**Title of Book**
*I Am Not Your Perfect Mexican Daughter*

**Author:** Erika L. Sánchez

**Publisher:** Alfred A. Knopf

**Date Published:** October 2017

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**Title of Unit**
*English Language Arts*

**Grade level (interest)**
11th Grade

**Reading Grade level**
5th grade

**Lexile Level**
HL730L

**Guided Reading level**
N/A

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### A. Purpose for Instruction/ Essential Questions/ Theme

**Purpose:**
- The purpose of this mini-unit is to engage students in peer discussions about cultural perspectives, positive relationships, and different experiences and how that impacts their identity. Students will use background knowledge, inferencing, connecting, and determining importance to help identify these aspects within the text and reflect on how it impacts their own lives.

**Essential Questions:**
- How can we use background knowledge to help identify different cultural perspectives?
- What can our personal experiences tell others about our identity and why it is important in shaping us?

**Theme:**
- Cultural Perspectives and Experiences

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**Resources Used with Citations**


Lambert, K. (2012). *60 Formative Assessment Strategies* (pp. 1-7) [Chart]. OCPS Curriculum Services.

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### B. Alignment to the depth of the Common Core – Standards addressed and assessed

**CCSS ELA Standards**

1. **CCSS.ELA-LITERACY.W.11-12.3.D**
   - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

2. **CCSS.ELA-LITERACY.RL.11-12.4**
   - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
3. CCSS.ELA-LITERACY.RL.11-12.6
Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

4. CCSS.ELA-LITERACY.SL.11-12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

C. Student Learning Outcomes – Targeted unit goals

Lesson 1:
- Students will be able to distinguish (Understand-Bloom’s Taxonomy) differences between cultural perspectives through peer discussions.
- (Level One- Depth of Knowledge)

Lesson 2:
- Students will be able to interpret (Apply-Bloom’s Taxonomy) the point of view of the main character in the stated section by making inferences using a graphic organizer with textual evidence.
- (Level Two Skill- Depth of Knowledge)

Lesson 3:
- Students will be able to compare and contrast (Analyze-Bloom’s Taxonomy) their own experiences with the character’s experience by creating poems.
- (Level Three Strategic Thinking- Depth of Knowledge)

Lesson 4:
- Students will be able to support (Evaluate-Bloom’s Taxonomy) the meaning of the text using textual evidence (drawing upon tone, language, author’s choice of words) by writing a paragraph about the chosen passage.
- (Level Four Extended Thinking- Depth of Knowledge)

Webb’s Depth of Knowledge: Recall, Skill/Concept, Strategic Thinking, Extended Thinking

D. Text Sections to be read closely with plans to support reading and discussion – identify pages

Lesson Plan 1: Pages 188-192
Lesson Plan 2: Pages 227-229
Lesson Plan 3: Pages 329-331
<table>
<thead>
<tr>
<th>Academic Language to be supported at word, syntax and discourse levels</th>
<th>Academic Language:</th>
</tr>
</thead>
</table>
| Lesson Plan 1: | - Background Knowledge  
- Cultural Perspectives |
| Lesson Plan 2: | - Inference  
- Point of View |
| Lesson Plan 3: | - Connecting  
- Sensory Language |
| Lesson Plan 4: | - Determining Importance  
- Tone  
- Figurative language  
- Connotative language |

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Vocabulary:</th>
</tr>
</thead>
</table>
| Lesson Plan 1: | - Vermin (pg. 191)  
- Fair-trade (pg. 192)  
- Artisanal (pg. 192) |
| Lesson Plan 2: | - Americanized (pg. 228)  
- Motherland (pg. 228)  
- Tamarind (pg. 229) |
| Lesson Plan 3: | - Anxiety (pg. 329)  
- Mental distortions (pg. 329)  
- Serenity (pg. 331)  
- Arabesques (pg. 331) |
| Lesson Plan 4: | - N/A |
Bloom’s Levels Addressed: (Check all that apply)

Remembering
Understanding
Applying
Analyzing
Evaluating
Creating

E. Instructional Lessons

Research Based Strategies: [Tied to STW & standards]

STW Strategies:

Lesson Plan 1: Building On Background Knowledge
- Source: (Harvey& Goudvis, 2017)
- Standard: CCSS.ELA-LITERACY.W.11-12.3.D

Lesson Plan 2: Questioning
- Source: (Harvey& Goudvis, 2017)
- Standard: CCSS.ELA-LITERACY.RL.11-12.4

Lesson Plan 3: Connecting
- Source: (Harvey& Goudvis, 2017)
- Standard: CCSS.ELA-LITERACY.RL.11-12.6

Lesson Plan 4: Determining Importance
- Source: (Harvey& Goudvis, 2017)
- Standard: CCSS.ELA-LITERACY.SL.11-12.1

Brainstorming for Lessons

Interactive activities for each lesson: Technology Activities:

*Pages for technology are included in the appendix

Lesson Plan 1: Venn-Diagram Identifying Cultural Perspectives
- Compare and Contrast Julia and Connor’s cultural perspectives and using a Venn Diagram to distinguish differences.
- Students can write on the board, write on sticky notes and paste it on the board, or teacher can type the answers into the PowerPoint.

Lesson Plan 2: Inferencing Graphic Organizer
- Create a graphic organizer with the three characters in the passage. Identify what the author says, what the evidence is, and how that infers the point of view of the character.
- Complete Julia and Amá’s together.
- Students can write on the board, write on sticky notes and paste it on the board, or teacher can type the answers into the PowerPoint.

Lesson Plan 3: *Mind Map*
- Create a mind map to analyze Julia’s experiences that she wrote about in her poem.
- Together, look at the poem, identifying phrases that reflect an event in Julia’s life, and look at the descriptor words.
- Students can write on the board, write on sticky notes and paste it on the board, or teacher can type the answers into the PowerPoint.

Lesson Plan 4: *Analyzing the Text*
- Analyze the text of the passage by underlining, highlighting, or starring words or phrases to determine key ideas.
- Together, go sentence by sentence, breaking down the passage. Teacher does several to model, then complete the rest together.
- Students can come up and highlight, star, or underline. Teacher can also type into the PowerPoint.

**You Do Activities:**

*Pages for You Do activities are included in the appendix*

Lesson Plan 1: *Venn-Diagraming Identifying Cultural Perspectives*
- Students will create a Venn-Diagram to distinguish their own cultural perspectives from a character’s in the book.

Lesson Plan 2: *Inferencing Graphic Organizer*
- Students will complete the last portion, for Apá, on their own.
- Students will reflect on the points of view, write about it, share with a partner, and then share out in whole group discussion.

Lesson Plan 3: *Mind Map and Poem*
- Students will create a mind map of their own experiences.
- Students will use their mind map to help them complete their own poem, replicating Julia’s poem.

Lesson Plan 4: *Flow Chart and Paragraph*
- Students will complete the flow chart using the sentence stems provided.
- Students will include evidence from the text to support their ideas.
- Students will use the flow chart to help create a paragraph outlining their reasoning.
# Lesson 1

## Overview

**Objective:** Students will be able to distinguish *(Understand-Bloom’s Taxonomy)* differences between cultural perspectives through peer discussions.

**Standard:** CCSS.ELA-LITERACY.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**Materials:**
- PowerPoint Slides 2-3
- Student Venn-Diagram Sheet on Slide 4
- Passage and book: pg. 188-192

## Procedure

1. **Hook:** Ask students what makes their cultural identity unique. Ask follow-up questions such as “why is that important?” or “what does this tell us about you?”

2. **Academic Language:** Introduce the academic language and lesson vocabulary to students. Ask students what they think background knowledge and cultural perspectives mean. Support their definition if need be.
   - Background Knowledge
   - Cultural perspectives
   - Vermin (pg. 191)
   - Fair-trade (pg. 192)
   - Artisanal (pg. 192)

3. **Complete Technology Activity:** Discuss with students the differences between Julia and Connor’s cultural perspectives. Complete PowerPoint slide 3. Responses can be typed in by the teacher, written on sticky notes and pasted on the board by students, or written on the white board by students.
   - **I Do:** Teacher will identify differences between the characters’ family, education, and culture.
   - **We Do:** As a class, identify differences between the characters’ ethnicity and religion. Come up with several other differences for both Julia and Connor.
   - **You Do:** Have students identify similarities between Julia and Connor on their own. Let students work on their own, share with a partner, and then share out loud in class to complete the Venn-Diagram

4. **Complete Individual Activity:** Hand out a blank Venn-Diagram for students to complete. Have students compare and contrast their own cultural perspectives with a character from the novel. Collect the handout from students at the end of class.
### Lesson 2 Overview

**Objective:** Students will be able to interpret *(Apply-Bloom’s Taxonomy)* the point of view of the main character in the stated section by making inferences using a graphic organizer with textual evidence.

**Standard:** [CCSS.ELA-LITERACY.RL.11-12.4](https://www.corestandards.org/)

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**Materials:**
- PowerPoint Slides 5-6
- Student Copy Slide 7
- Book and passage: pg 227-229

1. **Hook:** Ask students about their thoughts on the passage. Example questions: What were your thoughts when reading this? How did the conversation with Julia’s parents leave you feeling? What do you think Julia was feeling or experiencing during this time? What do you think it was like for her parents to come to this decision?

2. **Academic Language:** Introduce the academic language and lesson vocabulary to students. Ask students what they think inferencing and point of view mean. Support their definition if need be.
   - Inferencing
   - Point of View
   - Americanized (pg. 228)
   - Motherland (pg. 228)
   - Tamarind (pg. 229)

3. **Complete Technology Activity:** Discuss how point of view plays a role in the characters of the story and how that impacts their actions, feelings, and experiences. Handout the copy of PowerPoint slide 7 to students for them to complete.

### Formative Assessment

5. **Formative Assessment:** Pass out index cards to each student. Have them write a 1 sentence summary of one big idea that was discussed in class and one question/statement about a concept that was confusing. Collect index card at the end of class.

6. **Wrap-up:** Have students share out what they reflected on in their index cards.

PowerPoint Slides 2-3, Student Copy on Slide 4
### Lesson 3 Overview

**Objective:** Students will be able to compare and contrast (Analyze-Bloom’s Taxonomy) their own experiences with the character’s experience by creating poems.

**Standard:** [CCSS.ELA-LITERACY.RL.11-12.6](http://www.corestandards.org/assets/CCStandards/CC%20ELA%20LITERACY%20RL%2011-12%206.pdf)

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

**Materials:**
- PowerPoint Slide 8-9
- Student Mind Map Sheet slide 10
- Book and passage: pg. 329-331

1. **Hook:** Ask students what are some important events that have impacted their lives. Have students reflect and share out. Explain to students that each person has their own unique set of events that impact their own experiences and life.

2. **Academic Language:** Introduce the academic language and lesson vocabulary to students. Ask students what they think connecting and sensory language mean. Support their definition if need be.
   - Connecting
   - Sensory Language
   - Anxiety (pg. 329)
   - Mental distortions (pg. 329)
   - Serenity (pg. 331)
3. **Complete Technology Activity:** Read Julia’s poem to students. Ask them for their initial thoughts and reactions after reading it. Questions to ask could be: How does this make you feel? What do you think Julia was feeling? What events do you think she included? Why do you think she chose to include these events into her poem? Explain the Mind Map to the students. Begin with Julia’s overall experience in the middle, with several important events branching off, and then descriptor words she included in her poem for those events.

- **I Do:** Teacher identifies two events with their descriptors. Model thinking about how and why those descriptor words relate to those events. Ask students if they have questions.
- **We Do:** As a class, identify descriptor words for event three. Identify a fourth event and descriptor words. Have students write their response on the board, or type it in as they go through. Pause for questions if students have any.

4. **Complete Individual Activity (You Do):** Hand out a blank Mind Map sheet to students. Have students complete the mind map sheet based on their own experiences and events. Have students use their own Mind Maps to recreate a poem like Julia wrote. Scaffold students and provide further examples if needed.

5. **Formative Assessment:** Have students complete a 3-2-1. Students write down 3 key words they learned, 2 new ideas, and 1 thought to think about. Collect students’ reflection to monitor their progress.

6. **Wrap-up:** Have students share out one thing from their 3-2-1.

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**Lesson 4 Overview**

**Objective:** Students will be able to support (Evaluate-Bloom’s Taxonomy) the meaning of the text using textual evidence (drawing upon tone, language, author’s choice of words) by writing a paragraph about the chosen passage.

**Standard:** [CCSS.ELA-LITERACY.SL.11-12.1](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**Materials:**
- PowerPoint slides 11-12
- Student flow chart slide 13
- Book and passage: pg 338-340
1. **Hook:** Ask students to reflect on the passage. Questions to ask could be: Is this the ending you expected for Julia? What do you think she will do in her future? Will she be successful? Why or Why not? What do you think her life will be like after college?

2. **Academic Language:** Introduce the academic language to students. Ask students what they think determining Importance, tone, figurative language, and connotative language mean. Support their definition if need be.
   - Determining Importance
   - Tone
   - Figurative language
   - Connotative language

3. **Complete Technology Activity:** Discuss with students how there are underlying meanings in texts and that it is necessary to determine the importance of those messages. Read the passage to the students. Break the passage down by each sentence to determine key terms and ideas.
   - **I Do:** Highlight, underline, and star key terms and phrases in the first sentence. Explain and model thinking of why those are important. Write down how these key terms and ideas mean self-reflection and recognition and why it is important in the text. Ask students if they have questions.
   - **We Do:** As a class, break down each sentence together or split students into groups and have each group break down one sentence and come up with key ideas. Present to the class, write them on the board or teacher can type it into the PowerPoint Slide. Ask students if they have questions.

4. **Complete Individual Activity (You Do):** Hand out the student flow chart sheet. Explain to students that they will choose three different key ideas and explain them further using the sentence stems. Students will complete the sentence stems and use text evidence to support their reasoning. Students will write a short paragraph summarizing their ideas and citing from the text. Collect students’ paragraphs at the end of class.

5. **Formative Assessment:** Have students reflect for 3-minutes about the mini-unit in class. Allow students to write down their reflections. Collect reflections at the end of class to monitor progress.

6. **Wrap-up:** Have students share out what they reflected on about the mini-unit.

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**PowerPoint Slides:** 11-12, **Student Copy on Slide 13**

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**Plans for Formative and Summative Assessment linked to standards and Formative Assessments:**

Lesson Plan 1: *Index Cards*
   - Write a 1 sentence summary of a big idea that was discussed in class. Write 1 question/statement about a concept that was confusing.
   - Teacher will collect index card at the end of class.

Lesson Plan 2: *Think-Write-Pair-Share*
learning outcomes (objectives)

- Reflect on the points of view, write about it, share with a partner, and then share out in whole group discussion.
- Teacher will collect the written reflection at the end of class.

Lesson Plan 3: 3-2-1
- Write 3 key words learned, 2 new ideas, and 1 thought to think about.
- Teacher will collect the written response at the end of class.

Lesson Plan 4: 3-Minute Pause
- Students write a response about what was discussed in class. Give students three minutes to complete the task.
- Teacher will collect written response at the end of class.


Summative Assessment:
Have students present on what they learned throughout the mini-unit. Students can share their cultural perspective diagram from Lesson 1, their poem on their experiences and events from Lesson 3, or the paragraph they wrote from Lesson 4. Students can present on any of these activities of their choosing to allow them to demonstrate their knowledge of what they learned in the best way for them. This presentation can be done using technology, such as PowerPoint, or with a poster board/another format of their choosing.
I Am Not Your Perfect Mexican Daughter
By: Erika L Sánchez

Illinois Reads Unit By: Hannah Brunken
Lesson 1 - Building Background Knowledge

- **Activity:** Venn-Diagram identifying cultural Perspectives
- **Together:** We will be looking at Julia and Connor’s cultural perspectives and using a Venn Diagram to distinguish differences.
- **Individual:** Students will create a Venn-Diagram to distinguish their own cultural perspectives from a character’s in the book.

- **Materials:**
  - PowerPoint Slides (2-3)
  - Student Venn-Diagram Sheet (4)
  - Passage and book: pg. 188-192
Lesson 1 - Building Background Knowledge

Julia’s Cultural Perspective
- Family:
- Education:
- Culture:
- Ethnicity:
- Religion:
  - ______________
  - ________________

Connor’s Cultural Perspective
- Family:
- Education:
- Culture:
- Ethnicity:
- Religion:
  - ______________
  - ________________

Both
- ______________
- ________________
- ______________
- ________________
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<th>Name: ______________________</th>
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Lesson 2 - Inferencing

**Activity:** Creating a graphic organizer for each of the 3 characters. Identifying what the author says, what the evidence is, and how that infers the point of view of that character.

**Together:** We will fill out the first two together, for Julia and Amá.

**Individual:** Students will complete the last one individually for Apá. Students will reflect on the points of view, write about it, share with a partner, and then share out in whole group discussion.

**Materials:**
- PowerPoint Slides (5-6)
- Student Sheet (7)
- Book and Passage: pg 227-229
Lesson 2 - Inferencing

**Julia**

Text says:
Julia: “I am not going” (pg. 228)
Julia: “What about college? What if I miss too many classes and I have to go to summer school?” (pg. 229)

Point of View:
I think Julia’s point of view is that she feels hurt and frustrated because she is worried about her future and that spending too much time out of school will risk her getting into college.

**Amá**

Text says:

Point of View:

**Apá**

Text says:

Point of View:
Lesson 3- Connecting

- **Activity:** Create a mind map to analyze Julia’s experiences that she wrote about in a poem.

- **Together:** Create the mind map together by looking at the poem, identifying phrases that reflect an event in Julia’s life, and looking at descriptor words.

- **Individual:** Create a mind map of your own experience. Recreate Julia’s poem by writing your own.

- **Materials:**
  - PowerPoint Slides (8-9)
  - Student Mind Map Sheet (10)
  - Book and Passage: pg. 329-331
Lesson 3 - Connecting

Julia’s Experience (2 Year time span)

Event: Losing Olga
- “Broken Feathers”
- “uncertainty”

Event: Hospital
- “Crushed mirrors”
- “Unraveling”

Event: Going to Mexico
- “travels the world like a nomad”
  - __________
  - __________

Event: _______
Lesson 4- Determining Importance

Activity: Analyze the text of a passage by underlining, highlight, or staring key words or phrases. Complete the sentence stems with the key ideas and use text evidence.

Together: We will analyze the passage, identifying the key words, and working to determine the author’s meaning.

Individual: Students will complete the flow chart with text evidence supporting these meanings. Then, students create a paragraph outlining their reasoning.

Materials
- PowerPoint Slides (11-12)
- Student Flow-Chart (13)
- Book and Passage: pg 338-340
Lesson 4- Determining Importance

“I know I’ve come a long way, and though “it’s hard”, I’m trying to give myself credit for that. If I think about it, just a few months ago, I was ready to die, and now here I am on a plane to New York City all by myself. I honestly don’t even know how I was able to pick myself back up, and sometimes I’m not sure how long it will last. I hope it’s forever, but how an I know for certain? Nothing is ever guaranteed. What if my brain fails me once again? I suppose the only thing I can do is keep going.” (pg. 339)

Key Ideas

- 1st sentence: Self-reflection, recognition
- 2nd sentence:
- 3rd sentence:
- 4th sentence:
- 5th sentence:
- 6th sentence:
- 7th sentence:
I think the author means
__________________________________________________________
because____________________________________________________

Evidence:
__________________________________________________________
__________________________________________________________
__________________________________________________________

I think the author means
__________________________________________________________
because____________________________________________________

Evidence:
__________________________________________________________
__________________________________________________________
__________________________________________________________

I think the author means
__________________________________________________________
because____________________________________________________

Evidence:
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