

Strawberry Fields, Joaquin's Journey Teacher's Guide

Table of Contents

Note to Teachers

Before You Read

Project Research Based Activities

Writing/Reading Expectations

Introduction

Character List

Chapter 1-5

- Characterization
- Figurative Language
- Question Stems for Chapters 1-5
- Vocabulary Lesson
- Quotes for Discussion

Chapter 6-10

- Responses to Literature
- Character Traits and Conflict
- Vocabulary Lesson
- Concept Maps
- Exit Ticket
- Essay Writing-Open Ended Responses (OERs)
- Essay Writing-Statement, Explanation, & Evidence (SEE report)
- Quotes for Discussion

Chapter 11-15

- Review
- Setting
- Flashbacks
- Conflict
- Modeling Activity
- Characterization
- Historical Integration
- Student Projects and Products
- Quotes for Discussion

Chapter 15-20

- Point of View
- Using Mentor Texts
- Partner/Group Activity
- Character Traits and Conflict
- Vocabulary
- Figurative Language
- Quotes for Discussion

Chapter 20-25

- Discussion Questions
- Partner/Group Activity
- Stop & Jot Activity
- Summary Activity
- Discussion
- Questions Stems

Chapter 25-32

- Inference & Inference Activity
- Plot Relationship Chart
- Quotes for Discussion
- Theme & Questions for Theme

Key

About the Author

About the Teacher's Guide Author

References

Online Resources

Note to Teachers

This guide supports English Language Arts teachers by recommending classroom activities aimed at enhancing student comprehension and developing writing skills. Through the development of analytical skills—keeping the *TEKS* in mind—students learn to identify characters' traits, motivations and connect these to themes throughout the story. Further, the selections of chapters into groups in this guide can be used interchangeably to promote differentiated learning. Throughout this guide, students will review, practice, and learn a range of “before during and after” reading strategies to discover the elements of fiction. Students will collaborate to exchange personal responses, interpretations, and insights.

See the resources page and key for additional information. (See pgs. 19-20)

See

http://www.esc20.net/users/gendocs/ELAR/ELAR_TEKS_K-12.pdf

Before You Read

From the fore ward, Strawberry Fields, Joaquin’s Journey:

“The strawberry fields which Joaquin nostalgically recalls from his youth are from the mid-1960s in rural southern Michigan, in places like Decatur. The music he recalls is from Motown. Now, thirty-something years later, he is flying to Chicago, then driving to Decatur for a brief visit and then returning to his law practice. His journey will retrace the very roads he traveled in his youth to draw from memory the sights, sounds and scents that were his strawberry fields of the 1960s.

A fun visit or is Joaquin in search of something?

We will join Joaquin on his journey of rediscovery and reinterpretation of events and relationships from his adolescence. These include his imagined epic battles with his immigrant father who regretted ever coming to America and saw his children slipping away into Americana. He also has a strange, blurry mental image of a blonde.

Before embarking on his trip, a strange jingle – “Grandfather tree, grandfather tree, please show me what I can’t see” – imbeds in his thoughts. Annoying at first, it will become a worrisome obsession. As he nears his eventual destination, Joaquin’s memory of the blonde sharpens. Who was she? What ever happened to her?”

The novel is set in South Texas and in Michigan which makes it particularly appropriate for a significant segment of the student population in South Texas and their families. Historical settings and events, location, geography and the uniqueness of its characters provide abundant and manifold areas of interest that may be tapped by the teacher. The novel demands a high level of reading and comprehensive skills. Some chapters, or segments therein; however, can be focused on more deeply and skillfully to induce student dialogue and cooperative learning to tackle the entire novel.

Project Research-Based Activities

How can we induce students to read, enjoy and understand literature? Therein lies one of our noblest goals as teachers. Perhaps the teacher can develop projects to interest students in developing their individual reading, writing and research skills. *Strawberry Fields – Joaquin’s Journey* can be used to interest students in various research topics. A few examples are the following: (1) criminal arraignment: describe and explain its purpose; what laws require arraignments, (2) what are irrigation canals and how did they develop; what laws govern their use, (3) where do strawberries grow and how are they picked and processed and shipped to grocery stores, and (4) the process of converting of corn to tortillas: who originated the process, what is the demographic market for tortillas, compare the national sales revenue statistics for tortillas with bread.

In each of the foregoing cases, *Strawberry Fields, Joaquin’s Journey*, may be used by students to undertake research by interviewing individuals in their own community, including family members, neighbors, professionals and local government leaders. Those interviews may be lead to references or written materials, newspaper articles, journals, statutes and constitutions. With the Internet, readily available, a wealth of data is available at their fingertips. Students can learn to access their community and school library and other resources to enhance their research skills including learning about primary and secondary sources.

The teacher’s guide was based on the following student expectations (SEs).

Writing-Student Expectations

13B-D – Structure ideas, revise (improve style, word choice) and edit drafts for grammar, mechanics and spelling, **17A** Use and understand the function of the following parts of speech, **17Ai** more complex active and passive tenses; **17B** use a variety of correctly structured sentences, **17C** use of variety of correctly structured sentences (compound, complex, compound-complex), **18-18A** Write legibly and use appropriate capitalization and punctuation conventions, **18B** use correct punctuation marks, **19A** use of correct spelling. **Reporting Category 4:** demonstrate an ability to compose a variety of written texts with a clear, controlling idea, coherent organization; sufficient development; and effective use of language and conventions, **Category 5/6:** demonstrate an ability to revise and edit a variety of written texts.

Use district or statewide rubrics for writing assignments.

<http://tea.texas.gov/student.assessment/staar/writing/>

Reading-Student Expectations

1A Determine meaning, Greek & Latin roots, **B** analyze textual context, **C** infer word meaning, **D** recognize/knowledge of cognates, **E**-vocabulary Development, **2A-C**- analyze, make inferences, draw conclusions **5A-C**-evaluate literary elements, draw conclusions, make inferences, characterization, point of view, **5B**-internal and external character development, **5C** analyze narrators point of view, **6A-B** analyze characters' relationships and changes, **7A**-analyze symbolism, patterns of imagery, allusions, **8A**-sensory language/imagery, **8B** describe characters and interactions, **Fig. 19 A-F** monitor comprehension, **19 B** make complex inferences & draw conclusions-using textual evidence, **19 C** monitor and adjust comprehension, **19 D** make inferences, **19 E**, summarize and paraphrase text, **19 F** make connections,

Introduction Reading for Comprehension

Get the Gist

- In Chapter 1, model by reading 1-2 pages. Model how to stop and think about what you just read. Use gradual release model: “**I do, we do, you do**” (see references) Use this method repeatedly. The goal is to have students comprehend what they have read.
- **Teacher:** Create a chart representing what makes up a fiction selection: stories have characters and follow a plot. Previewing text helps readers understand what happens. Using the **Get the Gist** strategy allows the students to establish comprehension.
- **For the teacher:** “**GIST**” Generating Interactions between Schemata and Text (Schema are the experiences students bring with them when they read to make connections to the text and the world around them.)
- **Teachers**, give students 2 to 3 minutes to read. Time them, stop them, and have them write responses to the prompts below as you elaborate on them. Prompt students to make inferences based on what was read. This will help them get the GIST. (5W’s)

- **When & Where** have you been taken as a reader—time, place? (*setting*)

- **Who** is in the story, what do you know about them—age, background and who is telling the story? (*characters*)
- **What** is happening? **How** is it happening?
Feeling: What is the main character feeling? What feelings are evoked?

- **Students should** set a purpose for reading after beginning the story. Students return to the text and jot down a question they expect to be answered as they read. *As students read, they should pause and think about what is happening in the story.*
- **Set stopping points.** Talk to students about stopping points—*this should not be at the end of every paragraph.* **Note:** Using a timer helps students read, stop, and then jot down a quick note about what they just read in their reading response journals.
- Have students read for about 5-10 minutes (varied times for students’ abilities/ages). Students stop & note how much they read in that time. This will help them monitor their reading.
- **Teacher** debriefs the strategies with students. **Ask:** How this technique helps them monitor their reading comprehension? As an ongoing process, students can jot down a short summary per chapter in their reading response journals. This will help the students organize events in chronological order, record events leading up to the climax, and show progress or change in the story.
- **Reminder:** Students can turn to a partner and share their summaries periodically throughout the reading block. Not all students need this strategy, but certainly struggling readers can benefit.
- **Hint:** Use *Strawberry Fields, Joaquin’s Journey* as a mentor text to model how to begin a story using dialogue, reviewing the structure and elements to help students engage and understand fiction.

Character List

Joaquin
 Benny
 Sis
 Mama (Manda)
 Belinda
 Dahlia
 Benancio/Papa (Joaquin’s father)
 Judge Gonzalez
 Dr. Ramshot
 Blue
 Aunt Rebecca/Enriquetta
 Nina
 Mabel
 Geraldine

Chapters 1 ~ 5

Characterization-When the writer reveals the description or personality of the character or characters directly or indirectly in a story.

Teachers: Chapters 1-5 introduces most of the characters in the novel. As you read this section of the guide, prompt students to focus on the actions and dialogue of the characters. Students identify the characters in the chart below then jot down two or three traits or qualities revealed by each of the characters. It is important to emphasize how characters' can drive the plot. Using specific prompting questions may help the students generate ideas. What do the characters *think, how do they act, what do they do, what do they say, how do they feel, what are their thoughts/actions towards other characters, and how do they look?*

See

http://www.readwritethink.org/files/resources/lesson_images/lesson800/Characterization.pdf

Note: 5 introduces new characters

Character	Traits/Qualities
Joaquin	
Benny	

Figurative Language- uses figures of speech in literature. Metaphors, similes, idioms, and allusions are some examples of figurative language that go beyond the literal meanings of the words, giving readers new understanding.

Teaching figurative language can be challenging & enjoyable. There are many resources online to help teachers introduce and **model** examples of figurative language. Below is an example of a graphic organizer used for this activity. Teachers, peer collaboration and a review of the gradual release strategy as a tool to teach this activity is suggested. Students may analyze one chapter to locate examples of figurative language. To touch on this activity in future chapters this activity can be used as exit ticket/formative assessment.

Use this scene as an open discussion to figurative language: Discuss the ketchup machine/assembly line description. How is the author using figurative language? Students can create the graphic organizer below in their *RRJ*.

See

http://www.scholastic.com/teachers/sites/default/files/asset/file/figurative_language_graphic_organizer.pdf

Example

-Identify and write an example of Figurative Language from Text (pg # or chap.)	How does the reader visualize this?	What does the student understand? (<i>What do I understand?</i>)
Chap.1 <i>his eyes danced with delight-personification</i>	The character's eyes are dancing happily	The author wants me to understand how the character is being described in this moment. The character's eyes are dancing in delight,

		so the character must be happy or pleased. Perhaps the moment or scene is a happy one.

Have students collaborate in groups and discuss each chapter throughout. You may take a chapter a day. Use these stems and others to incite dialogue.

Question Stems
Use questions throughout the guide.

- The author included paragraph ___ in order to-
- Paragraphs ___ through ___ help build tension in the story by-?
- Paragraph ___ is important to the story because it-?
- Read paragraph ____. The tone of this paragraph can best be described as -?
- What is the effect of the story’s point of view?
- Which paragraph or sentences best helps the reader visualize the setting?

Vocabulary

Teachers demonstrate the turn and talk strategy (*reflecting and sharing*) to discuss vocabulary words in the novel and how they are used in a sentence. Students can work collaboratively to complete concept maps in their reading response journals. Have students incorporate technology (*power point or flipbooks (Promethean) to create quizzes, games, and other presentations*) to create products to learn vocabulary.

defendant hostile furrow palpitations cavernous
converged pneumatic

Concept Maps

See
http://www.scholastic.com/teachers/sites/default/files/asset/file/using_a_concept_definition_map_2.pdf

Quotes for Discussion

Teachers use these quotes to focus on **theme(s)** throughout the story.

- Memories are what you no longer want to remember. -Joan Didion
- Every day brings new choices. -Martha Beck

Responses to Literature-Two Formats for Open Ended Essay Questions

OER (*Open Ended Response*) Essay- Students may restate the question, answer all the parts of the question, cite evidence from text, extend or elaborate to make a connection to another text, or to the world.

SEE (*Statement- Explanation-Evidence*) Essay- Make a statement based on the question, explaining your response, and using what you have read using evidence from the story. *See* Key OER/SEE

Use district or statewide rubrics for writing assignments.

<http://tea.texas.gov/student.assessment/staar/writing/>

Students review, practice, and learn a range of “before during and after” reading strategies to discover elements of fiction: main idea, setting, plot, characters, point of view, theme, and mood. Students will exchange personal responses, interpretations and insights. Writing and discussion lessons support examining characters’ qualities and motivations to help students develop an understanding of text. *See strategies and additional lessons/activities throughout study guide to use interchangeably.*

Students answer open ended response questions drawing inferences or conclusions from the text; the short answer response should be supported with explicit textual evidence.

In chapter 6 Discuss the scene in the kitchen. Why is it important? What do you learn about the characters/this family?

In chapter 7 What do the events divulge about the relationship between the two boys and their father? Have you ever done something you were not supposed to do? What consequences did you suffer?

In chapter 8 Joaquin makes some realizations on his own about himself and his family. Discuss with a partner or in groups about the situation he and his family are in during his life. Why is it important? What do these events tell you about each character involved? Throughout the novel study, you will complete character charts to understand the dynamics between characters and how characters can drive the plot.

9 & 10 Joaquin’s memories of his father leaving are mixed with emotion. Discuss the dichotomy between Joaquin’s feelings towards his father. What does it say about the main character? What feelings does the author elicit when reading chapters 9 and 10? Elaborate and use textual evidence to support your statements.

SEE report-*Make a statement based on the question, explaining your response, and using what you have read using evidence from the story. See Key OER/SEE*

See

<https://prezi.com/w69fq3fie5cv/the-see-method-of-paragraph-writing/>

<https://prezi.com/4nbl0-tncfow/race-to-answer-constructed-response/>

Question: How would you describe Joaquin in the story? Support your answer with evidence from the selection. (*You may want to have the students answer this at the end of the novel).

Discuss: What changes occurred throughout the story to Joaquin? How did these changes (if any) drive the plot? Support your answer with evidence from the story.

See Released Test Questions

[http://tea.texas.gov/Student Testing and Accountability/Testing/State of Texas Assessments of Academic Readiness \(STAAR\)/STAAR Released Test Questions/](http://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_(STAAR)/STAAR_Released_Test_Questions/)

Use district or statewide rubrics for writing assignments.

<http://tea.texas.gov/student.assessment/staar/writing/>

Character Traits and Character Conflict: Teacher explains the goal for this activity. Model shared readings of a chapter. As you read stop to think aloud to demonstrate how the author reveals a character(s). Demonstrate how to draw *inferences* about characters. After reading, help students create a character chart or reply to an open-ended question and explain how their responses are supported by important details.

Inference-combining what is known from experiences with what is read in text, it is something implied not stated.

Graphic organizer

Character's Name	Biographical Information	Key actions taken by this character (w/ pg. numbers)	Important statements by character (w/ pg. numbers)

Character Name	Description	Dialogue	Actions	Comments by other characters

Vocabulary

Review/Demonstrate the turn and talk strategy to discuss vocabulary words in the novel and how they are used in a sentence. In addition, students can work collaboratively to complete concept maps in their reading response journals. *Have students incorporate technology using power point or flipbooks (Promethean) to create quizzes, games, and other presentations to learn vocabulary.*

- | | | | | |
|---------------|-----------|-------------|-------------|----------|
| tacit | malleable | wielding | rotogravure | |
| overindulgent | mimicked | caricatures | virtuous | brusque |
| metronome | bravado | farcical | fickle | adjacent |

eloquence

tandem

infuriated

discontentment

Sample Question

Which words from paragraph __ best help the reader understand the use of the word _____?

Concept Maps:

See

http://www.scholastic.com/teachers/sites/default/files/asset/file/using_a_concept_definition_map_2.pdf

Exit Ticket: Write an essay.

Why did Joaquin react as he did towards his mother throughout much of these chapters? Discuss your opinion about what happened between Joaquin and his mother. Use textual evidence to support your opinions.

Things to consider for the essay (writing tips): Was Joaquin compassionate towards his mother? Were his actions justified? What conflict is the author presenting between Joaquin and his mother?

OER (Open Ended Response) Essay- Students may restate the question, answer all the parts of the question, cite evidence from text, extend or elaborate their responses to connect to themselves, another text, or to the world.

SEE (Statement- Explanation,-Evidence) Essay- Make a statement based on the question, explaining your response, and using what you have read using evidence from the story. See **Key** OER/SEE

Use district or statewide rubrics for writing assignments.

<http://tea.texas.gov/student.assessment/taar/writing/>

Quotes for Discussion

Teachers, use these quotes to focus on theme(s) throughout the story.

- The family – that dear octopus from whose tentacles we never quite escape, nor, in our inmost hearts, ever quite wish to. -Dodie Smith
- Life isn't a matter of milestones, but of moments. -Rose Kennedy

Note: The study guide has been differentiated, so you may use the activities and strategies interchangeably to accommodate various student' levels.

Chapters 11 ~ 15

Continued Review and Use

- Remind students to think “Where, When, Who, What & How, (Feeling)” as they read. These prompts help the reader enter the world of the story or “**Get the GIST**”.
- Encourage students to make inferences based on what they have read.

- **Other Literary Elements** -tone, mood, setting, conflict, flashbacks, and utilize the plot relationship chart. *Example presented in last section of study guide.*

What are these concepts?

- The author’s use of explicit language sets the **tone** of the story, portraying a variety of emotions, and can influence the reader’s understanding of the story.
- Readers gather the **mood** of the story evoking specific appropriate responses via the author’s writing.
- The **setting** is where the story takes place. It can be a location like a home, park, country, and school. It can also be daylight, nighttime, various seasons, in a dream, and other types of descriptions of settings. It establishes where and when the story is taking place.
- **Flashbacks**-When an author takes the reader back to a memory through a characters’ experience to create a background to the present situation, place or person.
- **Allusion**-Allusion a term is brief and indirect. It refers to a person, place, thing or idea of historical, cultural, literary or political significance.

Prompting Questions:

How does the author set the tone in the beginning of chapter 11? How is that integrated into the setting? Describe elements of tone/mood. Why is there so much Spanish in these chapters? Why would the author incorporate both languages here as much as he has? **Discuss:** Teacher can model an example. **Think-Pair-Share**-students jot down some notes, they pair up to discuss then they share out with other groups or whole class. Use the **RRJ** to jot down their information.

Conflict Examples: man vs. man & man vs. society

Man vs. Man	Man vs. Society	Man vs. Himself
Example, pg.#	Example, pg.#	Example, pg.#
Examples, pg.#	Example, pg.#	Example, pg.#

Use the reading response journal.

See

http://www.readwritethink.org/files/resources/lesson_images/lesson390/conflict.pdf

Modeling/Activity: Teacher models: recognize various books can be used as mentor texts that offer examples of multiple literary elements. Identify four types of conflict in literature (character vs. character, character vs. self, character vs. nature, and character vs. society). Use a mentor text then use examples from the *Strawberry Fields, Joaquin’s Journey*.

Characterization: Discussion topics: Discuss the dynamics between Manda and her sisters, Amanda’s wish to be a mother, and the importance of women running a business during this time. *Use character strategies from above.*

Historical Significance: Discuss braceros, reparation, and other elements of the story that have historical significances in south Texas. Even though his is fiction, there are some elements of Mexican-American history.

See

<http://www.latinamericanstudies.org/immigration/bracero-timeline.htm>

Projects and Additional Student Products: Students may dialogue and integrate a small research project to create a flipbook (Promethean) or a power point presentation discussing the significance of these individuals to the economy and agricultural industry of America. Create a Radio program (transcript/storyboard first), Article (Newspaper), Editorial, Memoir/Short excerpt from a Diary. Have the student(s) become a Bracero and write from the individual's point of view. All these products can be placed on a class *Blog*.

Resources for this activity:

<http://vanderbilthistoricalreview.com/wp-content/uploads/2016/01/The-Bracero-Program.pdf>

[https://portal.utpa.edu/portal/page/portal/utpa_main/daa_home/coah_home/history_phil_home/mas_home2011/r
io_bravo_journal_home/article_archive_files/Essay-1-Guajardo-et-al.pdf](https://portal.utpa.edu/portal/page/portal/utpa_main/daa_home/coah_home/history_phil_home/mas_home2011/r
io_bravo_journal_home/article_archive_files/Essay-1-Guajardo-et-al.pdf)

<https://tshaonline.org/handbook/online/articles/omb01>

Quotes for Discussion:

Teachers use these quotes to focus on **theme(s)** throughout the story.

- Stories hold conflict and contrast, highs and lows, life and death, and the human struggle and all kinds of things. -David Lynch
- I don't know a single person in life that doesn't have conflict. -Joaquin Phoenix

<i>Chapters 15 ~ 20</i>

Points of View

Introduce *point of view* to your students. Use *Strawberry Fields*, *Joaquin's Journey* to teach point of view.

What can we understand?

What is point of view?

Do authors choose point of view for effect on purpose?

Analyze point of view.

Do a compare & contrast activity of different points of view.

First person: The main character tells the story from his/her eyes. This point of view limits the knowledge of motives and actions to what the main character knows.

Second person: The main character tells the story from the “you” perspective. This point of view is not common. This is usually used with recipes, offering directions, manuals, or poetry.

Third person: This point of view allows readers insights with commentary about the events. Also, allows insights to the thoughts and feelings of the main character and others. Readers often know something a character does not know.

Third person Omniscient: The narrator has unlimited knowledge. The narrator describes all the thoughts of characters and can interpret their behaviors.

Have the students read Chapter 15 and explore the connection to chapter 5 previously read. Do a quick “**Get the Gist**” and discuss.

Have students discuss the point of view and have them discuss what point of view *Strawberry Fields: Joaquin’s Journey* is written in based on the definitions of point of view.

Activities/Exit ticket: Assign students to complete a student product to show their understanding. Students may write a poem, song or comic showing what point of view is, create a power point/short video, or create a drawing or collage.

Continue Characterization

Character Traits and Character Conflict: Teacher sets the stage by explaining the goal. Conduct a/Model shared readings of a chapter. As you read stop to think aloud to demonstrate how the author reveals character. Demonstrate how the author reveals characters. Demonstrate how to draw inferences about characters. After reading, help students create a character chart or answer an open-ended question and explain how their response is supported by important details.

Use Graphic Organizer (*RRJ*)

*At this point in the story, students can continue to add anything new to the characters you have already analyzed or add additional minor characters. Use **graphic organizer from above section chapters 6-10.***

Depending on time, facilitate the discussion on the chapters or events that present key points relating to the overall story (plot).

Vocabulary

emanate, mulling, esophagus, revive, infatuated, rhetorically, penance, acclimated

Students can use their reading response journal *RRJ* to keep a vocabulary chart/dictionary. Students can create these in groups. Have students write a definition, their own definition in their words, an example, a graphic if possible, and relating it to something in the story.

Figurative Language

Teaching figurative language can be challenging & enjoyable. Use the internet as a resource to introduce and *model* examples of figurative language. Use the gradual release strategy to teach Figurative Language for varied abilities in your classroom. Have students analyze one chapter to locate examples of figurative language.

Students can create their own graphic organizers in their journals. Use the link below for a Figurative Language activity.

See http://www.scholastic.com/teachers/sites/default/files/asset/file/figurative_language_graphic_organizer.pdf

<i>Identify and write an example of Figurative Language from Text (pg. # or)</i>	<i>How I visualize this?</i>	<i>Explaining what I understand</i>
Chap..16 <i>A hummingbird flirted with one of the firecracker flowers, its turquoise-blue breast glistening.</i>	The hummingbird was taking nectar from the flower in a beautiful fashion.	The author wants me to understand the beauty in a hummingbird when acquiring nectar from the flower- almost like a dance when a gentleman asks a woman to dance.

Quotes for Discussion:

Teachers, use these quotes to focus on **theme(s)** throughout the story.

- Family is conflict and it's something that we all relate to. -Bill Cosby

Chapters 20 ~ 25

Discussion Questions: Discuss *chapter 20* with the students using the “**Get the Gist**” with the students, so they understand what is being read. Depending on the students, the strategy may not have to be modeled again. You can utilize the questions as an exit ticket.

Chapter 20 includes historical significance regarding the vernacular associated with African-Americans during this time.

References for this activity:

<http://www.raceandhistory.com/historicalviews/negro.htm>

http://www.aaregistry.org/historic_events/view/negro-word-history

http://www.pbs.org/wgbh/cultureshock/teachers/huck/section1_2.html

<https://miblogestublog.com/2008/11/03/wanna-play-loteria-heres-a-card-you-might-need/>

<http://www.cbsnews.com/news/read-the-chalupa-rules/>

- After reading *chapter 20*, describe the teacher’s disposition and explain her actions? Why did she react as she did?

- What are the experiences Joaquin has had to the variation of the word “Negro” and how does he express this? Students need to use textual evidence to support all answers.

Partner/Group Activity: Have students collaborate to discuss a time when they have felt marginalized. What was significant about the event? Were any specific terms used? Have them turn and talk (share-out). This can also be a written assignment and used as an exit ticket. (Teacher explains the word *marginalized*.)

21-24

Activity: Students read through the chapters. Students stop and jot in the reading response journals using prompts: *Who, what, where, why, when, & how*.

Summarize (See references)

Discussion: Have students collaborate in groups and discuss each chapter throughout. You may take a chapter a day. Use these stems and others to encourage dialogue.

Questions Stems:

Use questions throughout the guide.

- What was one conflict ____ faced in *Strawberry Fields*?
- In *Strawberry Fields*, how does ____ connect to ____?
- How does ____ change from the beginning to the end of *Strawberry Fields*?
- What is the major conflict ____ faces in *Strawberry Fields*?
- Why is *Strawberry Fields* a good title for this selection? Explain.
- Why are memories of ____ important to ____?
- How does the idea of taking a risk apply to both “____” and “____”? (*characters*)
- How do the parents in *Strawberry Fields* attempt to share their cultural heritage with their children?
- Which of the siblings from the selection would you like to have as a brother/sister? Why?
- What is the primary purpose of paragraph ____?
- Give an example of irony in the story.
- Why does the author include details about _____?
- What can the reader conclude from paragraph ____?
- The mood of the selection is —

Chapters 25 ~ 32

- **Getting through the final chapters:** Use the “**Get the GIST**” strategy to get through the final chapters. Discuss each chapter. Have students work in groups and use previous characterization charts and inference charts to take notes about the characters and the story. Students use the **RRJ** to catalog their information. They can work on these individually or in groups then share out periodically. In addition, students can summarize each story and complete a *plot relationship chart*.

Inferences: The term "inference" refers to the process of using observation and background knowledge as well as other known premises to determine a conclusion that makes sense.

<u>Inference Chart</u>		
<u>From text</u>	<u>My thoughts/I think</u>	<u>My conclusion</u>
<i>Direct Quote, details, or events from text</i>	<i>What I already know /background knowledge</i>	<i>Conclusions I arrive at from text & from what I already know</i>

Plot Relationship Chart: In various stories, characters have a goal or something they want to attain or obtain. There are conflicts or some obstacle(s) they need to conquer or issue(s) they need to overcome. This chart allows them to organize information to better understand the plot of the story.

Somebody (character)	Wanted (goal)	But (obstacle)	So, (resolution)
Summary:			

Quotes for Discussion

Teachers, use these quotes to focus on **theme(s)** throughout the story.

- “Life... has a way of testing the fault line” — Josephine Hart
- Everyone has a conflict inside of them - the conflict between what you should do and what you want to do. -Suraj Sharma

Theme(s)

Introduce the concept of *theme*. What is theme? (*Teachers*) Ask your students to discuss and offer examples of what theme or themes were highlighted in the story now that they have participated in characterization activities, conflict activities, and other literary activities throughout the story. Have students write in their **RRJs** after they discuss in their groups. *Note: you can use this lesson to introduce *theme* earlier throughout the novel study.

The *theme* in a story is a big idea or an underlying message. It is what the story means. Also, a piece of writing will have more than one theme. There may have been resonating themes in some chapters that may differ from other chapters, then one larger *theme* that resonates throughout the whole story.

Questions to help you find themes: (*review/model for students*)

- How did the character(s) react to adversity?
- What important decisions did the character(s) make?
- How did the character(s) grow or change throughout the story?
- What did the character(s) come to understand through their journey? Or learn?

Recognizing Theme: *(use RRJs to document theme)*

- Look at the title.
- Note any sentences or sections that are interesting.
- Observe how characters may change and what they learn.
- What the author wants you to learn.
- A broad idea about life.
- It is usually not stated, but must be inferred.

Writing Activity: Have students identify a theme of the story including textual evidence and/or examples from the story.

Use district or statewide rubrics for writing assignments.

<http://tea.texas.gov/student.assessment/staar/writing/>

Question: What message do you think the narrator of “Strawberry Fields, Joaquin’s Journey” is trying to convey? Explain your response and use textual evidence from the selection.

SEE (Statement, Explanation, Evidence) Essay/OER (Open Ended Response) Essay

Topics to be Discussed

Feminism
Bi-culturalism
Government
Politics
Economy
Culture
Diversity

See audio and video interviews with the author at (coming soon):

<https://www.youtube.com/channel/UCLbqexs2chxAN4-AFZ9nAhA>

Key

ESL/ELL-English Language Learners

TEKS-Texas Essential Knowledge of Skills

SEs-Student Expectations

Assessed Curriculum-what is assessed in the Texas state exams

Exit Ticket- This can be a quick formative assessment to measure knowledge.

Formative Assessment- measures a smaller amount of information discussed or reviewed

Summative Assessment- measures a larger amount of information discussed or reviewed

Gradual Release Model-*I do* (teacher models) -*We do* (Teacher and Students do together-Guided Practice) and -*You do* (Student in independent practice). It is a form of modeling that allows for tapering off, so the students are guided and at one point are doing the work alone.

SEE Report (Response)-Statement, Explain, & Evidence- Make a statement based on the question, explaining your response using what you have read using evidence from the story.

Open Ended Responses-Students may restate the question, answer all the parts of the question, cite evidence from text, extend or elaborate to themselves, another text, or to the world.

RRJ-Reading Response Journal

Turn and Talk-Students reflect on material or subject matter and dialogue to share connections they have made.

POV-Point of View

GO- Graphic Organizers are utilized to aid students organize information. Graphic organizers are useful tools for writing essays (response to literature/open ended questions) and studying for exams.

Meet the Author

Author of Strawberry Fields, Joaquin's Journey, Chuy Ramirez is an attorney who has practiced law in Rio Grande Valley for over 30 years. He grew up in the Rio Grande Valley and is no stranger to the strawberry fields, to which he traveled over the years with his family and thousands of families from South Texas. Ramirez attended Pan American University at Edinburg, Texas and is a graduate of the University of Texas at Austin, School of Law. Strawberry Fields is his first fictional work. In law school, Ramirez was an active participant in the Chicano Law Students Association and edited Rio Rojo, a student publication. As a high school student at Pharr San Juan Alamo High School in South Texas, Ramirez was an activist, edited a movement newspaper and helped organize the Mexican American Youth Organization which pushed for an end to segregated schools and bilingual education. He was also an active supporter of Cesar Chavez and his farmworkers movement during the California lettuce strike, and later Antonio Orendain's Texas union, and edited the movement newspaper, El Portavoz. As a college student during the early 1970s, Ramirez was a political organizer and assisted with numerous campaigns, most notably the campaigns of Los Tres, the first three elected Mexican Americans to city office in San Juan, Texas, his home town. In 1972, he also helped organize the Raza Unida Party, a local third party in South Texas, for which former Texas state representative Alex Moreno served as the first standard bearer. Later, Ramirez served as treasurer for the Mexican American Democrats and an officer of the Texas Democratic Party. Ramirez lives in south Texas with his wife of almost 50 years, who is a retired public school teacher. He has two children and five grandchildren.

Teacher's Guide Author

Mirta Ramirez- Espinola has been in the field of education for about 20 years. She has worked as an English Language Arts & Reading teacher, reading specialist, instructional specialist, and curriculum specialist. She has worked with students and teachers from grades K-12 including working with several universities and educational agencies in curriculum, research, and facilitating courses for adult learners. She is currently working on her doctorate. She has drawn from various educational resources to conceive this study guide including state recommendations, common published research-based strategies by experts in the field, and past work experiences with educational organizations and professionals.

References

- Allington, Richard L. *What Really Matters for Struggling Readers: Designing Research-Based Programs*. New York: Longman, 2001.
- Atwell, N. (2003). Hard trying and these recipes. *Voices from the Middle*, 11(2), 16.
- Beers, G. K., & Probst, R. E. (2013). *Notice & note: Strategies for close reading*. Portsmouth, NH: Heinemann.
- Berthoff, Ann E. "Dialectical Notebooks and the Audit of Meaning." *The Journal Book*. Ed. Toby Fulwiler. Portsmouth: Boynton/Cook, 1987. 11-18.
- Calkins, L. M. (1986). *The art of teaching writing*. United States: Heinemann Educational Books Inc.
- English, Fenwick W. *Deciding What to Teach and Test: Developing, Aligning, and Auditing the Curriculum*. Thousand Oaks, CA: Corwin Press, Inc., 2000.
- Graves, D. H. (1994). *A fresh look at writing*. United States: Heinemann.
- Graves, D. (2004). What I've learned from teachers of writing. *Language Arts*, 82(2), 88.
- Lapp, D. (01/30/2015). *A close look at close reading: Teaching students to analyze complex texts, grades K-5* ASCD.
- Marzano, R. J. (2012). A comprehensive approach to vocabulary instruction. *Voices from the Middle*, 20(1), 31.
- Oglan, V. A. (2013). Notice and note: Strategies for close reading. *Language Arts*, 90(6), 454-456. Retrieved from <http://search.proquest.com/docview/1399991189?accountid=28844>
- Porter-O'Donnell. "Beyond the Yellow Highlighter." *English Journal* 93.5 (2004): 82-89.
- Probst, Robert E. "Dialogue with a Text." *English Journal* 77.1 (1988): 32-38.
- Spandel, Vicki. *Creating Writers Through 6-Trait Writing Assessment and Instruction*. New York: Addison Lesley Longman, 2001.
- Sprenger, M. B. (2013). *Wiring the Brain for Reading: Brain-Based Strategies for Teaching Literacy* (1). Somerset, US: Jossey-Bass. Retrieved from <http://www.ebrary.com>
- Vail, P. L. (1999). *Reading Comprehension: Students' Needs & Teachers' Tools*. Modern Learning Press.

Online Resources

<http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/Reading.pdf>

http://www.esc20.net/users/gendocs/ELAR/ELAR_TEKS_K-12.pdf

http://www.fcrr.org/curriculum/PDF/G2-3/2-3Comp_1.PDF

http://www.gcasd.org/Downloads/Summarizing_Strategies.pdf

<http://www.heinemann.com/products/E05084.aspx>

<http://lead4ward.com>

<https://prezi.com/4nbl0-tncfow/race-to-answer-constructed-response/>

http://www.readwritethink.org/files/resources/lesson_images/lesson290/Template.pdf

http://www.readwritethink.org/files/resources/lesson_images/lesson800/Characterization.pdf

<http://www.readwritethink.org/classroom-resources/lesson-plans/gist-summarizing-strategy-content-290.html>

<http://www.readwritethink.org/professional-development/strategy-guides/close-reading-literary-texts-31012.html>

http://www.scholastic.com/teachers/sites/default/files/asset/file/figurative_language_graphic_organizer.pdf

<http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf>

<http://tea.texas.gov/student.assessment/staar/writing/>

[http://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_\(STAAR\)/STAAR_Released_Test_Questions/](http://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_(STAAR)/STAAR_Released_Test_Questions/)

<http://www.wirticenter.com/strategiesbank/documents/Reading%20Literature%20K-5/RL.KID%20Character%20Map.pdf>

Common Core Correlation

A complete list of the Common Core State Standards can be found at <http://www.corestandards.org/the-standards>