Latina Women
(Revised September 2005)

Denver Public Schools
In partnership with Metropolitan State College of Denver
Latina Women

by Leigh Hiester

Grades 3–5

Implementation Time: 4–5 Weeks

Revised 2005
Denver Public Schools, Denver, Colorado

The Alma Curriculum and Teacher Training Project
Loyola A. Martinez, Project Director
Latina Women

Unit Concepts

• Contributions by Latina women
• Social activism
• Immigration
• Curanderismo
• Music

Standards Addressed by this Unit

Visual Arts
Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts. (VA2)

Students relate the visual arts to various historical and cultural traditions. (VA4)

Geography
Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future. (G6)

Music
Students will relate music to various historical and cultural traditions. (Music 5)

Reading and Writing
Students read and understand a variety of materials. (RW1)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

Introduction
Highlighted in this unit are eight incredible Latina authors, musicians, and artists. The unit was written in honor of these women. They are explored individually, focusing on each Latina’s personal history and her contributions to the world. Each section also focuses on a particular cultural theme in order to broaden one’s perspective on Latino culture. These themes include self-portraits, curanderismo, masks, cooking, Tejano music, immigration, and social activism.

Implementation Guidelines
This unit is intended for students in grades 3–5. It can be taught in its entirety or in parts as an extension of another unit. It is recommended that at least half the lessons in the teacher’s guide be used in order to evaluate the unit of study effectively. It is designed to be taught during shared reading, but it can also be used during Women’s History Month or as a way to familiarize students with various Latina giants. There are also many aspects of this unit that relate to history/social studies and current events.
**Instructional Materials and Resources**

The following books and resources are required for implementing this unit as written.

Lesson 1  *Prietita and the Ghost Woman* by Gloria Anzaldúa  
Lesson 2  *Golden Tales: Myths, Legends, and Folktales from Latin America* by Lulu Delacre  
Art materials for creating masks  
Lesson 3  *Carlos and the Squash Plant* by Jan Romero Stevens  
Lesson 4  *Saturday Sancocho* by Leyla Torres  
Lesson 5  *Frida Kahlo* by Mike Venezia  
Books containing plates of Kahlo’s self-portraits  
Art materials for creating self-portraits  
Lesson 6  *Remembering Selena: A Tribute in Pictures and Words* by Himilce Novas and Rosemary Silva  
*Famous People of Hispanic Heritage, Vol. III* by Barbara J. Mavis  
*Unforgettable: The Studio Album* by Selena (CD)  
Lesson 7  *Gloria Estefan, International Singing Star* by Shelly Nielsen  
*Gloria Estefan: Greatest Hits, Vol. II* by Gloria Estefan (CD)  
*Unwrapped* by Gloria Estefan (CD)  
Lesson 8  *Joan Baez: Folksinger for Peace* by Maritza Romero  
*David's Album* by Joan Baez (CD)  
*Famous People of Hispanic Heritage, Vol. III* by Barbara J. Mavis

**Lesson Summary**

Lesson 1  Gloria Anzaldúa  
Mexican-American Chicana literary voice. Includes discussion of *curanderismo.*  
Lesson 2  Lulu Delacre  
Writer and illustrator. Includes discussion of masks and mask making.  
Lesson 3  Jan Romero Stevens  
Journalist and writer. Includes making the traditional food *Calabacitas.*  
Lesson 4  Leyla Torres  
Writer and illustrator. Includes making “Mama Ana’s Chicken Sancocho.”  
Lesson 5  Frida Kahlo  
Mexican painter. Includes making self-portraits.  
Lesson 6  Selena Quintanilla Perez  
Tejano singer. Includes discussion of Tejano music.  
Lesson 7  Gloria Estefan  
Internationally known singer. Includes comparison of Cuban pop and Tejano pop music. Optional discussion of immigration.  
Lesson 8  Joan Baez  
Singer and activist. Includes discussion of human rights activism.
Lesson 1: Gloria Anzaldúa

What will students be learning?

STANDARD(S)
Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)
Students read and recognize literature as a record of human experience. (RW6)
Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future. (G6)

BENCHMARK(S)
Students identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director.
Students read classic and contemporary literature of the United States about the experiences and traditions of diverse ethnic groups.
Students know how to apply geography to understand the present and plan for the future.

OBJECTIVE(S)
Students are introduced to author Gloria Anzaldúa and her literary work, Prietita and the Ghost Woman.
Students will identify key influences in the life of Gloria Anzaldúa on graphic organizers provided.
Students will expand their vocabulary by seventeen words from the reading.

SPECIFICS
Gloria Anzaldúa is a popular Latina author whose first book, Friends from the Other Side/Amigos del otro lado, was published by Children’s Book Press,. This wonderful story has gained popularity in classrooms and libraries across the nation. Friends from the Other Side is about a friendship between a young girl and an immigrant boy and his mother. This literary work was praised by The School Library Journal as “an important book touching on a timely and sensitive issue.” Gloria is from south Texas and currently lives in Santa Cruz, California.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES
Read Aloud
Shared Reading
Graphic Organizer
Inference
Drawing Conclusions
Comprehension Strategies
Modeling
Summarization
Cooperative Learning Groups
Accountable Talk
Comparison and contrast
Relate to Personal Experience
Preview and Predict
PRETEACHING
Introduce the concept of curanderismo to students using the curanderismo explanation on p 19. You may wish to have students explore this concept as an independent project or involve their family in sharing their understanding of curanderismo with the students.

PRELIMINARY LESSON PREPARATION
You may wish to display other books written by Gloria Anzaldúa so that students expand their exposure to her.

ACTIVITIES
Introduce the author by having students read the brief biography provided in this lesson, or you may ask students to go online and obtain a more in-depth biography about the author. Student may wish to write their own biographies of Anzaldúa. Preview the story by introducing the genre and story elements like characters, setting, etc. Talk about each story element (characters, setting, beginning, middle and end) and have students relate any personal experiences as an oral language exercise. Many students of Hispanic or Mexican descent have their own versions of the La Llorona. Take a class period to have students share their accounts of La Llorona. Introduce the vocabulary for this lesson and ask students to learn the meaning of the words. Students can show the meaning of a word by drawing a picture, telling what the words means, translating words into Spanish, or writing a phrase or sentence using the word. Try to model use of the words as often as possible in the teaching of this lesson.

Read the selection to students, building comprehension as you read. Incorporate grammar and stress the vocabulary.

RESOURCES/MATERIALS
Pretita and the Ghost Woman by Gloria Anzaldúa
Internet
Short biography on Anzaldúa provided in this lesson

ASSESSMENT
Students enter specified information in the graphic organizer provided at the end of the unit.
Vocabulary Usage
Curanderismo

Curanderismo is a traditional health care system many Mexican-Americans incorporate into their lives. It is a blend of many cultures and beliefs, including Spanish and North American Indian. A curandero or curandera is considered to be a healer and many people visit them when ill.

The curandero/a will use many different techniques to heal someone, including informing that person that it would be best to visit a medical doctor. Curanderas/os also counsel patients and listen to their problems. They use herbs to help someone who is not feeling well.

This tradition is passed down through the generations from one curandero/a to a new one. In Prietita and the Ghost Woman, the reader is able to see that Prietita has already been chosen to be the next curandera for her village. She proves that she is brave and smart.
Gloria Anzaldúa grew up in south Texas near the Mexican-American border. She graduated from Edinburg High School, then continued through college to become a teacher. She spent several years teaching students in south Texas, working with many different types of children.

Gloria eventually became involved with migrant families in the area, representing migrant students who had become a part of the school system. She was, and continues to be, a very strong supporter of the Chicana movement. Though she started out as an artist, Gloria eventually began turning to words as a way to create pictures for people, and therefore became an author.

Today, Gloria Anzaldúa is considered to be a very important Mexican-American/Chicana literary voice. She has both written and edited books for adults and children, for which she is very well known. Many awards have been given to Gloria for her hard work and ability, including the Before Columbus Foundation American Book Award and the Lambda Literary Best Small Book Press Award. She has taught Chicano Studies, creative writing, and feminist studies at several different universities and has been asked to speak at many different functions.

The two books for children that Gloria has written are *Friends from the Other Side* and *Prietita and the Ghost Woman*. *Friends from the Other Side* is about a brave young woman named Prietita who helps a young boy after he crosses into the United States illegally. *Prietita and the Ghost Woman* continues the story of brave Prietita. In this book, Prietita must find a particular plant to help her mother and requires the help of La Llorona in order to find it. The subject of *curanderismo* is also covered in both books.

Gloria Anzaldúa has accomplished many things in her lifetime. She is proud of her Chicana heritage and enjoys sharing that pride with others.
Lesson 2: Lulu Delacre

What will students be learning?

STANDARD(S)
Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)
Students read and recognize literature as a record of human experience. (RW6)
Students relate the visual arts to various historical and cultural traditions. (VA4)

BENCHMARK(S)
Students identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director.
Students read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.
Creating art based on historical and cultural ideas of diverse people.

OBJECTIVE(S)
Students will be introduced to Latina author Lulu Delacre by writing a brief biography about her and her numerous literary works.
Students will read about indigenous cultures like the Taino, Zapotec, Muisca, Quechua, and Inca Civilizations in *Golden Tales* by Delacre.
Students will identify key influences in the life of Lulu Delacre on graphic organizers provided.
Students will identify common elements in each story through a shared activity.
Students will expand their vocabulary by thirty seven words.

SPECIFICS
*Golden Tales* was originally written in Spanish and later translated into English. Presented in this work by Delacre are twelve traditional tales representing thirteen Latin American countries beginning with early indigenous cultures (Inca). Represented in this book are four cultures, including the blending of Spanish and Native cultures. The illustrations are oil paintings and traditional motifs. Students eight years and older will enjoy this wonderful collection of myths and ethnic folktales that honor the Spanish influence in the Caribbean and Mexico. Students may pick and choose various parts of the books since reading it straight through might prove a little difficult. This selection is a great Read Aloud for grades 4-6 and younger.

Delacre developed a wonderful tapestry of introductions and historical information told in a voice that takes the reader back to the beginning. Students will find a map of South America (you may wish to have a map of Latin America posted in your classroom), a pronunciation guide for the Indian and Spanish words, and a note section. Students are encouraged to further research Latin America and read other literature from the Latin American countries.
What will be done to help students learn this?

**INSTRUCTIONAL STRATEGIES**
Read Aloud  
Shared Reading  
Synthesizing  
Summarizing  
Graphic Organizer  
Inference  
Comprehension Strategies  
Modeling  
Cooperative Learning Groups  
Accountable Talk  
Comparison and contrast  
Relate to Personal Experience  
Preview and Predict

**ACTIVITIES**
Begin the class session by introducing students to Lulu Delacre. The introduction can be done by reading her biography provided at the end of this lesson or by having students go online and learn more about Lulu Delacre from various Web sites. Have students write a brief biography to further acquaint themselves with this great author. Students may also turn in their Lulu biographies for credit.

Each student can choose as many tales they wish to read from the book *Myths, Legends, and Folktales from Latin America – Golden Tales* by Lulu Delacre. Using prelabeled index cards (a template is provided on p. 25), student's record elements from the tales read that provide supporting evidence for the category listed in each index card. Cards are then sorted according to category. Ask for a volunteer to come up and read and post his or her card under each category, beginning with *evil*. Other students with similar plot situations concerning evil will follow. Discuss similarities and differences among the stories in these categories as students read and post their cards. Clusters can be labeled in the following categories:

- Evil
- Good
- Magic
- Resolution

**VOCABULARY**
Refer to Vocabulary Appendix.

**RESOURCES/MATERIALS**
*Golden Tales* by Lulu Delacre  
Map of Mexico, Central and Latin America  
Category cards (p. 25) or sticky notes
ASSESSMENT
Students enter specified information in the graphic organizer provided at the end of the unit.
Lulu Delacre

Lulu Delacre was born in Río Piedras, Puerto Rico. She enjoyed growing up there and says, “Climbing up the tamarindo tree with a friend to eat its fruit was as commonplace as hunting for tiny brown lizards. I used to gently open their mouths and hang them from my earlobes as earrings!”

Lulu began painting at an early age. She traveled to many places with her family, including Argentina. After graduating from the Department of Fine Arts at the University of Puerto Rico, Lulu was accepted into “L’Ecole Supérieure d’Arts Graphiques” in Paris, France.

After training to be an artist, Lulu flew to New York to look for a job. She found one quickly by being persistent and knowing exactly what she wanted. She began working for a series of companies as an illustrator. One day she was sketching and created a picture of a little elephant. Everyone loved the sketch, including her editors. They all encouraged her to write a story about the elephant, but she felt she couldn’t because English was not her first language. Eventually, Lulu decided to give it a try. She named the elephant Nathan. He was so popular that she published four books about him.

After drawing Nathan, Lulu began working on her own projects. While singing Spanish songs to her sons one evening, she began to think about the lack of Spanish children’s song books and decided to create her book *Arroz con Leche: Popular Songs and Rhymes from Latin America.*

The next book she created was *Vejigante Masquerader,* which focuses on carnival time in Puerto Rico. Lulu wanted to highlight this tradition because she had grown up being mesmerized by the *Vejigantes.* She was also interested in sharing this tradition with her sons. Knowing that they were seeing the world through two different cultures, two different languages, and two different heritages, Lulu wanted to make sure they understood her culture.

Lulu has continued to write and illustrate her own books. She has also continued to illustrate books written by other people. It is very important to her that children today honor their heritage. Lulu says that children who have two heritages should keep them, nourish them, and always be proud of their dual heritage because “it is a gift.”

**Books**

*Nathan and Nicholas Alexander*

*Nathan’s Fishing Trip*

*Time for School, Nathan!*

*Nathan’s Balloon Adventure*

*Arroz con Leche: Popular Songs and Rhymes from Latin America*

*Los Navidades: Popular Christmas Songs from Latin America*

*Vejigante Masquerader*

*Golden Tales: Myths, Legends, and Folktales from Latin America*
Golden Tales Activity Index Cards

Evil

Good

Resolution

Magic
Lesson 3: Jan Romero Stevens

What will students be learning?

STANDARD(S)
Students read and understand a variety of materials. (RW1)
Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)
Students read and recognize literature as a record of human experience. (RW6)

BENCHMARK(S)
Students use information from their reading to increase vocabulary and language usage.
Students identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director.
Students read classic and contemporary literature of the United States about the experiences and traditions of diverse ethnic groups.

OBJECTIVE(S)
Students are introduced to author Jan Romero Stevens and her literary work, *Carlos and the Squash Plant.*
Students will identify key influences in the life of Jan Romero Stevens on graphic organizers provided.
Students will expand their vocabulary by ten words from the reading.

SPECIFICS
While walking her two sons to school each morning, Jan Romero Stevens would tell them a story about a young boy who hated to take baths and especially hated to wash his ears. One day, a squash plant began to grow out of one them! Each time Jan would tell this story, she would add a detail or a funny line. Then one morning she returned home, sat down, wrote out the story, and sent it to a publisher. They accepted it and published it as *Carlos and the Squash Plant.* She is now writing her fourth Carlos book.

Writing was not new to Jan. As a little girl, Jan published her own small books for fun, and she always wanted to be a writer. Jan has been a Features Editor for the *Arizona Daily Sun* for many years and taught journalism at Northern Arizona University. Yet, what she feels gave her the best training for being a children’s author was reading thousands of books to her sons.

The character of Carlos is a combination of her two sons, Paul and Jacob, because the things that happen to Carlos have often happened to them. Many of her ideas start with her sons and build from there, and Jan says that her sons are her “best and most helpful critics.”

Jan’s books share what life is like in New Mexico. Through pictures, words, and experiences, the reader can better understand what life must be like there. Jan says that the Southwest is her home and where her heart is, and she never wants to move away from its unique culture. The recipe included in the back of *Carlos and the Squash Plant* is a family recipe that she often makes.

Jan enjoys reading her stories to children. She loves watching them smile and laugh and enjoys it when students are able to identify with the characters in her books. She hopes her books will help others to understand the culture of the Southwest.

Encouraging children to write is very important to Jan. She says, “They need to realize that they can do it. It isn’t easy, but it is really fun. There are many careers in writing.” Jan continues to work for the *Arizona Daily Sun* and continues to write whenever she can. Her new book, *Carlos and the Carnival,* will soon be released.
What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES
Read Aloud
Shared Reading
Graphic Organizer
Inference
Drawing Conclusions
Comprehension Strategies
Modeling
Summarization
Cooperative Learning Groups
Accountable Talk
Comparison and contrast
Relate to Personal Experience
Preview and Predict

PRETEACHING
Review vocabulary with students.

PRELIMINARY LESSON PREPARATION
You may wish to display other books written by Jan Romero Stevens so that students expand their exposure to Stevens.

ACTIVITIES
Introduce the author by having students read the brief biography provided in this lesson, or you may ask students to go online and obtain a more in-depth biography about the author. Students may wish to write their own biographies of Stevens. Preview the story by introducing the genre and story elements like characters, setting, etc. Talk about each story elements (characters, setting, beginning, middle and end) and have students relate any personal experiences as an oral language exercise. Introduce the vocabulary for this lesson and ask students to learn the meaning of the words. Students can show the meaning of a word by drawing a picture, telling what the words means, translating words into Spanish, or writing a phrase or sentence using the word. Try to model use of the words as often as possible in the teaching of this lesson.

Read the selection to students, building comprehension as you read. Incorporate grammar and stress the vocabulary.

RESOURCES/MATERIALS
Carlos and the Squash Plant by Jan Romero Stevens
Internet
Short biography on Stevens in lesson

ASSESSMENT
Students enter specified information in the graphic organizer provided at the end of the unit.
Vocabulary Usage
Jan Romero Stevens

Jan Romero Stevens was born in Las Vegas, New Mexico and has lived in both New Mexico and Arizona. She was born to Tommie Trujillo but was adopted by an Anglo family who supported her search for her real parents. The reunion with her real mother was a very positive and joyful encounter. Jan is married to Fred Stevens, and they have two boys, Jacob and Paul. Jan has been a writer and a columnist for Flagstaff’s Arizona Daily Star. Some of Jan’s stories are about her sons and the experience of motherhood.

Jan is a popular guest at schools and libraries, where she is frequently invited to classrooms to speak with young students and audiences. She can speak from experience about the writing process, and her love of writing is evident when she encourages students to enjoy the process, from first draft to final version. She stresses the difference between writing as a journalist and writing as a fiction writer.

An icon whose pride in her culture and heritage is evident in her literature, Jan has written the three books listed below.

Books

Carlos and the Squash Plant
Carlos and the Cornfield
Carlos and the Skunk
Lesson 4: Leyla Torres

What will students be learning?

STANDARD(S)
Students read and understand a variety of materials. (RW1)
Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)
Students read and recognize literature as a record of human experience. (RW6)

BENCHMARK(S)
Students use information from their reading to increase vocabulary and language usage.
Students identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director.
Students read classic and contemporary literature representing various cultural and ethnic traditions from throughout the world.

OBJECTIVE(S)
Students are introduced to author Leyla Torres and her literary work, Saturday Sancocho.
Students will identify key influences in the life of Leyla Torres on graphic organizers provided.
Students will expand their vocabulary by twenty words from the reading.

SPECIFICS
Leyla Torres is a popular Latina author who had her book Saturday Sancocho published in 1995. Her first book, Subway Sparrow, was published in 1993. This wonderful story has gained popularity in classrooms and libraries across the nation. Saturday Sancocho is about a young girl and her wise grandmother. They go to the market to barter for their traditional Saturday meal. This story is about a real experience.
Leyla Torres was born in Bogotá, Colombia where she went to art school in 1981 and began working with Los Matachos, a group of puppeteers where her love of storytelling began.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES
Read Aloud
Shared Reading
Graphic Organizer
Inference
Drawing Conclusions
Comprehension Strategies
Modeling
Summarization
Cooperative Learning Groups
Accountable Talk
Comparison and contrast
Relate to Personal Experience
Preview and Predict

**PRETEACHING**
Introduce the concept of market places to students. Most students in your classroom may have only supermarket experience unless they are from another country like Mexico.

**PRELIMINARY LESSON PREPARATION**
You may wish to display other books written by Leyla Torres so that students expand their exposure to her.

**ACTIVITIES**
Introduce the author by having students read the brief biography provided in this lesson, or you may ask students to go online and obtain a more in-depth biography about the author. Student may wish to write their own biographies of Torres. Preview the story by introducing the genre and story elements like characters, setting, etc. Talk about each story element (characters, setting, beginning, middle and end) and have students relate any personal experiences as an oral language exercise. Introduce the vocabulary for this lesson and ask students to learn the meaning of the words. Students can show the meaning of a word by drawing a picture, telling what the words means, translating words into Spanish or writing a phrase or sentence using the word. Try to model use of the words as often as possible in the teaching of this lesson.

Read the selection to students building comprehension as you read. Incorporate grammar and stress the vocabulary.

**RESOURCES/MATERIALS**
*Saturday Sancocho* by Leyla Torres
Internet
Short biography on Torres included in the lesson

**ASSESSMENT**
Students enter specified information in the graphic organizer provided at the end of the unit.
Vocabulary Usage
Leyla Torres

On October 28, 1960, Leyla Torres was born in Bogotá, Colombia. After becoming interested in art at a very early age, Leyla decided to enter art school. She graduated from art school in 1981 and began working with Los Matachos, a group of puppeteers. As she helped Los Matachos design puppets and develop scripts, Leyla’s love for the art of storytelling began.

Leyla moved to New York City in 1985. Her plan was to live there for one year, then return to Bogotá. But after a few months, Leyla realized that there were many things in New York that could benefit her. She decided to stay and began studying printmaking at the Art Students League.

After years of painting and exhibiting her artwork, Leyla became interested in writing a children’s book. When she remembered the exciting and playful times with Los Matachos, her desire for creating a children’s book grew. In 1993 her first book, Subway Sparrow, was published. This is the story of four people who work together on the subway to release a trapped sparrow. It was very well received and won a Parent’s Choice Award.

In 1995, Saturday Sancocho was published. In this story a young girl and her wise grandmother go to the market to barter for their traditional Saturday meal. This story came from real experiences Leyla had as a child accompanying her grandmother to the market in South America. Her grandmother, whom she called Mama Ana, was a very strong and humble woman who put all of her children through school. Leyla remembers going to the market with Mama Ana and feeling as though they were there forever when Mama Ana would barter for things they needed. Leyla says that she now realizes that Mama Ana was surviving by working hard for what she needed.

The recipe in the back of Saturday Sancocho is Mama Ana’s, passed down to Leyla through her aunts. Leyla said that when her aunts shared this recipe with her, the amounts for the ingredients were not exact. Instead, they included words like “a batch” or “a pinch.” After much trial and error, Leyla came up with the recipe you now see in the back of her book. This traditional dish is delicious!

Leyla writes her books by developing a series of ideas. She then turns the ideas into words, mixing Spanish with English as she creates. She feels that being an artist eased her into becoming an author and illustrator. Leyla believes that everyone has talent. She says, “If you want to do something, work hard. Do not give up, even if you make mistakes. Be well prepared and do not be afraid of rejection.” Leyla lives in Brooklyn, New York with her husband.

Books

Subway Sparrow
Saturday Sancocho
Liliana’s Grandmothers
Illustrator: Two Days in May by Harriett Peck Taylor
Lesson 5: Frida Kahlo

What will students be learning?

STANDARD(S)
Students read and recognize literature as a record of human experience. (RW6)
Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts. (VA2)

BENCHMARK(S)
Students read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.
Students use elements of art, principles of design, and styles of art to communicate ideas and experiences.

OBJECTIVE(S)
Students will be introduced to Latina author and artist Frida Kahlo by writing a brief biography about her and her numerous literary works.
Students will explore the concept of self-portraits and create a self portrait of themselves.
Students will identify key influences in the life of Frida Kahlo on graphic organizers provided.
Students will expand their vocabulary by seventeen words.

SPECIFICS
Some of Frida’s portraits are graphic in nature, and teacher discretion is advised in presenting the artist’s work to students. Frida used self-portraits as a way of understanding who she was. She once said, “I paint self-portraits because I am the person I know best. I paint my own reality. The only thing I know is that I paint because I need to.” Much of Frida’s art represents her own experiences, beginning with her childhood during the Mexican Revolution; a tragic accident at the young age of eighteen that left her disabled; her relationship with her husband, Mexican muralist Diego Rivera and others; her association with the Communist Party; and her love of folklore and dramatic spectacle. Frida kept a journal spanning ten years detailing her inner most thoughts and feelings. She illustrated many of her journal entries.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES
Read Aloud
Shared Reading
Synthesizing
Summarizing
Graphic Organizer
Inference
Comprehension Strategies
Modeling
Cooperative Learning Groups
Accountable Talk
Comparison and contrast
Relate to Personal Experience
Preview and Predict
ACTIVITIES
Have students read the book *Frida Kahlo* by Mike Venezia, or you can do a Read Aloud or Shared Reading. Students can continue to complete the graphic organizer provider with facts from the readings. Use discretion if you ask students to do their own research on Frida Kahlo as they may encounter graphic illustrations that are not appropriate for this grade levels. You may assign the self portrait assignment to students as homework or to be completed in class. However, if it is a class assignment, 12x12 or smaller mirrors (one per student) are needed.

RESOURCES/MATERIALS
Frida Kahlo, written and illustrated by Mike Venezia
Books containing plates of Kaylo’s self portraits (teacher discretion advised).
Art materials for creating self-portraits
Crayons, colored pencils or pastels for self portraits.
Drawing paper or pastel canvas
Mirrors for self portrait

ASSESSMENT
Self Portrait
Students enter specified information in the graphic organizer provided at the end of the unit.
Vocabulary Usage
Lesson 6: Selena Quintanilla Perez

What will students be learning?

STANDARD(S)
Students read and recognize literature as a record of human experience. (RW6)
Students will relate music to various historical and cultural traditions. (Music 5)

BENCHMARK(S)
Students read classic and contemporary literature representing various cultural and ethnic traditions from throughout the world.
Students identify the roles of musicians in history and various cultures.

OBJECTIVE(S)
Students will be introduced to song writer and singer Selena Quintanilla Perez.
Students will identify key influences in the life of Selena Quintanilla Perez on graphic organizers provided.
Students will read various selections/books about Selena incorporating reading comprehension strategies.
Students will identify various story elements.
Students will expand their vocabulary by one hundred and twenty nine words.

SPECIFICS
Selena Quintanilla was born in Lake Jackson, Texas on April 16, 1971 to a family in which music was very important. Selena’s father joined a band called “Los Dinos” when he was in high school. They were known for their Texas and Mexican music that became known as Tex-Mex. Selena’s brothers and sisters were also very musically inclined and soon they were all playing music together with Selena doing vocals. After her father quit his job at chemical company, he opened a Mexican restaurant called Papagallo’s. The family often played at the restaurant, with Selena as the lead singer. Mostly they played for their customers at the restaurant, but sometimes they played at weddings and other community functions. After closing the restaurant due to a decline in business, the family moved to Corpus Christi, Texas. The family fell on hard times and Selena quit school to sing in the band full time to help the family out. She soon was recognized with an award from one of the radio stations that played their songs. When Selena turned fifteen, their popularity had increased and in 1986 she won the Tejano Music Award for female vocalist. In 1992, they had their first hit, “Buenos Amigos.” It was that year that Selena married a member of the band, Chris Perez. In 1993, one recording entitled Selena Live won a Grammy Award for best Mexican American album. Selena had always been interested in designing her own clothing line. She was committed to giving back to her community and did so by visiting schools. In 1995, during a visit to her manager, an argument ensued, and Selena was shot. Selena had just recorded her first album in English, Dreaming of You, which hit the charts after her death. Selena was a role model to many and modeled her pride in her rich heritage by singing in both Spanish and English. She will never be forgotten.
What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES
Read Aloud
Shared Reading
Graphic Organizer
Inference
Drawing Conclusions
Comprehension Strategies
Modeling
Summarization
Cooperative Learning Groups
Accountable Talk
Comparison and contrast

PRELIMINARY LESSON PREPARATION
Poll students and assess how many students know about Selena and establish their depth of knowledge about the Tejano singer. Provide students with the handout on Tejano Music included in the lesson for a brief background on this form of music. You may wish to encourage students to bring CDs or cassettes of their favorite Tejano music to class. Provide time so students can share their favorite cuts in class.
Introduce the vocabulary for this lesson. Set high expectations by holding students accountable for all of the vocabulary over an extended period of time.

Have students identify the genre for the literary selections for this lesson.

ACTIVITIES
Begin lesson by introducing Latina singer Selena Quintanilla Perez to the entire class. Have students read the books about Selena paying particular attention to characters, setting and genre. Students will complete the graphic organizer and the questionnaire on Selena.
Introduce the sequence chart and have students contribute the series of events in Selena’s life.

Assign portions of the vocabulary list to students, completing the entire list over an extended period of time.

RESOURCES/MATERIALS
Remembering Selena: A Tribute in Pictures and Words by Himilce Novas and Rosemary Silva
Songs of the Homeland (video)
Selena’s CDs
Famous People of Hispanic Heritage, Vol. III by Barbara J. Mavis

ASSESSMENT
Students enter specified information in the graphic organizer provided at the end of the unit.
Vocabulary Usage
Tejano Music

Tejano music originated in South Texas. Its early beginnings combined the sounds of the accordion music of German and Eastern European settlers with strings, creating what was called Conjunto music. This music was popular among Tejanos, the Mexican-Americans who lived in Texas. Musicians would travel the roads of Texas, following the migrant workers who worked in the fields. The Conjunto musicians would play for the workers in the evenings. Some record companies came to Texas and recorded several early Conjunto stars.

In Texas at this time, Latinos were not allowed to use the same bathrooms, eat in the same restaurants, or even shop in the same stores as white people. It was a difficult time, but the Tejanos’ lively spirit and the strong polka beat of the Conjunto music helped to keep life bearable.

After World War II, things began to change. Mexican-American soldiers who returned from the war began to move into the cities. They looked for music of their own that resembled the big band sounds of the time. Isidro Lopez and Beto Villa created complete string and horn orchestras that kept the middle class dancing. Conjunto music was then considered country or “ranch” music, the music of the field workers.

Through the rock-and-roll era, the Tejano sounds began to change. The accordion was reintroduced and combined with the sounds of strings and horns. Lyrics were also added. This combination created what is now called Tejano music, music with a strong polka beat arranged with traditional Mexican, rap, country, Latin, pop, and other influences. This music is now popular all over the world, fueled by the life and death of Selena, Tejano superstar.
Lesson 7: Gloria Estefan

What will students be learning?

STANDARD(S)
Students read and recognize literature as a record of human experience. (RW6)
Students will relate music to various historical and cultural traditions. (Music 5)

BENCHMARK(S)
Students read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.
Students identify the roles of musicians in history and various cultures.

OBJECTIVE(S)
Students will be introduced to song writer and singer Gloria Estefan.
Students will identify key influences in the life of Gloria Estefan on graphic organizers provided.
Students will read various selections/books about Gloria incorporating reading comprehension strategies.
Students will identify various story elements.
Students will increase their vocabulary by fifty-nine words.

SPECIFICS
Gloria Estefan was born Gloria Maria Fajardo in Havana, the capital of Cuba, on September 1, 1957. Her Spanish heritage and what was happening in Cuba during the 1950s and 1960s shaped Gloria’s childhood and life. Gloria’s family fled Cuba when the Batista regime was toppled by Fidel Castro and Che Guevara. The family first went to Texas and then lived in South Carolina and finally moved to Miami, Florida. The transition to their new life was difficult since they had very little money. Gloria mastered English quickly and studied other languages like French. Gloria was always interested in music, writing songs, singing, and playing her guitar. Gloria helped take care of her father—who became very ill after serving in the Vietnam War—and her little sister, Becky for several years. Gloria continued to be an honor student despite her family responsibilities. Gloria then met Emilio Estefan who on one occasion asked her to sing some songs with his band at a wedding. Gloria ended up receiving a standing ovation and was later asked to join the band permanently. Gloria worked hard and eventually the friendship with Emilio became a romance.

Singer, songwriter and producer, Gloria Estefan—with husband, producer, Emilio Estefan and Sebastian Krys—has worked on many projects over the years. Her huge success has come from a great sense of mission and being an awesome entertainer, vocalist and writer. She is a mainstay in both Latin and pop cultures. Gloria was asked to join The Latin Boys as the lead singer by Emilio Estefan who was then fronting the band. After working together for some time, Emilio asked Gloria to be his wife. She gained much by accepting both offers. The group became The Miami Sound Machine and the 80s had been top albums like *Cuts Both Ways, Let It Loose*, and various hit singles like “Conga,” “1-2-3-4,” “Anything for You,” and “Rhythm Is Going to Get You.”

Gloria’s career is a rich tapestry of stellar entertainment which included the official theme for the 1996 Summer Olympics, three Grammy Awards, one Latin Grammy Award for directing her first video, “No Me Dejes De Querer,” and an Oscar nomination for the title song in movie, “Music Of The Heart.” Gloria Estefan is the most successful Latin crossover artist in the history of pop music.
What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES
Read Aloud
Shared Reading
Graphic Organizer
Inference
Drawing Conclusions
Comprehension Strategies
Modeling
Summarization
Cooperative Learning Groups
Accountable Talk
Comparison and contrast

PRELIMINARY LESSON PREPARATION
Poll students and assess how many know about Gloria, and establish their depth of knowledge about the Cuban singer. Provide students with the Venn Diagram handout on Gloria and Selena included in the lesson for a brief analysis of the two singers. You may wish to encourage students to bring CDs or cassettes of their favorite Gloria music. Provide time so students can share their favorite cuts in class.

ACTIVITIES
Begin the lesson by introducing Latina singer Gloria Estefan to the entire class. Have students read the books about Gloria, paying particular attention to story elements such as characters and setting. Students will complete the graphic organizer and the Venn Diagram on Gloria and Selena.

RESOURCES/MATERIALS
Gloria Estefan by Rebecca Stefoff (English and Spanish copies)
Gloria Estefan CD’s

ASSESSMENT
Students enter specified information in the graphic organizer provided at the end of the unit.
Vocabulary Usage
Venn Diagram comparing two Latinas
Venn Diagram

Use the Venn diagram to explain how Gloria Estefan and Selena are alike and different.

Name ___________________________ Date ______________

Gloria Estefan

Selena
Lesson 8: Joan Baez

What will students be learning?

STANDARD(S)
Students read and recognize literature as a record of human experience. (RW6)
Students will relate music to various historical and cultural traditions. (Music 5)

BENCHMARK(S)
Students read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.
Students identify the roles of musicians in history and various cultures.

OBJECTIVE(S)
Students will be introduced to song writer and singer Joan Baez and the cultural and political contributions made by her.
Students will identify key influences in the life of Joan Baez on graphic organizers provided.
Students will read various selections/books about Joan incorporating reading comprehension strategies.
Students will identify various story elements.
Students will expand their vocabulary by 28 words.

SPECIFICS
Joan Baez was born in Staten Island, New York on January 9, 1941. She has two sisters, one older and one younger. Her father was Dr. Albert Baez, a physicist, and Joan Bridge Baez. Her father was of Mexican descent and son of a minister and her mother was English-Scotish, daughter of an Episcopalian minister and professor of drama. Way before Joan picked up a guitar, she played “Honey Love” on a ukulele at a talent show when she was fourteen. She began singing in a church choir and then moved on to coffee houses at Boston University. Then came her 1959 Newport Folk Festival debut. Shortly after that she signed on with Vanguard Records.

Joan Baez is a woman with a social conscience who joined the Civil Rights Movement and the causes like the peace movement that went hand in hand with civil rights. She was a spokeswoman for non-violent resistance and against immoral authority. She has always stood for the ideals that define moral courage. Her beautiful voice has become the vehicle through which she meets the world head on. Joan Baez has always been known for speaking her mind and eventually got to hear Dr. Martin Luther King speak, giving a label for her philosophy, nonviolence.
What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES
Read Aloud
Shared Reading
Graphic Organizer
Inference
Drawing Conclusions
Comprehension Strategies
Modeling
Summarization
Cooperative Learning Groups
Accountable Talk
Comparison and contrast

PRELIMINARY LESSON PREPARATION
Poll students and assess how many students know about Joan and establish the depth of knowledge about the singer. You may wish to provide a CD on Joan Baez since students may be hard pressed to provide one.

ACTIVITIES
Read the book on Joan Baez or allow students to search for information on their own. Build comprehension as you read. Incorporate grammar and stress the vocabulary. Actively listen and observe as the teacher reads aloud a biography of Joan Baez. Begin to fill in the graphic organizer with information learned from the biography. Listen to music and/or view a video of Joan Baez. Read together with the class and teacher “Human Rights Activism.” Discuss the social contributions of Joan Baez.

ASSESSMENT
Students enter specified information in the graphic organizer provided at the end of the unit. Vocabulary Usage

RESOURCES/MATERIALS
Joan Baez: Folksinger for Peace by Maritza Romero
Famous People of Hispanic Heritage, Volume III by Barbara J. Mavis
“Social Activism” by Leigh Hiester
Music and/or video of Joan Baez
Human Rights Activism

Human rights are the rights that every person has. These rights include the right to live, the right to food and shelter, and the right to think for oneself. Human rights activists strive to make sure that people all over the world are able to have these basic rights. These people challenge governments by letting the public know what the government is doing. They hold rallies, give speeches, and talk to government officials about issues, sometimes ending up in jail due to their beliefs.

Human rights activists believe that countries should make changes in order to make sure all people’s rights are honored. As Joan Baez once said, “That one change that will be valid, that will get us out of this century without blowing ourselves to smithereens, will be to recognize that human life is sacred. And then you change everything. You have to change everything.”

Joan Baez is a human rights activist who believes in nonviolence. When she protests against governments and ideas that she does not agree with, no one is hurt. One of the main ways she has shared her beliefs is through her music. She has not been afraid to lead others in nonviolent human rights activism, and she continues to do so today.
Unit Assessment

How will the student demonstrate proficiency?

PERFORMANCE TASK (LATINA BLOOM BALL)
See the instructions for the performance task on the next page.

SCORING RUBRIC

4. All circles were filled in completely and accurately. Complete sentences, proper punctuation, and neat writing were used by the student. Creativity was evident. The project was colored nicely.

3. All circles were filled in completely and accurately. Complete sentences, proper punctuation, and neat writing were used by the student.

2. Most of the circles were filled in completely and accurately. Complete sentences and proper punctuation were evident, but not consistent.

1. The project was not completed.
Student Instructions for Latina Bloom Ball Activity

A. Cut out 12 circles from the pattern provided by your teacher. Be sure to cut only the outside of the circle. Write your name on the back of each circle and number them from 1 to 12.

B. You will be writing inside the lines forming the five-sided shape (pentagon). Be sure not to cross the lines with your writing or pictures. The space between the pentagon and the circle will be folded to create the ball when you are finished writing.

C. Write the answers to the following questions inside your numbered pentagons.

Knowledge:
1, 2, 3: Choose three women you have learned about in this unit. Write their names artistically in each circle. Then add four facts about each one using complete sentences.

Comprehension:
4, 5: Choose two subjects that you have learned about in this unit (Tejano music, curanderos/as, foods, etc.). Describe each subject and explain why it is important in Latino culture. Be sure to include important facts and details about each one.

Application:
6: Choose a different woman you learned about in this unit. Draw a picture that represents what you have learned about her.

Analysis:
7, 8: On these two circles, compare and contrast two women you have learned about. Write the comparisons in one circle, and contrasts in the other, using complete sentences.

Synthesis:
9: Create a poem about a woman or subject you studied in this unit. This poem should have at least two verses.

10: Design a mini-poster that will fit on a circle. This mini-poster will advertise one woman and her work.

Evaluation:
11: Consider what you have learned about Latina women in this unit. Write one paragraph summarizing what you have learned using complete sentences.

12: Decide on one area you have learned about that you would recommend to a friend. In one paragraph, write a letter to a friend explaining what the subject is and why you think your friend should learn about it.

D. When you have finished writing all the answers, color the circles and fold the edges of the pentagon up. Glue or staple the edges together, creating a ball.

Adapted from an activity created by Elizabeth Weller
Latina Bloom Ball Activity Cut-Out
1. Gloria Anzaldúa

People and Events that Influenced her

How These People and Events Shaped Her Life

How She Has Influenced Others

2. Lulu Delecre

People and Events that Influenced her

How These People and Events Shaped Her Life

How She Has Influenced Others
Pass It On! Latina Women Influences Graphic Organizer

Name ____________________________ Date___________

5. Frida Kahlo

How These People and Events
Shaped Her Life

People and Events that Influenced her

How She Has Influenced Others

6. Selena Quintanilla Perez

How These People and Events
Shaped Her Life

People and Events that Influenced her

How She Has Influenced Others
<table>
<thead>
<tr>
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<th>How These People and Events Shaped Her Life</th>
<th>How She Has Influenced Others</th>
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<tbody>
<tr>
<td>Gloria Estefan</td>
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<tr>
<td>Joan Baez</td>
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</tbody>
</table>

Name ____________________________ Date ______________
Pass It On! Latina Women Influences Writing Activity

Student’s Name _______________________________ Date ________________

Events and people influence how we act and think and what we do with our lives. Choose one of the Latinas you have studied in this unit and list the influences she experienced, how those influences contributed to her life, and how her life might influence others.

I am writing about _____________________________________ (Name of woman studied in this unit)

Use your lists to write about what influenced the woman you chose, how the influences shaped her life, and how she has influenced others. Each box on this page should be one paragraph. Be sure that each paragraph flows smoothly into the next.
Appendix 1: Student Vocabulary Lists

<table>
<thead>
<tr>
<th>Lesson 1: Gloria Anzaldúa</th>
<th>Lesson 2: Lulu Delacre</th>
<th>Lesson 3: Jan Romero Stevens</th>
<th>Lesson 4: Leyla Torres</th>
<th>Lesson 5: Frida Kahlo</th>
<th>Lesson 6: Selena Quintanilla Perez</th>
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<td>International</td>
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</tbody>
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Appendix 1: Student Vocabulary Lists

Lesson 6: Selena Quintanilla Perez (cont’d)

Entrepreneurial
Endorsement
Award
Humor
Entertainer
Fame
Rehearsal
Affinity
Prima donna
Captivated
Comedian
Genius
Permeates
Refurbish
Witness
Heartthrob
Bungee jumping
Privacy
Mortals
Insistent
Enterprise
Burgeoning
Fraud
Perished
Eulogy
Premeditated
Hero
Episode
Studio
Pop music
Witty
Gig
Transactions
Boutique
Talent
Generosity
Host
Turf

Introspective
Chaperone
Tension
Contract
Debut
Luxury
Fortune
Stere
Indulge
Passion
Challenges
Slenite
Remorse
Fan club
Metaphor
Enterprise
Clout
Deranged
Pilgrimage
Coastal
Heroine
Barricade
Accordion
Tejano music
Traditional
Recording
Prankster
Millionaire
Audience
Humility
Producer
Manager
Matador
Exaggerated
Official
Stardom
Cameo
Real estate
Relocate
Designs
Upbeat
Tobogganing
Celebrity

Moonstone
Status
Clamoring
Competent
Erode
Despair
Mementos
Congregation

Lesson 7: Gloria Estefan

Insistent
Gust
Political
Lull
Paralyzed
Heritage
Spiritualist
Resistance
Civil War
Immigrants
Retribution
Fiasco
Obstacle
Tedious
Demure
multicolored
flurries
refugees
jackknifed
paramedic
colonized
seargent
regime
guerrilla
ethnic
atrocities
barracks
translator
hobby
industry

crsscrossed
cargo
invalid
excruciating
colleagues
descent
censorship
oppression
revolutionary
assimilate
belief
barriers
ballad
adolescent
toddler
granite
antidrug
decade
conscious
treacherous
independence
dissent
corruption
exile
schemes
spheres
invasion
inherited
timid

Lesson 8: Joan Baez

Activist
Minister
Folk music
Audience
Concert
Laborious
Inspiration
Performer
protest
Appendix 1: Student Vocabulary Lists

Lesson 8: Joan Baez (cont’d)

campus
rigid
optimism
amnesty
humiliation
Draft resistance
nonviolence
acre
spirituals
melody
jazz
career
dilemma
instrumental
pacifist
ballads
studio
mimic
refugee
### Appendix 1: Vocabulary Worksheets

**Name_____________________________**

**Lesson 1: Gloria Anzaldúa**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curandera</td>
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<td>Trespassers</td>
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Appendix 1: Vocabulary Worksheets  Name_____________________________

Lesson 2: Lulu Delacre

Chronicals__________________________________________________________

Tribes _____________________________________________________________

Inhabitants __________________________________________________________

Immune _____________________________________________________________

Intermixed __________________________________________________________

Anguish _____________________________________________________________

Sorrow ______________________________________________________________

Cathedral ____________________________________________________________

Loyalty ______________________________________________________________

Siege ________________________________________________________________

Courtyard ____________________________________________________________

Whimper _____________________________________________________________

Corpse _______________________________________________________________

Reprimand ____________________________________________________________

Anchor ______________________________________________________________

Artillery _____________________________________________________________

Pillaging _____________________________________________________________
Appendix 1: Vocabulary Worksheets  Name_____________________________

Lesson 2: Lulu Delacre (cont’d)

Diocese ____________________________________________________________

Shrapnel ___________________________________________________________

Chaos _____________________________________________________________

Quantity ___________________________________________________________

Dysentery ___________________________________________________________

Deception __________________________________________________________

Niche _____________________________________________________________

Foreigners __________________________________________________________

Cowardice __________________________________________________________

Lagoon _____________________________________________________________

Arrogant ___________________________________________________________ 

Persistent __________________________________________________________

Ancient ____________________________________________________________

Legendary __________________________________________________________

Infinite _____________________________________________________________

Procession __________________________________________________________

Hastily ______________________________________________________________
Appendix 1: Vocabulary Worksheets  

Lesson 2: Lulu Delacre (cont’d)

Tenacity ____________________________

Arrogant ____________________________

Convent ____________________________

Devotion ____________________________
Appendix 1: Vocabulary Worksheets  Name_____________________________

Lesson 3: Jan Romero Stevens

Fertile ___________________________________________________________

Cottonwood tree __________________________________________________

Breezy ___________________________________________________________

Shrink ___________________________________________________________

Chorizo __________________________________________________________

Blossoms _________________________________________________________

Tumbleweeds _____________________________________________________

Calabacitas _______________________________________________________

Tortillas _________________________________________________________

Desperate ________________________________________________________
Appendix 1: Vocabulary Worksheets  Name_____________________________

Lesson 4: Leyla Torres

Stew________________________________________

Aroma________________________________________

Dozen________________________________________

Marker________________________________________

Classmate____________________________________

Exchange____________________________________

Haggled______________________________________

Ladle________________________________________

Persuade____________________________________

Cassava______________________________________

Simmering____________________________________

Cilantro______________________________________

Apron_______________________________________

Plantains____________________________________

Bartering____________________________________

Ingredient____________________________________

Cumin_______________________________________
Lesson 4: Leyla Torres (cont’d)

Siesta

Bargain

Pout
Appendix 1: Vocabulary Worksheets  

Lesson 5: Frida Kahlo

Portrait ____________________________________________

Polio _____________________________________________

Ancient ____________________________________________

Easel _____________________________________________

Disagreement __________________________________________

Idols ______________________________________________

Architecture _________________________________________

Popular _____________________________________________

Talent _____________________________________________

Unpleasant __________________________________________

Rebel ______________________________________________

European ____________________________________________

Argument __________________________________________

Shocking ___________________________________________

Mural ______________________________________________

Authority __________________________________________

Homesick __________________________________________
Appendix 1: Vocabulary Worksheets  Name_____________________________

Lesson 6: Selena Quintanilla Perez

Composer ____________________________________________________________

Negotiation __________________________________________________________

Justice ______________________________________________________________

Tragedy ______________________________________________________________

Rhythm ______________________________________________________________

Synthesizer __________________________________________________________

Bankrupt _____________________________________________________________

Correspondence ______________________________________________________

Custard ______________________________________________________________

Anonymity ____________________________________________________________

Guitarist _____________________________________________________________

Poised ________________________________________________________________

Poignant ______________________________________________________________

Duets __________________________________________________________________

Pose __________________________________________________________________

Trademark ____________________________________________________________

Carefree ______________________________________________________________
Appendix 1: Vocabulary Worksheets  Name_____________________________

Lesson 6: Selena Quintanilla Perez (cont’d)

Mainstream ____________________________________________________________

Role _________________________________________________________________

Modest _______________________________________________________________

Upscale _______________________________________________________________

Signature _____________________________________________________________

Repertoire ____________________________________________________________

Parasailing ____________________________________________________________

Exhilarating ____________________________________________________________

Lunar eclipse _________________________________________________________

Shelter ________________________________________________________________

Envision ______________________________________________________________

Designate _____________________________________________________________

Embezzle _____________________________________________________________

Dismal _________________________________________________________________

Lament ________________________________________________________________

Assailant ______________________________________________________________

Team _________________________________________________________________
Appendix 1: Vocabulary Worksheets  Name_____________________________

Lesson 6: Selena Quintanilla Perez (cont’d)

Custody ___________________________________________________________

Pitch _______________________________________________________________________

Salsa _______________________________________________________________________

Treat _______________________________________________________________________

International ___________________________________________________________________

Entrepreneurial _________________________________________________________________

Endorsement ______________________________________________________________________

Award ________________________________________________________________________

Humor  _______________________________________________________________________

Entertainer _____________________________________________________________________

Fame ________________________________________________________________________

Rehearsal ______________________________________________________________________

Affinity _________________________________________________________________________

Prima donna ______________________________________________________________________

Captivated _____________________________________________________________________

Comedian _______________________________________________________________________

Genius _________________________________________________________________________
### Appendix 1: Vocabulary Worksheets

| Name ________________________________ |

#### Lesson 6: Selena Quintanilla Perez (cont’d)

<table>
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<td>Episode</td>
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Appendix 1: Vocabulary Worksheets  Name____________________________

Lesson 6: Selena Quintanilla Perez (cont’d)

Pop music _______________________________________________________

Witty __________________________________________________________

Gig ____________________________________________________________

Transactions ___________________________________________________

Boutique ________________________________________________________

Talent __________________________________________________________

Generosity _____________________________________________________

Host __________________________________________________________

Turf ____________________________________________________________

Introspective __________________________________________________

Chaperone _____________________________________________________

Tension _________________________________________________________

Contract ______________________________________________________

Debut __________________________________________________________

Luxury _________________________________________________________

Fortune _________________________________________________________

Stereo _________________________________________________________
Appendix 1: Vocabulary Worksheets

Lesson 6: Selena Quintanilla Perez (cont’d)

Indulge

Passion

Challenges

Slenite

Remorse

Fan club

Metaphor

Enterprise

Clout

Deranged

Pilgrimage

Coastal

Heroine

Barricade

Accordion

Tejano music

Traditional
Appendix 1: Vocabulary Worksheets  Name_____________________________

Lesson 6: Selena Quintanilla Perez (cont’d)

Recording _____________________________

Prankster _____________________________

Millionaire ____________________________

Audience ______________________________

Humility ______________________________

Producer ______________________________

Manager ______________________________

Matador ______________________________

Exaggerated __________________________

Official ______________________________

Stardom ______________________________

Cameo ________________________________

Real estate ___________________________

Relocate ______________________________

Designs ______________________________

Upbeat ________________________________

Tobogganing __________________________
Appendix 1: Vocabulary Worksheets    Name_____________________________

Lesson 6: Selena Quintanilla Perez (cont’d)

Celebrity ________________________________________________________________

Moonstone ______________________________________________________________

Status _________________________________________________________________

Clamoring _______________________________________________________________

Competent ______________________________________________________________

Erode ________________________________________________________________

Despair ________________________________________________________________

Mementos ______________________________________________________________

Congregation ____________________________________________________________
Appendix 1: Vocabulary Worksheets  Name____________________________

Lesson 7: Gloria Estefan

Insistent

Gust

Political

Lull

Paralyzed

Heritage

Spiritualist

Resistance

Civil war

Immigrants

Retribution

Fiasco

Obstacle

Tedious

Demure

multicolored

flurries
Appendix 1: Vocabulary Worksheets  Name_____________________________

Lesson 7: Gloria Estefan (cont’d)

refugees __________________________________________________________

jackknifed ________________________________________________________

paramedic _________________________________________________________

colonized _________________________________________________________

sergeant _________________________________________________________

regime __________________________________________________________

guerrilla _________________________________________________________

ethnic __________________________________________________________

atrocities ________________________________________________________

barracks _________________________________________________________

translator _______________________________________________________

hobby __________________________________________________________

industry _________________________________________________________

criisscrossed _____________________________________________________

cargo __________________________________________________________

invalid _____________________________________________________

excruciating ______________________________________________________
Appendix 1: Vocabulary Worksheets  Name_____________________________

Lesson 7: Gloria Estefan (cont’d)

colleagues ____________________________________________
descent _____________________________________________
censorship __________________________________________
oppression __________________________________________
revolutionary _______________________________________
assimilate __________________________________________
belief ______________________________________________
barriers _____________________________________________
b Pallad _____________________________________________
adolescent __________________________________________
toddler ______________________________________________
granite ______________________________________________
antidrug _____________________________________________
decade ______________________________________________
conscious __________________________________________
treacherous __________________________________________

independence ________________________________________

Appendix 1: Vocabulary Worksheets  Name_____________________________

Lesson 7: Gloria Estefan (cont’d)

dissent ____________________________________________________________
corruption _______________________________________________________
exile _____________________________________________________________
schemes _________________________________________________________
spheres __________________________________________________________
invasion __________________________________________________________
inherited _________________________________________________________
timid _____________________________________________________________
Appendix 1: Vocabulary Worksheets  Name_____________________________

Lesson 8: Joan Baez

Activist _____________________________________________________________

Minister ____________________________________________________________

Folk music __________________________________________________________

Audience ___________________________________________________________

Concert _____________________________________________________________

Laborious __________________________________________________________

Inspiration __________________________________________________________

Performer __________________________________________________________

protest _____________________________________________________________

campus ____________________________________________________________

rigid _______________________________________________________________

optimism __________________________________________________________

amnesty ____________________________________________________________

humiliation _________________________________________________________

Draft resistance ____________________________________________________

nonviolence _________________________________________________________

acre _______________________________________________________________
Appendix 1: Vocabulary Worksheets  Name_____________________________

Lesson 8: Joan Baez

spirituals

melody

career

dilemma

instrumental

pacifist

ballads

studio

mimic

refugee
Bibliography by Category

Gloria Anzaldúa

A wonderful story with a strong female character who helps a boy who has just crossed the Rio Grande river from Mexico into the United States. Deals with issues of immigration and *curanderismo*. Great read aloud. Written in both Spanish and English.

This is a fantastic story of a young girl named Prietita who comes face to face with La Llorona. Prietita is in search of an herb which La Llorona helps her find. This book deals well with the topic of *curanderismo*. Great read aloud. Written in both Spanish and English.

Lulu Delacre

This book is a lot of fun. It is filled with Latin American songs and fantastic illustrations by Delacre. Written in both Spanish and English.

This book includes myths, folktales, and legends from Latin America.

Masks

A colorful book containing pictures and information about the history and use of masks throughout different cultures around the world.

A colorful book containing pictures and information about the history and use of masks throughout different cultures around the world. Readable for 5th graders.

Great information for teachers about the history of masks, along with wonderful photographs of masks from around the world.

Wonderful instructions on how to make almost any mask. Reasonable reading. Great pictures.

Wonderful instructions on how to make almost any mask. Reasonable reading. Great pictures.

Jan Romero Stevens

A funny story about a boy who hates to take a bath. Amazing illustrations and a clever story. Written in both Spanish and English. Great read aloud.

Bibliography (con’t.)
Leyla Torres

  This is the story of four people from different cultures who work together on the subway to release a trapped sparrow. Incredible illustrations. Great read aloud.

  In this story a young girl and her wise grandmother go to the market to barter for their traditional Saturday meal. Incredible illustrations. Great read aloud.

Frida Kahlo

  A fascinating, well-written book about the life of Frida Kahlo. Great reference for teachers who want to learn more about her life. Contains very interesting and often funny insights into the life of Frida Kahlo.

  Another full history of Frida’s life that includes discussion of her paintings. Great reference for teachers who want to learn more about her life. It also include information about what was going on in Mexico during her life.

  This book is not suitable for students to look through on their own, but contains pictures of most of Kahlo’s paintings, which the teacher may want to share with students on a selective basis. It also contains many photographs of Kahlo, as well as a good deal of information the teacher may wish to share.

  An interesting look at Frida Kahlo through her own eyes. Not appropriate for students to read, but there are definitely parts that the teacher could share. A good way to show students how some artists journal, combining pictures with words. Great reference for teachers who want to learn more about her life.

  This book is not suitable for students to look through on their own, but contains large sized pictures of many of Kahlo’s paintings, as well as photographs of her. Great reference for teachers who want to learn more about her life.

  **This video should not be shown to students.** It is a fantastic overview for teachers, but contains some of Kahlo’s more graphic paintings.

  Written by the daughter of Diego Rivera, this beautiful book will entice you to run to the kitchen and begin cooking some of Frida’s favorites! Intertwined with the recipes are stories and pictures that the teacher may want to share with students.

Bibliography (con’t.)

A wonderful book about the life of Frida Kahlo. It contains many photographs and paintings. This book is very well written and contains a great deal of interesting information.

Selena Quintanilla Perez


*Selena, the Final Notes.* Video. Produced by Simitar Entertainment, Inc. Plymouth MN, 1997. This is a two-tape collection. The first video contains footage of the late Selena, her family, her performances, and her fans. **The second video should not be shown to students.**

Tejano Music

*Songs of the Homeland.* Video. Produced by Galan Productions, Inc. Austin, TX, 1996. 60 min. This film contains both an excellent history and a wide sample of Tejano music. It provides an excellent overview of Tejano music.

Gloria Estefan


Immigration


Mayberr, Jodine. *Mexicans.* New York: Franklin Watts, 1990. This book is filled with useful information and pictures concerning the border and immigration. It also includes history of Mexico and is at the 5th grade reading level.

Bibliography (cont.)


Joan Baez
Reference for teachers who want to learn more about Joan Baez. Contains photographs and stories about her life. Accessible to students who are fluent readers.

Reference for teachers who want to learn more about Joan Baez. Contains photographs and stories about her life. Accessible to students who are fluent readers.

This film shares the life of Joan Baez with students. It contains fantastic pictures as well as footage of past performances. The issue of struggles during the period of the 1960s is addressed.

This book contains a section on Baez that details her social activism. A great reference for teachers who want to learn more about Joan Baez.

This book is part of a wonderful series that highlights famous Hispanic people. This particular volume includes a well-written discussion of the folk singer and human rights activist Joan Baez.
About the Author

Leigh Hiester was born and raised in the Rio Grande Valley of South Texas. Having grown up in the border town of Edinburg, the cultural aspects of the society surrounding her became a part of her culture. These early experiences with Latino culture continue to influence her today.

Leigh graduated from Austin College with a bachelors degree in English and a masters degree in Elementary Education. She then returned to Edinburg, Texas where she taught 4th and 5th graders at Jefferson Elementary School. While there, she served on many committees and worked to develop a multi-age program.

After moving to Colorado in 1995, Leigh wanted to ensure that she stayed connected with the Latino culture and was pleased to be hired as a Bilingual/ELA teacher for Denver Public Schools. She currently teaches English Language Acquisition at Knapp Elementary School and has been instrumental in the development of Knapp’s multi-age intermediate program. In the fall, Leigh will begin another masters program with Prescott College, with the focus on administration and experiential education.