

< The Book of Unknown Americans

SECTION 4 L1 L2 **LESSON 3** L4 L5 L6 L7 L8 < >

LESSON OVERVIEW LESSON GOALS TEKS/ELPS TEXTS MATERIALS

LESSON OVERVIEW

We will analyze the author's use of narrative techniques in *The Book of Unknown Americans*.

ACTIVITY 1

CORE

Read

We will analyze the author's use of narrative techniques through questioning and discussion.

ACTIVITY 2

CORE

Read

We will compare two different voices in the text.

ACTIVITY 3

CORE

Read - Write - Discuss

We will analyze a mentor sentence from the passage.

ACTIVITY 4

CORE

Write

For homework, we will read the remaining pages of the novel, pages 264-286.

FOCUS TEKS

- E1.4.G Evaluate details read to determine key ideas.
- E1.6.A Analyze how themes are developed through characterization and plot in a variety of literary texts.
- E1.8.F Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.

SUPPORTING TEKS

- E1.8.D Analyze how the author's use of language achieves specific purposes.

ELPS


- 5F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired

MATERIALS

TOOLS

-  Mentor Sentence Journal
-  The Book of Unknown Americans: Literary Elements and Narrative Techniques Note-Taking Tool
-  Working with Mentor Sentences Tool

QUESTION SETS

-  The Book of Unknown Americans: Section 4 Question Set

< The Book of Unknown Americans

SECTION 4

LESSON 3

ACTIVITY 1

A2

A3

A4

< >

ACTIVITY

LESSON GOALS

TEXTS

MATERIALS

We will analyze the author's use of narrative techniques through questioning and discussion.



Share to Google Classroom

STEP 1

STEP 2

Listen as your teacher or one of your peers reads aloud pages 239–241 of *The Book of Unknown Americans*.

STEP 1

STEP 2

Analyze the passage by answering the following questions:

1. Write down any descriptive phrases or imagery on page 239. What is each phrase describing? What is the tone? What tone does the phrase evoke?
2. How does the tone change on page 240? How does Henríquez change the text structure to denote the tone change? Cite details from the text to support your answer.
3. On the top of page 241, what narrative techniques does Henríquez use to express Alma's emotions? Cite details from the text to support your answer.

TEACHING NOTES

ABOUT THE AUTHOR, CONCEPT, TEXT, TOPIC

The purpose of this activity is to provide students with another opportunity to examine the text for the author's word choice, as well as continued practice deducing the meaning of the text based on structure and organization. Provide students with an opportunity to answer the questions independently, then discuss evidence collected as a whole group. During the discussion, focus on evidence collected and student explanations for each piece of evidence. Encourage various interpretations of the same pieces of evidence, when possible.

Students analyze the thoughts of Alma, a character they have come to know well.

- From the beginning of this vignette, Alma has a different tone. Though she is waiting for Maribel, and previously in the text this was a time of anxiety, now Alma is calm, almost somber, noticing the small details of the world around her from the "flowers of frost etched across the windowpane" to the "old oven, scabbed with rust." "I put on my coat and boots and walked downstairs, standing under the balcony overhang, looking around."
- On page 240, the panic sets in, when Alma cannot find Maribel. There is a brief back and forth between Celia and Alma, creating an urgency in the conversation. By the end of page 240, we see that Alma is no longer entranced by the small details around her as she has not even noticed that it started to snow.
- Examples of narrative techniques used on page 241 are below:
 - Imagery: "feeling myself burrow further into fear"
 - Foreshadowing: "I felt it, then, the full weight of my terror. I felt it low and round in my belly."
 - Descriptive language: the use of repeated questions that reveal Alma's worst fears for Maribel.

< The Book of Unknown Americans

SECTION 4

LESSON 3

A1

ACTIVITY 2

A3

A4

< >

ACTIVITY

LESSON GOALS

TEXTS

MATERIALS

We will compare two different voices in the text.

Listen as your teacher or one of your peers reads aloud pages 248–249.

Working with a partner, write down descriptive phrases on pages 248 and 249. Respond to the following questions in your Learning Log:

1. How does Mayor's use of imagery differ from Alma's?
2. What effect does this difference in voice have on the reader's understanding of the text?



Share to Google Classroom

TEACHING NOTES

ABOUT THE AUTHOR, CONCEPT, TEXT, TOPIC

The analysis of details will help students compare how Henríquez carefully chooses her words to reveal her characters.

Descriptive Phrases:

- “Whole clumps of snow were blowing off the trees and off roofs. Streetlights looked like giant cotton balls.” (p. 248)
- “I rested my own head against the steering wheel and watched her for a while. She was still wearing my coat and her hair was wavy from the snow. Her hands were resting palm up on her lap.” (p. 248)
- “It was completely dark and everything outside was calm, like the snow had formed a cocoon over the world.” (p. 249)

Mayor uses a lot of imagery and figurative language. Unlike Alma's descriptors that focus on feelings, and the structure of sentences that build to show the anxiety she has, Mayor's thoughts flow calmly, as he notices the small details of the world around him. Shorter, decisive sentences help the reader to understand exactly what Mayor is thinking, with little interpretation or implicit meaning.

The matter-of-fact style of writing makes him a very relatable character, who is easy to understand. The dialogue in this section further emphasizes the direct nature of Mayor as a character, and presents the reader with a simple call-and-response structure that leaves little up to interpretation for the reader.

< The Book of Unknown Americans

SECTION 4

LESSON 3

A1

A2

ACTIVITY 3

A4

< >

ACTIVITY

LESSON GOALS

TEXTS

MATERIALS

We will analyze a mentor sentence from the passage.

STEP 1 STEP 2 STEP 3 STEP 4 STEP 5 STEP 6

Follow your teacher's direction regarding grouping, materials, and which mentor sentences you will analyze. Use the **Working with Mentor Sentences Tool** to work through the following steps for each mentor sentence:

Read and unpack: Read the sentence aloud. Unpack any unfamiliar vocabulary using your vocabulary strategies. Paraphrase the sentence in your own words based on your initial understanding.

STEP 1 STEP 2 STEP 3 STEP 4 STEP 5 STEP 6

Deconstruct: Split the sentence up into parts. Determine the parts of speech and function, and note other observations about this part, such as examples of effective diction or changes in verb tense or point of view.

STEP 1 STEP 2 STEP 3 STEP 4 STEP 5 STEP 6

Study concept: Follow along as your teacher reviews the relevant grammatical terms and concepts. Write down your notes on the concepts.

 Share to Google Classroom

TEACHING NOTES

"toolbox," wherein they have a number of techniques at their disposal to use when writing a text.

TEACHING STRATEGIES AND DECISIONS

For this activity, students will be using the **Working with Mentor Sentences Tool**.

Suggested mentor sentence for students to analyze:

I forced myself to imagine scenarios in which Maribel was fine: She was sitting on the bus, twisting her hair between her fingers, staring out the window at the traffic on the street; she was asleep in the bus seat, oblivious to the delay; she was only a block from our apartment, pulling her backpack onto their shoulders, preparing to get off.
(p. 241)

You might select a different sentence(s) for students to analyze. Consider selecting sentences based on grade-level language standards or ones that reinforce the concepts addressed in earlier lessons

For the deconstruction step, it might be helpful if the sentence components are provided on pieces of paper. This way, students can physically manipulate the pieces to play with order, which can help them better see and internalize the structure of the sentence.

STEP 1 STEP 2 STEP 3 **STEP 4** STEP 5 STEP 6

Analyze the sentence: Review, discuss, or revise your deconstruction notes in light of the mini-lesson. Then use the following questions to analyze the sentence:

1. Which parts make up the main clause? The main clause is the main subject and predicate that expresses the central idea of the sentence. Write down the sentence, underlining the main clause.
2. How do the other parts of the sentence (e.g., phrases, clauses, modifiers) enhance the main clause?
3. How could you restructure this sentence so that it relays the same message to the reader? What is the impact of the different structures on your understanding?
4. What revisions need to be made to your initial paraphrasing now that you have increased your understanding of the sentence?

STEP 1 STEP 2 STEP 3 STEP 4 **STEP 5** STEP 6

Analyze mood, tone, and meaning: Respond to the following questions:

1. What mood does the author create in this sentence?
How do they create it?
2. What tone is conveyed by the author in this sentence?
How is that tone conveyed?
3. What does this sentence contribute to the ideas in the text?
4. How does the sentence expand your understanding of the text or author?

STEP 1 STEP 2 STEP 3 STEP 4 STEP 5 **STEP 6**

Practice Writing: Use your analysis of the mentor sentence to craft a new sentence, revise one of your sentences in your Learning Log, or draft a sentence you plan to use on the Section Diagnostic, mimicking what the author does in terms of their structure, style, grammar, or punctuation.

TEACHING NOTES

You can allow an opportunity for students to share their practice sentences in some way at the close of the activity, whether that is with a partner or the whole class. Vary the sharing throughout the mentor sentence lessons to maintain student interest and to allow them to hear from more of their peers.

You can decide if students will work as a whole class, in trios, in pairs, or individually on the whole set of mentor sentences, on an assigned sentence, or on multiple sentences.

STUDENT SUPPORT AND DIFFERENTIATION

In future mentor sentence activities, consider a gradual release of responsibility in which the students perform more and more of the chunking into parts themselves.

As students work, check on them individually to monitor their understanding, push their thinking, and support them.

Collect their practice sentences and review them to see which students might benefit from additional instruction or revision.

If students struggle to understand the mentor sentences, you might have them look for examples of the concept in their independent reading, or you might have them manipulate sentence strips so they can clearly see the different parts of a sentence.

If students master the concepts quickly, you might have them experiment with grammatical rules to create sentences that move beyond the model. For example, if students conceptually understand that a semicolon links independent clauses, you might encourage them to use a semicolon to link more than two independent clauses, for effect.

You might also have English learners think about how the construction of a mentor sentence compares to the construction of sentences in their home language, in order to build connections from one language to another.

Activity 4

For homework, we will read the remaining pages of the novel, pages 264-286.



Share to Google Classroom

TEACHING NOTES

STUDENT SUPPORT AND DIFFERENTIATION

If students are not able to easily discern themes or ideas on their own, you can tell them to consider the ideas of culture, ethnicity, gender, adversity, triumph, or life experience when completing their **Literary Elements and Narrative Techniques Note-Taking Tools**.

For homework, read and annotate pages 264-286 of *The Book of Unknown Americans*. Write down four entries in your **Literary Elements and Narrative Techniques Note-Taking Tool**. When logging them, think of recurring ideas or themes that are emerging.

Write down one sentence that stands out to you as interesting or that represents a strong example of a particular concept you have learned in your **Mentor Sentence Journal**.

3: Study Concepts	Notes
<p>Follow along as your teacher reviews the relevant grammatical terms and concepts.</p> <p>Record your notes on the concepts.</p>	

4. Analyze the Sentence	Notes
<p>Review, discuss, or revise your deconstruction notes in light of the mini-lesson.</p> <p>Then, use questions to analyze the sentence in reference to concepts:</p> <ol style="list-style-type: none"> 1. Which parts make up the main clause? The main clause is the main subject and predicate; it expresses the central idea of the sentence. Write down the sentence, underlining the main clause. 2. How do the other parts of the sentence (e.g., phrases, clauses, modifiers) enhance the main clause? 3. How could you restructure this sentence so that it still relays the same message to the reader? What is the impact of the different structures on your understanding? 4. What revisions need to be made to your initial paraphrasing from Step 1 now that you have increased your understanding of the sentence? 	

5. Analyze Mood, Tone, and Meaning	Notes
<p>Respond to the following questions:</p> <ol style="list-style-type: none">1. What mood does the author create in this sentence? How do they create it?2. What tone is conveyed by the author in this sentence? How is that tone conveyed?3. What does this sentence contribute to the ideas in the text?4. How does the sentence expand your understanding of the text or author?	

6: Practice Writing	Notes
<p>Use your analysis of the mentor sentence to craft a new sentence or to revise a sentence you have written, mimicking what the author does in terms of their structure, style, grammar, or punctuation.</p>	

THE BOOK OF UNKNOWN AMERICANS: LITERARY ELEMENTS AND NARRATIVE
TECHNIQUES NOTE-TAKING TOOL

NAME:

Page	Textual Detail	Type of Detail	Analysis How does the literary element or narrative technique shape the reader's understanding of the text?

Types of Details

SE - Setting
PL - Plot
CO - Conflict
POV - Point of View
PER - Perspective
CH - Characterization

TH - Theme
TO - Tone
MO - Mood
FO - Foreshadowing
IR - Irony
FL - Figurative Language

DI - Dialogue
FL - Flashback
FR - Frame Narrative
FP - Shift in Narration
ME - Metaphor
I - Imagery

THE BOOK OF UNKNOWN AMERICANS: LITERARY ELEMENTS AND NARRATIVE
TECHNIQUES NOTE-TAKING TOOL

NAME:

Page	Details	Type of Detail	Analysis

MENTOR SENTENCE JOURNAL

NAME: _____

As you read the texts in this unit, add powerful or interesting sentences to your journal that you want to study or emulate in your own writing.

Text Citation	Sentence	What makes the sentence interesting or a strong example of a language concept?

Text Citation	Sentence	What makes the sentence interesting or a strong example of a language concept?

Text Citation	Sentence	What makes the sentence interesting or a strong example of a language concept?

As needed, add more sentences to your Learning Log.