



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 2B: Unit 1: Lesson 3**

## **Analyzing the Central Ideas, Part 1: “The Border”**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)

I can analyze the development of the central idea throughout the text. (RI.7.2)

I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)

**Supporting Learning Targets**

- I can use quotations from “The Border” to support an analysis of the text.
- I can trace the development of the central idea of “The Border.”
- I can analyze the interactions between individuals, events, and ideas in “The Border.”

**Ongoing Assessment**

- Reader’s Notes: “Team Players” (from homework)
- Text-Dependent Questions: “The Border”
- Reader’s Notes: “The Border”
- Identity anchor chart
- Student identity mind maps



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Return Mind Maps/Review Homework/Unpack Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Modeling Reading Strategies with “The Border” (10 minutes)</li> <li>B. Central Ideas of “The Border”: Close Read (15 minutes)</li> <li>C. Quote Sandwich: Back-to-Back and Face-to-Face (10 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Reviewing Identity Anchor Chart and Learning Targets (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Complete Reader’s Notes: “The Border.”</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students begin to explore both ethnicity and sense of agency as aspects of identity. They use this information to continue to flesh out their working definition(s) of identity on the Identity anchor chart.</li> <li>• The text of this lesson, “The Border,” is a first-person narrative from the perspective of a Mexican teen who immigrates to America at 13. It is an emotional text, one in which the anger and frustration of the author will be obvious, and which may require sensitive treatment on your part. Also bear in mind that the author openly discusses Mexican racism as a Mexican herself. Consider ahead of time how this piece will be regarded by your students, particularly if they are immigrants and/or of Latino heritage themselves. The piece’s strength as a text for this unit comes from the choices the author makes to transform her anger into action, and the positive results that follow. Highlight this role model behavior for students.</li> <li>• One’s sense of agency, or ability to produce change or results, is especially important to consider here, as it is a key idea of the play <i>Pygmalion</i>, which students will read in Unit 2. Work Time B involves a close read that focuses on the central idea of agency.</li> <li>• This lesson introduces the routine of close reading a shorter excerpt from the text. In a close reading lesson, students will carefully read or reread one passage from the text. There is a Close Reading Guide (for teacher reference) to help you guide this portion of the lesson (Work Time B). Students work with the text-dependent questions during this part of the lesson.</li> <li>• In the early lessons in this unit, students are introduced to several new routines to support them in their reading. Therefore, there is more modeling than usual of how to do specific routines. Students are exposed to strategies they might use to make meaning of this text when reading for homework; they are also taught a model for quoting text (the Quote Sandwich) as a way of giving evidence from a text, which they will use as the basis for a writing assignment in Lesson 4, and which will be assessed in Lesson 5.</li> <li>• The lesson provides significant scripting as a resource for teachers. However, consider what type of modeling will best support your students and adapt the modeling to meet their needs.</li> <li>• Reader’s Notes from “Team Players” are collected and assessed in this lesson. Return the Reader’s Notes with feedback as soon as possible (this is planned for Lesson 5). As students continue with this routine, encourage them to use your feedback to strengthen their notes. Also use the opportunity to celebrate students’ progress with taking notes and determining the meaning of words they encounter while reading.</li> <li>• In advance:             <ul style="list-style-type: none"> <li>– While handing back students’ mind maps from Lesson 1, consider handing out copies of an Internal and External identity mind map that you have filled out for yourself. This is a quick and easy way to “break the ice” with students and begin to develop a personal connection with them.</li> <li>– Review: “The Border,” Reader’s Notes: “The Border.”</li> </ul> </li> </ul>



Lesson Vocabulary	Materials
ethnicity; agency; Patwa, descent (246), excruciating, Quinceanera, oppressed, indigenous (248)	<ul style="list-style-type: none"><li>• “The Border” (one per student)</li><li>• Suggested Modeling Read-aloud Script for “The Border” (for teacher reference)</li><li>• Sticky notes (three or four per student)</li><li>• Reader’s Notes: “The Border” (one per student)</li><li>• Sample Cultural Identifiers anchor chart (from Lesson 1)</li><li>• Text-Dependent Questions: “The Border” (one per student)</li><li>• Close Reading Guide: “The Border” (for teacher reference)</li><li>• Quote Sandwich Guide (one per student and one to display)</li><li>• Document camera</li><li>• Blank loose-leaf paper (one sheet per student)</li><li>• Identity anchor chart (begun in Lesson 1)</li><li>• Identity anchor chart—student version (begun in Lesson 1; one per student)</li><li>• Reader’s Notes: “The Border” (answers, for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Return Mind Maps/Review Homework/Unpack Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Return students' mind maps from Lesson 1 and thank them for sharing a reflection of themselves with you. Let them know that you are glad to know them better because of the exercise. Remind students to hold on to the maps, as they will use them again in the last lesson (Lesson 10).</li><li>• Ask students take out their homework from Lesson 2 and review it with a partner. Tell them to feel free to make changes if they feel it is necessary.</li><li>• Clarify the definitions of <i>socialized</i> and <i>exacerbated</i> and have students make corrections to their Reader's Dictionary if needed.</li><li>• Circulate and offer assistance. After two or three minutes, collect the homework.</li><li>• Direct students' attention to the learning targets:<ul style="list-style-type: none"><li>* “I can use quotations from “The Border” to support an analysis of the text.”</li><li>* “I can trace the development of the central idea of “The Border.””</li><li>* “I can analyze the interactions between individuals, events, and ideas in “The Border.””</li></ul></li><li>• Ask partners to discuss with which target they feel the most comfortable and with which target they predict they will experience challenge today. Cold call two or three students for their answers. Assure them that the activities today are designed to give them lots of exposure to both the text and strategies to help them analyze and understand it.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Modeling Reading Strategies with “The Border” (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Arrange students in pairs. Tell students that in this part of the lesson, they will discuss and practice some strategies that they might use when they are reading at home. Together, the class will start the homework assignment for tonight.</li><li>• Distribute <b>“The Border.”</b> Ask them to read to the end of the paragraph on the top of page 247 silently to themselves, as if they were reading for homework.</li><li>• When most students are done, ask them to think about what strategies they used as they were reading. Ask them to raise their hands if they:<ul style="list-style-type: none"><li>– Reread any passages or sentences</li><li>– Tried to figure out what a new word meant</li><li>– Made a picture or a movie in their minds as they read</li><li>– Asked themselves a question</li><li>– Imagined how the author might be feeling</li></ul></li><li>• Next, tell them you are going to model for them a few things they can do to understand text at home. (Use or modify the <b>Suggested Modeling Read-aloud Script for “The Border.”</b>)</li><li>• After you have finished reading and thinking aloud, ask students to turn and talk with their partner:<ul style="list-style-type: none"><li>* “What is one thing you noticed me doing that might be helpful?”</li></ul></li><li>• Call on several students to share out. Listen for them to mention the strategies you surveyed them about a few minutes ago.</li><li>• Next, ask students to turn and talk:<ul style="list-style-type: none"><li>* “What has happened so far in this text?”</li><li>* “What did these strategies help us understand about the text?”</li></ul></li><li>• Call on several students to share out.</li><li>• Finally, give students a few minutes to read ahead to the next few paragraphs on their own. They do not need to finish the text at this point. Encourage them to use some of the strategies that they saw you model as they read. Give each student <b>sticky notes</b> and tell them to put it on a place where they reread (maybe a sentence or maybe an entire paragraph).</li></ul>	<ul style="list-style-type: none"><li>• Consider pairing students with emergent literacy, such as ELLs, heterogeneously with a more proficient student; pulling a small group to explicitly model these strategies in a more intensive or supportive setting; or having the ELL teacher push into this lesson specifically. You might also consider modifying any homework text with inserted activities, worksheets, or annotated text that would assist them in putting these strategies into place for themselves.</li></ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• When students are finished reading, call on several to share out what part of the text they reread, and why. Encourage rereading and remind them that this is something strong readers do a lot.</li> <li>• As time permits, give students a few minutes to work with their partners to begin to fill out <b>Reader’s Notes: “The Border.”</b> Encourage them to ask their partners any questions they have about the text. Circulate to informally assess how well the students understand the text and the Reader’s Notes task.</li> <li>• Give students specific positive feedback for ways you saw them working hard to understand this challenging text. Remind them to finish reading and completing their Reader’s Notes for homework.</li> </ul>	
<p><b>B. Central Ideas of “The Border”: Close Read (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Set purpose: Tell students they will now read an excerpt from “The Border” closely to find evidence for how this text fits with our working definition of identity.</li> <li>• Ask them to raise their hands if they know which learning target this addresses. Wait for most of the students to raise their hands and then call on one to explain. Listen for: “I can use quotations from ‘The Border’ to support an analysis of the text.”</li> <li>• Make sure at this point that students are clear on the definitions of <i>ethnicity</i> and <i>agency</i>. Explain that these are important aspects of identity (refer to the two terms’ entries on the <b>Sample Cultural Identifiers anchor chart</b>) that will also come up in this text. <i>Ethnicity</i> is “the quality of belonging to a large group of people with shared social customs and experiences.” <i>Agency</i> is “the ability to make decisions, and therefore create results or change.”</li> <li>• Distribute <b>Text-Dependent Questions: “The Border.”</b> Use the <b>Close Reading Guide: “The Border” (for teacher reference)</b> to guide students through the text-dependent questions related to the excerpt.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider reinforcing the definitions of <i>ethnicity</i> and <i>agency</i> by drawing or posting corresponding pictures on the Sample Cultural Identifiers anchor chart and/or creating PowerPoint slides.</li> </ul>



Work Time	Meeting Students’ Needs
<p><b>C. Quote Sandwich: Back-to-Back and Face-to-Face (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Quote Sandwich Guide</b> and display a copy using a <b>document camera</b>. Read the paragraph at the top aloud. Explain that this is the structure students will use to include quotes in future writing about text. It is also an important part of supporting arguments, which students will begin to do in this unit and will practice in earnest in Unit 2. Point out the three parts of the quote sandwich and the sentence stems, and review the example given in detail.</li><li>• Point out that the example is from “The Border” and that it is supporting the idea that the author is finding <i>agency</i> (review what <i>agency</i> means).</li><li>• Suggest that students can remember the parts of a quote sandwich easily, using three words: introduce, include, analyze.</li><li>• Direct students to work with a partner:<ul style="list-style-type: none"><li>* “Look at your Reader’s Notes: “The Border,” Question 4. Find a piece of evidence from your notes that strongly suggests that the author is dealing with issues of agency. Use the quote sandwich to explain it.”</li></ul></li><li>• Distribute the <b>loose-leaf paper</b> and have the partners co-write a quote sandwich as directed.</li><li>• Circulate and offer assistance.</li><li>• Next, remind students of the Back-to-Back and Face-to-Face protocol: They will find a partner and stand back-to-back with him or her. They will hear a prompt and have a minute to think and then on cue will turn around and share their thinking. Remind them of the sound that will be their cue to stand back-to-back and then face-to-face. Students should have their Reader’s Notes: “The Border” with them as they conduct the protocol.</li></ul>	<ul style="list-style-type: none"><li>• If students produce strong sandwiches, consider asking permission to display and explain their work as a model, for example, under a document camera. You could also have selected students repeat to the entire class strong work in the Back-to-Back and Face-to-Face protocol.</li></ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Reviewing Identity Anchor Chart and Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students’ attention to the <b>Identity anchor chart</b> and the <b>Identity anchor chart—student version</b>.</li><li>• Ask partners to discuss:<ul style="list-style-type: none"><li>* “What can we add to our Identity anchor chart based on the work we have done today?”</li></ul></li><li>• Record students’ ideas on the chart. Listen for connections to ethnicity, agency, living between two worlds, being proud of who you are, and/or the role society plays in judging your identity.</li></ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Finish reading “The Border” and complete the Reader’s Notes: “The Border.”</li></ul>	



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## Supporting Materials



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“The Border”

As an immigrant and a teenager, being ambitious, cultured, out-spoken, creative, enthusiastic, caring, and a self-starter has come at a very expensive price – tears and blood. Being Mexican in an American high school is difficult, as is going back and being so-called American in Mexico. What the two countries, maybe all countries, seem to have in common is that the person who’s different is an enormous threat to society. What you want to do is fit in; it’s just easier that way. It used to be like that in my little world, but not anymore. I want to be unique. Original. It will define my personality and make me successful. It will remind me what I’ve accomplished. I’m writing in a language I came very late to.

My story began on a rainy Friday in April when I was born, a little Mexican girl in Bellevue Hospital, New York City. Everyone in the hospital knew I was a different kind of child: I was the biggest newborn there, and my father had dark skin and was sixty-five years old, while my mother’s skin was light and she was only twenty-nine.

When I was two, my family decided to move from New York to Mexico, because my father was retired and feeling tired of the city. He also wanted his daughters, my older sister Micheleluce Oralia and me, to attend a private Catholic school and get the best education possible, one he wasn’t able to afford in the United States.

So, I grew up in an extremely wealthy society in Sahuayo, Michoacán, where I studied ethics, morals, and Catholicism. The school encouraged its students, the most privileged children in the city, to do community service: Our teachers explained that we as Catholics should always be kind and generous to those who aren’t as fortunate. When I was ten or twelve, I started realizing how much I enjoyed helping others and feeling the need to change the world. I always thought it was unfair that other kids had to work at my age. I also began to notice that individuals who didn’t have an education were paid a misery but worked twice as hard as people who were well schooled.

I became aware of the importance of getting an education, not only because it would help to provide a great income, but also because I did not want to be a human being who was ignorant and fooled by appearances.

My house in Mexico was luxurious, and we had many expensive objects. I counted shopping as a hobby, took vacations every six months to the nation’s most popular and beautiful regions. I learned to play the piano and the violin, to paint, to read literature, to recite poems. My father, an artist and musician, felt the need to show us the beauty of those things. He was also a lawyer, an engineer-electrician, a seaman, and a veteran of World War II, Korea, and Vietnam. He played golf and tennis. He spoke Spanish, English, French, and Patwa.

“The Border”

In my eyes, my father was more than perfect, and I grew up being as ambitious and curious as he was. I graduated second in my class with a 3.9 GPA and all the signs of a rising star. I won several poetry competitions, I was president of my sixth-grade class, and I was chosen to join La Escolta, a group of students who would carry the Mexican flag at public events.

At home in my privileged neighborhood, though, I'd notice people staring at my extremely dark-skinned father. Most of our neighbors were of fairer European descent – and their ignorance made them assume that my father wasn't educated or that he was some kind of evil man who was involved in illegal activities. Later on I realized that most Mexicans in my city were extremely racist. At times some of my neighbors weren't allowed to play with me. The parents would OK me for their kids' company only after they found out my father was French, which they took to mean wealth and sophistication. All of a sudden, plenty of racist Mexicans would feel the need to become my dad's best friends.

When I was thirteen, my world collapsed. My family and I moved to New York City. My father, then seventy-eight, had been diagnosed with a cancerous tumor and was entitled to free veteran's care in the United States. I arrived without knowing how to speak, read, or write English. I was placed in regular-to-slow classes here instead of in ESL, which would have helped me learn the language and transition faster. I went from the honors track in Mexico into classes where I couldn't comprehend a word, with students who refused to learn or care about their future. I was thrown in with kids who had spent time in juvenile prison, were pregnant, racist – and mean to me.

I never thought that being Mexican or coming proudly from both Aztec and Mayan heritage would create such problems.

Crying hysterically and feeling depressed were a part of my every day. I was broken. I had no real friends, and my grades and test scores were lower than I ever dreamed they could be. I would try to read and I wouldn't understand. I felt like I was completely losing touch with myself and the world. To make matters worse, my grandfather, who was so close to me, passed away in Mexico; with my dad needing to be near the hospital I couldn't go back for the funeral. Life was nothing but difficult and the pain was unbearable.

“The Border”

The second semester of my sophomore year, two years after we’d moved, I hit rock bottom. I was destroyed, and I didn’t even have my own room. (I had to share with my sister, and we had our differences and totally dissimilar taste in everything.) I wasn’t used to living in a small, one-bathroom apartment; back in Mexico we had four bathrooms. My family didn’t go on trips anymore, and no one seemed to care about me or my situation. I realized I was in denial – I couldn’t admit that I would not be returning to Mexico, where life was full of promise and a bright future. I kept thinking about how ungrateful I used to be there, and it was excruciating how much I missed my friends who I’d known since I was three. Meanwhile, they were having the times of their lives. I wasn’t there for their Quinceanera parties, after all the dreams we’d had about turning fifteen together. I wanted to see my grandfather. I wanted to be that honor-roll student I always was. But it seemed impossible. I was alone. I had support from no one.

One day, also in tenth grade, I was looking through old pictures and couldn’t even recognize myself in Mexico. I was ashamed that I’d let two years pass in American feeling nothing but depressed. I’d lost sight of my dream, which was to help other people, make change, perhaps be a world leader. I was painfully slow at coming to it, but I had to accept that my life was happening in a different place, and I had to take action. I had to leave the big baby that I was in New York back at Bellevue. I started teaching myself English and signed up for more challenging courses that semester, including AP classes in U.S. history and Spanish literature.

I got involved with the YMCA’s Global Teens, the Lower Eastside Girls Club, and the N.Y.P.D. Explorers. I started getting used to the New York City life; taking train and buses, using elevators, eating pizza, celebrating the 4<sup>th</sup> of July. I started appreciating the chance to meet people from all backgrounds, teens with different sexual preferences.

My father is doing well, the cancer in remission for years now, though he was recently diagnosed with Alzheimer’s. My world has come to include tall buildings, gangs, and violence. It’s all made me very open-minded, though. Because I understand what it is to suffer – to be on the other side of the community service equation – I’m even more strongly committed to working with people who need help, those who are sick and can’t afford health care, oppressed indigenous populations, elders, students who are struggling, underprivileged children, immigrants. Gandhi said, “You must be the change you wish to see in the world.” For me to achieve this, the next challenge is to get the best education out of the rest of high school as I possibly can, then onto university. Because I don’t want to be ignorant like some racist Mexicans or certain American teenagers.

Morand, Cindy. "The Border." Red : The Next Generation of American Writers--Teenage Girls-on What Fires up Their Lives Today. Ed. Amy Goldwater. New York: Hudson Street, 2008. 245-49. Print.

### Suggested Modeling Read-aloud Script for “The Border”

#### Teacher Directions:

Consider using this script as you read aloud. Remember to balance fluency and pacing with the need to model. Depending on the needs of your students, feel free to adapt this script.

Say to students: “Read in your heads while I read aloud.”

After the first two paragraphs on page 245, pause to say: “I’m developing a picture in my mind here. The author spends the first paragraph talking generally about being different in both Mexican and American cultures, and how she used to want to fit in, but now she wants to be unique more. I like her voice. She sounds independent and strong, so I picture a strong-willed teen girl with determination in her eyes. In the second paragraph, she begins to tell us how this story of hers started. I can really see the rain, and the big brown baby wrapped up in a blanket in the hospital surrounded by her dark-skinned older father and younger mother—that’s a powerful image.”

Read up until the line: “I always thought it was unfair that other kids had to work at my age.”

Say: “Hang on a second. Isn’t she 12 years old? I’m going to go back and reread this paragraph to find her age again.” After you reread, say: “Yes, she is 12 years old.”

Pause to wonder aloud: “Is this a cultural difference? In America it’s illegal for kids to work before they are 16. Perhaps she knows students who have unofficial jobs. I’ll keep my eyes open for any answers to this question that might come up further on in the text.”

Continue reading until the line: “He spoke Spanish, English, French ... and *Patwa*.” Say: “I have no idea what *Patwa* is. Let me look at this sentence again. She is listing the languages that her father speaks, so I can infer that this is a language of some kind.”

Then continue reading through the paragraph that ends with the line: “All of a sudden, plenty of racist Mexicans ...” Say: “I can understand how upset the author must have been, that people who mistrusted her because of her skin color all of a sudden became friendly when they found out she was wealthy. Trying to put myself in the author’s shoes helps me understand her story better. Something confuses me in this paragraph, though: the word *fairer*. Why would the neighbors be racist if they were *fairer*? This word must have a second meaning that I’m not aware of. When I look it up, I see that *fairer* means ‘light of hair or skin color.’ That makes a lot more sense; I can figure out that the light-skinned neighbors were mistrustful of the author’s darker family.”

Note: Students will read the rest of the text independently for homework.



Reader's Notes:  
"The Border"

Name:

Date:

Article Title	Central Idea	Inferences	Identity	Interactions between individuals, events, and ideas
"The Border"	Write one sentence that captures the central ideas of this text.	<p>Read this sentence from the text: "I kept thinking about how ungrateful I used to be there [in Mexico]."</p> <p>Choose the inference that fits best with this sentence.</p> <p>a) The author did not appreciate all the advantages she had as a privileged Mexican girl.</p>	Where would this article fall in the Sample Identifier List? Why?	How did the author's move to America affect her?



Reader's Notes:  
"The Border"

Article Title	Central Idea	Inferences	Identity	Interactions between individuals, events, and ideas
"The Border"		b) The author did not show her mother and father the proper respect.  c) The author's peers felt that she was a snob for having so much wealth and opportunity.		Compare the discrimination the author experienced in America and the discrimination she experienced in Mexico. How were they the same? How were they different?



**Reader's Dictionary**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
Patwa (246)	<b>an English dialect spoken in the British Caribbean by people of African descent</b>		indigenous (248)		
descent (246)					
excruciating (248)					
Quinceanera (248)	a Mexican ethnic celebration of a girl's transition to adulthood when she is 15				
oppressed (248)					



Text-Dependent Questions:  
“The Border”

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Answers
<p>1. The text says: “I started getting used to the New York City life: taking trains and buses, using elevators, eating pizza, celebrating the Fourth of July” (248).</p> <ul style="list-style-type: none"><li>• What Sample Cultural Identifier could apply to the author here? Explain your answer using evidence from the text.</li></ul>	
<p>2. What other lines in this paragraph are strong examples of the identifier from Question 1? Find at least two.</p>	



Text-Dependent Questions:  
“The Border”

Questions	Answers
<p>3. The text says: “I was painfully slow at coming to it, but I had to accept that my life was happening in a different place, and I had to take action.”</p> <ul style="list-style-type: none"><li>• What Sample Cultural Identifier could apply to the author here? Explain your answer using evidence from the text.</li></ul>	
<p>4. What other lines in this paragraph are strong examples of the identifier from Question 3? Find at least two.</p>	
<p>5. Look at the list of actions that the author took when she decided to “take action” and improve her situation. How does this list in particular reflect her sense of agency? What is she attempting to change?</p>	



Close Reading Guide:  
“The Border” (for Teacher Reference)

**Total Time: 15 minutes**

Questions	Answers
<p>1. The text says: “I started getting used to the New York City life: taking trains and buses, using elevators, eating pizza, celebrating the Fourth of July” (248).</p> <ul style="list-style-type: none"> <li>• What Sample Cultural Identifier could apply to the author here? Explain your answer using evidence from the text.</li> </ul>	<p>(5 minutes)</p> <ul style="list-style-type: none"> <li>• Say to students:           <ul style="list-style-type: none"> <li>* “Read along in your heads while I read aloud.”</li> </ul> </li> <li>• Read aloud from the top of page 248, beginning with “One day, also in tenth grade...” Finish on page 248, with the phrase “celebrating the Fourth of July.” Read without interruption.</li> <li>• Direct students to do Questions 1 and 2 with their partners. Invite them to look back at the text and the Sample Cultural Identifiers anchor chart to find evidence.</li> </ul>
<p>2. What other lines in this paragraph are strong examples of the identifier from Question 1? Find at least two.</p>	<ul style="list-style-type: none"> <li>• Have students share out their answers to Question 1. Encourage them to correct their worksheets. Listen for “ethnicity” or “geographical/regional location.” Listen for explanations such as “The author lists some of the characteristics of being ethnically American” or “The author is using examples to describe American life in a big Northern city.”</li> <li>• Have students share out their answers to Question 2. Options include “I couldn’t even recognize myself in Mexico” or “I was ashamed I’d let two years pass in America feeling nothing but depressed.”</li> </ul>



Close Reading Guide:  
“The Border” (for Teacher Reference)

Questions	Answers
<p>3. The text says: “I was painfully slow at coming to it, but I had to accept that my life was happening in a different place, and I had to take action.”</p> <ul style="list-style-type: none"> <li>• What Sample Cultural Identifier could apply to the author here? Explain your answer using evidence from the text.</li> </ul>	<p>(5 minutes)</p> <ul style="list-style-type: none"> <li>• Direct students to reread with you from the line “I was ashamed ...” and finishing with “... back at Bellevue.” Read out loud without interruption while students read silently in their heads.</li> <li>• Direct students to do Questions 3 and 4 with their partners. Invite them to look back at the text and the Sample Cultural Identifiers anchor chart to find evidence.</li> </ul>
<p>4. What other lines in this paragraph are strong examples of the identifier from Question 3? Find at least two.</p>	<ul style="list-style-type: none"> <li>• Have students share out their answers to Question 3. Encourage them to correct their worksheets. Listen for “sense of agency.” Listen for explanations such as “She talks about needing to take action; that shows she has a sense that she can make decisions and get results.”</li> <li>• Have students share out their answers to Question 3. Options include “I had to leave the big baby I was in New York back at Bellevue,” or students may cite one of the many self-improvement actions the author takes in this paragraph.</li> </ul>
<p>5. Look at the list of actions that the author took when she decided to “take action” and improve her situation. How does this list in particular reflect her sense of agency? What is she attempting to change?</p>	<p>(5 minutes)</p> <ul style="list-style-type: none"> <li>• Direct students to Question 5 and have them answer it with their partners.</li> </ul> <p>Have students share out their answers. Listen for: “She took more challenging classes, so she is trying to change her academics and also learning the language better” or “She is getting involved in city activities, so she can get to know her new culture.”</p>



## Quote Sandwich Guide

A sandwich is made up of three parts—the bread on top, the filling in the middle and the bread on the bottom. A “quote sandwich” is similar; it is how you use evidence in an argument essay. First, you introduce a quote by telling your reader where it came from. Then, you include the quote. Lastly, you explain how the quote supports your idea. Read this example of using a quote in an argument essay, then take a look at the graphic:

*After seeing some pictures of herself in Mexico, the author realizes she needs to make a change. The author states: “I started teaching myself English and signed up for more challenging courses that semester, including AP courses in U.S. history and Spanish literature.” This shows that the author is determined to become again the confident student and dream-filled girl she was in Mexico.*

### Introduce the quote.

This includes the “who” and “when” of the quote.

*Example: After seeing some pictures of herself in Mexico, the author realizes she needs to make a change.*

Sample sentence starters for introducing a quote:

In chapter \_\_\_\_\_, \_\_\_\_\_.

While the author is \_\_\_\_\_, she \_\_\_\_\_.

After \_\_\_\_\_, the author \_\_\_\_\_.

### Include the quote.

Make sure to punctuate the quote correctly, using quotation marks. Remember to cite the page number in parentheses after the quote.

*Example: The author states: “I started teaching myself English and signed up for more challenging courses that semester, including AP courses in U.S. history and Spanish literature.”*

### Analyze the quote.

This is where you explain how the quote supports your idea.

*Example: This shows that the author is determined to become again the confident student and dream-filled girl she was in Mexico.*

Sample sentence starters for quote analysis:

This means that \_\_\_\_\_.

This shows that \_\_\_\_\_.

This demonstrates that \_\_\_\_\_.



Reader's Notes:  
"The Border" (Answers, for Teacher Reference)

Article Title	Central Idea	Inferences	Identity	Interactions between individuals, events, and ideas
"The Border"	<p>Write one sentence that captures the central ideas of this text.</p> <p><b><i>The author struggles with moving to America and finally decides to take action to reconcile the two cultures in her life.</i></b></p>	<p>Read this sentence from the text: "I kept thinking about how ungrateful I used to be there [in Mexico]."</p> <p>Choose the inference that fits best with this sentence.</p> <p><b>a) The author did not appreciate all the advantages she had as a privileged Mexican girl.</b></p>	<p>Where would this article fall in the Sample Identifier List? Why?</p> <p><b><i>Ethnicity</i></b> <b><i>Family</i></b> <b><i>Educational background</i></b> <b><i>Socioeconomic background</i></b> <b><i>Language</i></b> <b><i>Sense of agency</i></b></p>	<p>How did the author's move to America affect her?</p> <p><b><i>She became deeply depressed at first. It made her aware of the advantages she had in Mexico. Later, she determined to take action and make the best of her situation in America.</i></b></p>



Reader's Notes:  
"The Border" (Answers, for Teacher Reference)

Article Title	Central Idea	Inferences	Identity	Interactions between individuals, events, and ideas
"The Border"		<p>b) The author did not show her mother and father the proper respect.</p> <p>c) The author's peers felt that she was a snob for having so much wealth and opportunity.</p>		<p>Compare the discrimination the author experienced in America and the discrimination she experienced in Mexico. How were they the same? How were they different?</p> <p><b><i>Mexicans sometimes oppressed the author because of the dark skin of her father; it was only when they thought he was French that the poor treatment stopped. In America, she was oppressed because of her Mexican heritage and inability to speak English. The ethnic discrimination was the same, but for different ethnic reasons, ironically.</i></b></p>



Reader's Notes:  
"The Border" (Answers, for Teacher Reference)

**Reader's Dictionary**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
Patwa (246)	<b>an English dialect spoken in the British Caribbean by people of African descent</b>		indigenous (248)	<b>original to the land</b>	
descent (246)	<b>ethnic heritage</b>				
excruciating (248)	<b>extremely painful</b>				
Quinceanera (248)	a Mexican ethnic celebration of a girl's transition to adulthood when she is 15				
oppressed (248)	<b>to be shunned, denied basic human rights</b>				