze how individuals, events, and ideas are introduced, related to each other, and are developed in informational text? (7RI3)</p> <p>How do readers analyze the structure an author uses to organize a text, including how the sections contribute to the whole and development of themes or central ideas in informational texts? (7RI5)</p> <p>How do critical readers analyze how the author distinguishes his or her position from that of others in informational texts? (7RI6)</p>	<p style="text-align: center;">Learning Target(s)</p> <p>I can analyze how the individuals, Davy Crocket and Juan Seguin, the Alamo event, and ideas of the Alamo are introduced, related to each other, and are developed in the following informational texts: SOURCE 1: Excerpt from: Abbott, John S. C. David Crockett: His Life and Adventures and SOURCE 2: Excerpt from Memoirs of Juan Seguin / Selected Memoir_Juan Seguin by Dr. Jesús F. de la Teja(7RI3).</p> <p>I can analyze the structure an author uses to organize a text, including how the sections contribute to the whole and development of themes or central ideas in informational texts (7RI5).</p> <p>I can analyze how the author distinguishes his or her position from that of others in informational texts: SOURCE 1: Excerpt from: Abbott, John S. C. David Crockett: His Life and Adventures and SOURCE 2: Excerpt from Memoirs of Juan Seguin / Selected Memoir_Juan Seguin by Dr. Jesús F. de la Teja (7RI6).</p> <p style="text-align: center;">Language Targets</p> <p>I can <i>identify</i> words and phrases (bold) that appear throughout the assigned texts that indicate individuals, events and ideas in the assigned texts to further understand how Davy Crocket, Juan Seguin, the Alamo event, and ideas of the Alamo are introduced, related to each other, and developed (7RI3). Individuals, Events & Central Idea Graphic Organizer</p> <p>I can <i>determine</i> the structure an author uses to organize assigned texts, including how the sections contribute to the whole and development of themes or central ideas in the assigned informational texts by using vocabulary, syntax and grammar reflective of academic register within Quick-Write Graphic Organizer.(7RI5).</p> <p>I can <i>write</i> a compare/contrast paragraph to distinguish one position from another based on assigned texts, using vocabulary associated with the language function of compare and contrast after completing a Venn Diagram with a partner (7RI6).</p>
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<p>NYS ELA Next Gen Standards</p>	<p>(7R3): ANALYZE how <u>individuals, events, and ideas</u> are <u>introduced, relate</u> to each other, and are <u>developed in informational texts</u>.</p> <p>(7R5): ANALYZE the <u>structure an author uses to organize a text, including how the sections contribute</u> to the <u>whole</u> and to the <u>development of themes or central ideas</u> in <u>informational texts</u>.</p> <p>(7R6): ANALYZE how the author <u>distinguishes</u> his or her <u>position</u> from that of others.</p>
<p>NYS Social Studies Framework</p>	<p>7.6 WESTWARD EXPANSION: Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward. (Standards: 1, 3; Themes: ID, MOV, TCC, GEO)</p> <p>7.6b Conflict and compromise with foreign nations occurred regarding the physical expansion of the United States during the 19th century. American values and beliefs, such as Manifest Destiny and the need for resources, increased westward expansion and settlement. Students will compare and evaluate the ways in which Florida, Texas, and territories from the Mexican Cession were acquired by the United States.</p> <p>7.6c Westward expansion provided opportunities for some groups while harming others that motivated and contributed to long-standing discrimination against Mexican Americans <i>and other Latino groups</i>.</p>
<p>SS Practices</p>	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. 3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Determine the meanings of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No.10).
<p>NYS Language Standards</p>	<p>HLAP NLAP HLAP NLAP NLAP HLAP</p> <p>NOTE:The HLAPs are the <u>Home Language Arts</u> or <u>Spanish Language Arts Language Progressions</u>, whereas, the NLAPs are the <u>New Language Arts Language Progressions for ESL/ENL</u>). Please review the <u>Bilingual Language Common Core Progressions</u> to assist you in differentiating language for ELL/MLL/Bilingual students: NYS Bilingual Common Core Language Progressions</p>
<p>Assessment/ Performance Task(s)</p>	<ul style="list-style-type: none"> • Quality of student questions in QFT activity • Student completion of source analysis in work time. • Quality of student participation in evidence-based discussion. • Student evidence-based paragraphs responding to Quick-Write Prompt.

Relevant Vocab/ Concepts	Latinas/os, Politics, voting rights, Manifest Destiny, territorial expansion, filibustering, voter suppression, civic engagement, position, central idea(s), determine, analyze, identify, compare & contrast
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Review, Preview, and Connect

Whole Group	Small Group	Partners	Independent
Lesson/Activity Steps		Considerations and Differentiation	
<p>Warm-UP--HOOK- Teacher will have students view a short Youtube video of Carmen Sandiego:</p>  <p>Afterwards, the teacher will provide a short background of Carmen Sandiego and bridge the narrative of this educational/video game/PBS/Netflix character with the disappearance of Juan Seguin in U.S. history. The following is background information: Carmen Sandiego is a 1990 animated television series that stood out in its subtle attempts to center Latinas/as. Beginning in 1994 and lasting until 1999, <i>Where on Earth is Carmen Sandiego?</i> depicted the <i>antagonist</i>, Carmen Sandiego, as a <u>racially ambiguous</u>, savvy character voiced by <u>Rita Moreno</u>, later voiced in Netflix by Gina Rodriguez. A clever thief driven by the “game” rather than being innate evil, Carmen Sandiego spoke with an accent that resonated with many bilingual Latinas/os watching the show. “For little Latinas, she was the most educated, successful, and powerful figure in animated television series. It was based on a computer software program, <i>Where in the U.S.A is Carmen Sandiego?</i>, which was meant to be educational, with specific instructions for use in the classroom (Mayland, 1990). It was also used to teach English (Meskill, 1990). The game show, <i>Where in the World is Carmen Sandiego?</i>, also precedes its animated television counterpart, airing on PBS in 1991 following the computer game series, and running until 1995. Some time ago, in 2012, Jennifer Lopez announced she would be producing a Carmen Sandiego feature-length film (Martrel, 2012). It’s almost 2021, and we are yet to find out if it will ever happen. Now, so what? Why did I show you this children’s character? What connection am I making with Juan Seguin?</p> <p>Mini lesson- Teacher continues with the introduction of the topic of the day’s lesson through the following questions: <i>What other narratives are</i></p>		<p>If class has not participated in QFT, it would be a good idea to consider doing a separate QFT activity previous to this lesson to ensure students are familiar with the steps and expectations involved in the QFT activity.</p> <p>The Warm-Up question could be done face-to-face in class or students could be asked to provide their response in another way-for instance via video through YouTube or another tool.</p> <p>QFT procedure takes practice; teacher facilitation may be necessary in some groups.</p> <p>Depending on the resulting questions, work time activities may need to be altered.</p> <p>Some students may need support in understanding the focus. Teachers may wish to provide vocabulary or a glossary ahead of time.</p> <p>Individual student questions that are not part of the whole-class prioritization may still be investigated by individual students and made into extension and enrichment activities.</p> <p>NYS ELA Scaffolding for All Students</p>	

there that would reveal further context to Manifest Destiny? Who is this obscure historical figure, Juan Seguin? And if such a historical narrative does exist, Where on earth is the story of Juan Seguin? Teacher presents and unpacks the learning and language targets and provides students with directions about work-time and activities.

- Introduce a further background of the Alamo event and then show a brief trailer of a Hollywood rendition of the [Alamo](#) before the Feature Walk (TPT) activity.
- Introduce the topic of omitted historical narratives in context to the Alamo.
- Tell students they will first go through a **Feature Walk**: Students will be divided up so that they each group will have a chance to visit all TWO features.
- The teacher will explain to the students about the specific prompts to be able to gather insight about each Feature. Students will need to respond to each feature. They will be given time to look at a specific feature, responding to the prompts with post-it-notes: What is the feature telling us? Why is it important? Why did the author include it? When the bell rings, student groups go on to the next feature.” These features will be 2 pictures with names, dates, background of the event (Alamo Event with David Crockett, Alamo Event with Juan Seguin). One representative from each group will share a preselected Feature at the end.
- Vocabulary Sheet Handout will be available during Feature Walk and QFT activities.
- After working in groups on David Crockett QFT handout and students have generated questions, instruct students to look at the assigned excerpt from the journal entries as accounted by **SOURCE 1**: Abbott, John S. C. *David Crockett: His Life and Adventures* to answer those questions generated during the QFT activity.
- Students will continue to go through the same process with the Juan Seguin QFT and then answer generated questions from QFT using excerpts from **SOURCE 2**: *Harvest of Empire*: (Chapter 10: *The Return of Juan Seguin: Latinos and the Remaking of American Politics*)
- **Question Formulation Technique**
Arrange students in small groups and ask them to engage in the [Question Formulation Technique](#) / [Experiencing the QFT](#) using an excerpt of the poem, *Farewell* by David Crockett as the question focus source. This QFT will be followed by a second short QFT Student Handout from Source 2: *The Return of Juan Seguin: Latinos and the Remaking of American Politics*
- Distribute [QFT David Crockett Student Handout](#) and [QFT Juan Seguin Student Handout](#).
- Have students use one QFT Student Handout per group
- Have groups write all of their three prioritized questions on

poster paper.

- Ask each group to share their three prioritized questions with the class.
- Come to consensus as a whole-class on three open-ended prioritized questions on their graphic organizer--QFT Student Handout.

Work Time

Whole Group	Small Group	Partners	Independent
Lesson/Activity Steps		Considerations and Differentiation	
<ol style="list-style-type: none">1. Students will watch a short Hollywood trailer of The Alamo: be guided through a map of the Alamo. As we go through the map, I will show students pictures I took of the Alamo when I visited the Alamo in San Antonio Texas two years ago.2. Students engage in a short Feature Walk and share.3. Students will then work in small groups to investigate a well-known historical figure, David Crockett and another historical figure, Juan Seguin and consider the event known as the Alamo. Students will use the provided graphic organizers to record their learning and their findings as related to the three prioritized questions, which resulted from the QFT process: QFT David Crockett QFT Juan Seguin Harvest of Empire QFT Interpretation Over Time (Third QFT here is for Lesson 2)4. The following are the Primary and Secondary Sources to be used:The Alamo site map SOURCE 1: David Crockett Journal SOURCE 2: Excerpts from <i>Harvest of Empire</i>: (Chapter 10: <i>The Return of Juan Seguin: Latinos and the Remaking of American Politics</i>); Highlights in pp.167-top of pp.168; Last paragraph of p.172-top of p.174; Voting Rights Period: 1975-1984 (pp. 177-top of 182).5. Once students have completed investigating their two sources, the teacher and/or students will facilitate a whole-class discussion. The whole-class discussion could take the form of a Fishbowl or Socratic Seminar (or other		<p>This activity may be organized as a station activity to incorporate student movement. It could also be done as a Jigsaw.</p> <p>Depending on student need, the teacher may prepare specific focus questions for each source.</p>	

strategy). Possible discussion questions/prompts can be found in the Formative Assessment section of this lesson.

6. Please refer to the Formative Assessment section below.

The sources that follow are a note to me on what this lesson will lead to in order to touch on current events affecting the Latino Community in Rochester, NY.

The Sources below will be used for Lesson #2 and are a continuation of Juan Seguin:

SOURCE 3: [Interpretations Over Time](#) by Charlie Harris

SOURCE 4: [Biographical Summary of Juan Seguin](#) by Charlie Harris

SOURCE 5: [Things You May Not Know About Davy Crocket](#) by Evan Andrews

SOURCE 6: Excerpt from **Harvest of Empire: Freedom, Filibusters, & Manifest Destiny**, pgs. 35-38.

The Sources below will be used for Lesson #3:

SOURCE 7: ["Nightmare" Scenario for NYS Senate Seat in the 56th District Candidate, Hilda Rosario Escher's Name Was Missing on Some Ballots](#) by Wendy Wright (6/24/20)--Rochester, NY.

REVIEW SOURCE 2: Excerpts from *Harvest of Empire*: (Chapter 10: *The Return of Juan Seguin: Latinos and the Remaking of American Politics*); Highlights in pg.167-top of pg.168; Last paragraph of pg.172-top of pg.174; **Voting Rights Period: 1975-1984** (pg. 177-top of pg. 182).



[13 WHAM Concerns About Voter Suppression](#)

Evidence of Learning

Whole Group	Small Group	Partners	Independent
<p>Details of Formative Assessment/ Use of TOMs Formative (informal) assessment strategies) 53 Ways to check for understanding</p>		<p>Considerations and Differentiation</p>	
<p>Once students have completed investigating their two sources, the teacher and/or students will facilitate a whole-class discussion. The whole-class discussion could take the form of a Fishbowl or Socratic Seminar (or other strategy). Possible discussion questions/prompts:</p> <ul style="list-style-type: none"> • Why did Juan Seguin leave abruptly from San Antonio, Texas to Mexico? Wasn't he for the Americans and fought against the Mexican government in the Alamo? • In review of the two sources you were given, what definition for filibuster does David Crockett's biographer provide for the reader in comparison to Juan Gonzalez's explanation in <i>Harvest of Empire</i>? • What differences did you notice of the portrayal and background of David Crocket according to Gonzalez versus Abbott's depiction of Crockett? • Why does Gonzalez call Juan Seguin, "The Father of Latino Politics"? • What are some thoughts that come to mind when you find out about the disappearance of Juan Seguin and Latinos in politics today? <p>After the discussion, ask students to write an evidence-based paragraph responding to the following prompt:</p> <ul style="list-style-type: none"> • Consider your preconceptions of Latinos in U.S. history. After investigating the assigned sources: How does the history we learn, shape our views of Latinos, self, society and government? 		<p>Before whole-class discussion, it may be beneficial for students to have a chance to discuss in small groups or partners by practicing responses using a protocol such as Give One, Get One, Think, Pair, Share, or a Two-Minute Interview.</p> <ul style="list-style-type: none"> • Use Evidence Log to guide your thinking of Source 1 and Source 2: Evidence Log 	

REFLECTIVE PRACTICE

The goal of this lesson is to demonstrate how to incorporate a culturally responsive text, like *Harvest of Empire*, by Juan Gonzalez but also as I delved into the content Gonzalez was discussing, I wanted to connect it with other historical sources that lead into contemporary issues relevant to Latinos today and the actual spaces they live in. Although we are using history as a backdrop to teach our students about narratives not normally taught, I wanted to also bring it home by revealing parallels between the curricular content taught in the classroom with events germane to Latinos. These past narratives lead students into contemporary Latino issues in Rochester, New York, which will be the target after this lesson sets the stage. The lesson, activities, and readings provide the foundation to the next lesson on *Hilda Escher* and the suspicious incident of her name missing in many ballots at a number of polling sites this past year. This current issue raises the topic of students becoming autonomous thinkers and eventual civic engagers from the Latino community they come from and the possible likelihood that the claims of *voter suppression* is possibly true, therefore, an issue for them to look into. Is the history of Juan Seguin repeating itself in 2020? Here is an example of bridging the forgotten or intentionally swept away histories that can shine upon the contemporary struggles of Latinos in politics today.