11th Grade, English, Social Injustice

*The Bean Trees* by Barbara Kingsolver

Unit Developed by Lyndsey Matthews

Pocatello High School, Pocatello/Chubbuck School District #25

Pocatello, Idaho

The Core Teacher Program

A program of the Idaho Coaching Network

Idaho Department of Education
## Universal Design for Learning (UDL)

<table>
<thead>
<tr>
<th>X Multiple Means of Engagement</th>
<th>X Multiple Means of Expression</th>
<th>X Multiple Means of Representation</th>
</tr>
</thead>
</table>

## Differentiated Instruction

<table>
<thead>
<tr>
<th>X Remediation</th>
<th>X ESOL</th>
<th>X Gifted/Talented</th>
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</thead>
<tbody>
<tr>
<td>X Acceleration</td>
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## Webb's Depth of Knowledge - Level 1 (Recall)

<table>
<thead>
<tr>
<th>X Who, What, When, Where, Why</th>
<th>X Label</th>
<th>X Recite</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Define</td>
<td>X List</td>
<td>X Recognize</td>
</tr>
<tr>
<td>X Identify</td>
<td>X Match</td>
<td>X Report</td>
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<tr>
<td>X Illustrate</td>
<td>X Measure</td>
<td>X Use</td>
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## Webb's Depth of Knowledge - Level 2 (Skill/Concept)

<table>
<thead>
<tr>
<th>X Categorize</th>
<th>X Estimate</th>
<th>X Observe</th>
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</thead>
<tbody>
<tr>
<td>X Classify</td>
<td>Graph</td>
<td>X Organize</td>
</tr>
<tr>
<td>X Collect and Display</td>
<td>X Identify Patterns</td>
<td>X Predict</td>
</tr>
<tr>
<td>X Compare</td>
<td>X Infer</td>
<td>X Summarize</td>
</tr>
</tbody>
</table>
### Webb's Depth of Knowledge - Level 3 (Strategic Thinking)

- X Construct
- X Interpret
- X Assess
- X Construct
- X Critique
- X Develop a Logical Argument
- X Differentiate
- X Draw Conclusions
- X Explain Phenomena in Terms of Concepts
- X Formulate
- X Hypothesize
- X Investigate
- X Revise
- Use Concepts to Solve Non-Routine Problems

### Webb's Depth of Knowledge - Level 4 (Extended Thinking)

- X Analyze
- X Apply Concepts
- X Connect
- X Create
- X Critique
- X Design
- X Prove
- X Synthesize

### Bloom's Taxonomy

- X Remembering
- X Understanding
- X Applying
- X Analyzing
- X Evaluating
- X Creating

### Grouping
<table>
<thead>
<tr>
<th>Heterogeneous grouping</th>
<th>Individualized instruction</th>
<th>Small group instruction</th>
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<tbody>
<tr>
<td>Homogeneous grouping</td>
<td>Large Group instruction</td>
<td>Non-graded instructional grouping</td>
</tr>
</tbody>
</table>

**Teaching Methods**

- Cooperative learning
- Direct Instruction
- Team teaching
- Lecture
- Lab
- Hands-on instruction
- Think Pair Share
- Experiential learning

**Gardner's Multiple Intelligences**

- Bodily-Kinesthetic
- Interpersonal
- Intrapersonal
- Linguistic
- Logical-Mathematical
- Musical
- Naturalist
- Spatial
Idaho Core Teacher Network Unit Plan

| Unit Title: | The Bean Trees |
| Created By: | Lyndsey Matthews (5309) |
| Subject: | English 11A |
| Grade: | 11th Grade |
| Estimated Length (days or weeks): | 7 weeks |

**Unit Overview (including context):**
Students will read a fictional novel, The Bean Trees by Barbara Kingsolver. The novel focuses on real-life issues of social injustice as presented through various fictional characters and their realistic experiences. The issues range from gender inequality to race, including the political topic of immigration. While the novel takes place in the 1980’s, the issues demonstrated are still evident in today’s society. Many students have already witnessed, experienced, or exercised a form of social injustice- whether they know it or not.

Students will exercise the 5 Elements of Fiction (Plot, Setting, Character, Conflict, Theme) to contribute to their reading comprehension of the novel. Students will also work with literary devices (symbolism, metaphor, allusion, allegory) to understand the text on a deeper level, as well as connect the characters and events to real-world situations/issues.

Students will read non-fiction texts focused on the theme of social injustice, both past and present, in order to improve their understanding of the term and theme of social injustice, as presented in the novel and the real-world. Students will collaborate on comprehensive worksheets, character maps and presentations, essay revisions, and class discussions. Students will work independently on daily writing prompts, creative writing tasks, and argumentative research essays.

Each activity focuses on social injustice as manifested in the text and in their world.

**Unit Rationale (including Key Shift(s)):**
The rationale behind this unit is to guide students through an inquiry based unit to deepen their understanding of social injustice, further develop their reading comprehension and analytical abilities using literary and informational texts, and promote critical thinking and productive discussion skills in order to ultimately have students create their own argument-based document that is built through the use of each of these.

In addition to exercising literacy and analytical skills with the reading of Barbara Kingsolver’s novel, students will also conduct research concerning their role in the world and in relation to these issues. Students will write an analytical research essay based on their arguments and research concerning social injustice as seen in The Bean Trees (among other texts) and in their world. Students will end the unit with additional experience in reading comprehension and text(s) analysis, conducting authoritative research and citing sources, as well as essay writing and revision. Students will also improve their understanding of real-world issues and circumstances concerning social injustice.
Through these readings and activities, students will exercise and demonstrate **Key Shift One:** Students will build knowledge and academic language through a balance of content rich, complex nonfiction and literary texts (Humans of New York Syrian Refugee Profiles, Idaho State Journal articles, two performance poems). Students will further develop their knowledge and academic skills using a variety of class, small group, and independent tasks, discussions, and reading activities based on these texts.

The time frame listed can and should be adjusted depending upon each class of students, in relation to their individual needs concerning time and expansion.

<table>
<thead>
<tr>
<th><strong>Targeted Standards (Module 2):</strong></th>
<th><strong>Essential Question(s)/Enduring Understandings (Module 4):</strong></th>
<th><strong>Measurable Outcomes (Modules 5, 6, and 8):</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Central Standards:</strong></td>
<td><strong>Essential Questions:</strong></td>
<td><strong>Learning Goals ( Desired Results):</strong></td>
</tr>
<tr>
<td>● <strong>ELA.6-12.CCR.R.3:</strong> Analyze how and why individuals, events, and ideas develop and interact over the course of a text</td>
<td>Why does social injustice exist? How does social injustice affect us?</td>
<td><strong>UDL Learning Goal:</strong> Students will learn about and present information on social injustice using real-life resources and fictional characters from <em>The Bean Trees.</em></td>
</tr>
<tr>
<td>● <strong>ELA.6-12.CCR.R.10:</strong> Read and comprehend complex literary and informational texts independently and proficiently.</td>
<td><strong>Enduring Understandings:</strong> We have a responsibility to confront and combat social injustice. Fictional characters can represent real-life issues and experiences.</td>
<td><strong>UDL Learning Goal:</strong> Students will learn about and present information on the use of symbolism and how fictional characters can function as symbols that comment on real-life issues.</td>
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<tr>
<td>● <strong>W.11.1.D/E:</strong> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <strong>1.E:</strong> Provide a concluding statement or section that follows from and supports the argument presented.</td>
<td><strong>Success Criteria (Evidence):</strong></td>
<td><strong>Students will Demonstrate Self-Knowledge with a final argumentative research essay on Essential Questions and participation in Socratic Seminar.</strong></td>
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<tr>
<td>● <strong>W.11.6/7/8:</strong> Use technology, including the Internet, to produce, publish, and update individual writing products in response to ongoing feedback, including new arguments or information. <strong>11.7:</strong> Conduct short, as well as more sustained, research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate;</td>
<td>Students will be able to (1) write an argumentative research essay about social injustice and (2) participate in a classroom discussion about social injustice in relation to their lives AND the novel <em>The Bean Trees.</em></td>
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synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **11.8:** Gather relevant information from multiple authoritative print and digital sources; assess the strengths and limitations of each source in terms of task, purpose, and audience.

- **SL.11.1.A:** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- **L.11.5.A:** Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text.

### Summative Assessment (Module 6):

- **Summative Assessment Description:**
  - **Final Essay:** Argumentative Research Essay: Why does social injustice exist? How does social injustice affect us? How do the fictional characters in Barbara Kingsolver’s *The Bean Trees* demonstrate real life issues of social injustice?
  - Participation in a Socratic Seminar on *The Bean Trees* and social injustice

- **Rubric or Assessment Guidelines:**
  - **Final Essay Appendix**
  - **Socratic Seminar Appendix**

### Central Text: *The Bean Trees* by Barbara Kingsolver

Link to text: [The Bean Trees](#)

A young woman, Taylor, saves up her money and leaves her tiny hometown in Kentucky to experience more than a lifetime of motherhood. Throughout her journey, Taylor encounters many unexpected hardships, including the breakdown of her car and a Native American woman giving her an un-named baby; Taylor later names the little girl Turtle. Taylor quickly discovers that Turtle is actually a toddler who has already experienced many hardships herself. Taylor and Turtle continue on their journey until they reach Tucson, Arizona where the car’s back tires blow out. This is where Taylor decides to stay.

At a tire repair shop Taylor meets Mattie. Mattie is a widow who runs her husband’s tire shop by herself while also secretly taking care of illegal immigrants/political refugees from various Spanish countries. Taylor and Turtle also meet and move in with Lou Ann Ruiz, a new mother.
pregnant, Lou Ann’s husband abandoned her and, for the first time in her life, Lou Ann is experiencing independence. The three women become increasingly close throughout the novel as they help one another deal with their own personal issues and moral dilemmas. *The Bean Trees* covers a variety of social issues ranging from gender inequality and womanhood to racism in various forms.

**Text Complexity Analysis (Module 3):**

- **Quantitative:** Lexile: 900
  Range: 6th and 8th Grade: 740-1010; Associated Grade Band Level: 6th/8th Grade
  Reading Maturity: 9.57 - 12 (9th-12th grade, high school students)

- **Qualitative:**

  **Text Structure (story structure or form of piece):**
  The text is written in narrative form and is predominantly told from (the protagonist) Taylor’s first person point of view; however, there are instances of third person narration when other main characters (Mattie and Lou Ann) are introduced and explored. The switching between 1st and 3rd Person perspectives can be highly complex, especially since the switching begins even before the characters and their stories are connected.

  While the text and its characters are fictitious, *The Bean Trees* is a representation of real life issues and serves as a form of activism for the author, Barbara Kingsolver. The various characters and stories stemming from the focal point of social injustice are highly complex and require a more mature audience in order to be discussed and engaged with effectively.

  **Language Clarity and Conventions (including vocabulary load):**
  *The Bean Trees* is written in contemporary language, but also exercises both regional dialect and academic language. The story is told through narrative description and character dialogue. While eleventh grade students will be relatively familiar with the language of the novel, this format can be complex to navigate. Students may require minimal teacher support/assistance with the dialect and academic language-vocabulary that will be practiced.

  **Levels of Meaning/Purpose:**
  Literal and figurative levels of understanding are utilized throughout the novel as various characters and experiences represent abstract concepts and ideas. The literal meanings within the novel may prove to be slightly complex for readers, while the figurative implications may prove to be highly complex. Eleventh grade students may be capable of understanding the figurative aspect of the novel with their background knowledge of literary devices and social issues-concepts that are taught/learned in the year(s) before this unit, reviewed in-class before the unit, and exercised throughout the unit. Teacher support/assistance with literal and figurative meanings and levels within the story will be needed regularly to promote student comprehension, engagement, and development.

  **Knowledge Demands (life, content, cultural/literary):**
  Student success with *The Bean Trees* and the overall unit requires knowledge on social issues relating to gender inequality (womanhood and motherhood), as well as immigration and racism. Students will also need to be familiar with the literary functions of symbolism, metaphor, allusion, and allegory. Students will also work with the 5 Elements of Fiction: Plot, Character, Conflict, Theme, and Setting.

- **Reader-Task:**
The Bean Trees focuses on various manifestations of social injustice as experienced by fictional characters. These representations of racism, abuse, and sexism serve to demonstrate real world issues and, therefore, require a mature audience capable of critical thinking, argumentative writing, and collaborative discussion. The teacher will need to maintain an objective and serious demeanor throughout the unit in order to maintain a respectful, yet productive classroom environment. Rules concerning class comments and discussion should be established beforehand and consistently maintained.

The alternating perspectives of narration, in addition to the figurative levels of meaning (symbolism, allusion, etc.) can also be complex. Students should be encouraged to take notes using any note-taking methods previously practiced in class/school (note-catchers may also be provided). The teacher should also periodically use class time to ask students questions concerning the novel while taking notes on the board. This will help to demonstrate various connections in the book, as well as other areas of complexity or abstractness (students should copy down the notes or add to their personal notes for improved comprehension during this time).

Students who lack visualization or inferential skills will benefit from the class discussions and teacher-led plot diagramming activities, as well as from the group character maps and presentations. Ongoing conversation, collaboration, and feedback between students and the teacher will also provide support for these students when discussing characters and events within The Bean Trees in addition to the real world examples of social injustice.

The main character in The Bean Trees, Taylor, can be understood and related to by many high school students. Her narration begins with a summary of her high school experience, as well as details concerning her desire to leave her small hometown (another similarity to high school students). Additionally, many students, once better informed on the topic of social injustice, will generally become engaged and interested in sharing their personal stories and experiences with their classmates and/or teacher. Because social injustice provides an authentic context for students, it is likely that even the students who are challenging to engage will become interested in the activities and topics.

Because of diverse student populations, each group will have a unique collection of backgrounds and prior knowledge. Frontloading and initial activities (such as the Modified DBI and Vocabulary Associations activity) will help gauge student comprehension starting points, as well as provide an introduction to the unit’s central focus. Various activities throughout the unit (including “Indian Education”, Vocabulary Prioritizing, and the Socratic Seminar) will continue to develop student comprehension of social injustice, as well as provide opportunities for teacher assistance and feedback.

Analyzing The Bean Trees may prove difficult for students, however, group work in addition to regular teacher instruction and assistance will provide enough support for student success. Students may also struggle with developing a concise argument and conducting effective research for their argumentative writing. The review of argumentative writing, MLA format, and authoritative sources will establish success criteria for students. The teacher should also routinely check student progress thoroughly, as outlined by the unit plan, to ensure student progress and success.

The students will read and respond to the central text and its themes in several formats, including personal responses, creative writes, and academic essay writing. The students will exercise literary and analytical concepts throughout the unit, as well as research and writing skills. Students will focus on topics of social injustice within the fictional and non-fictional realm using The Bean Trees, as well as both nonfiction sources of information and literary texts.

Other materials/resources (including images and videos):
- Humans of New York social media profiles- Syrian refugees
- National Geographic social media profiles- Homeless population
- Malala Yousafzai United Nations speech and informative video
- “Indian Education” by Sherman Alexie
- Darren Edwards performance poem “Privilege”
- Amir Safi’s performance poem “Brown Boy, White House”
### Vocabulary Instruction (Module 9)

<table>
<thead>
<tr>
<th>Targeted Academic Vocabulary &amp; Unit days that they are taught, revisited, and assessed (Day 2, 14, 33)</th>
<th>Targeted Content Area Vocabulary &amp; Unit days that they are taught, revisited and assessed (Day 4, 7, 19, 22-23)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Manifestations</td>
<td>● Symbolism</td>
</tr>
<tr>
<td>● Social injustice</td>
<td>● Metaphor</td>
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<tr>
<td>● Analysis</td>
<td>● Allusion</td>
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<tr>
<td>● Baptism</td>
<td>● Allegory</td>
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<tr>
<td>● Meteor</td>
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<td>● Refugee</td>
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<td>● Revere</td>
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**The Bean Trees and Social Injustice Instructional Sequence and Lesson Plan Outline**

Monday Class Periods = 63 minutes  
Tuesday - Thursday Class Periods = 75 minutes
<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>
| 1    | Social Injustice Modified DBI  
- Intro of concept  
- Notecatcher  
- End-of-class discussion | Vocabulary Associations with Social Injustice  
- Glossary with other terms | Close Reading #1  
- Print off pages for modeling of close reading  
- Read and answer questions | Figurative Language Review  
- Group Presentations: Defining Characteristics | Reading Day  
- Distribute books and handouts to students  
- Reading Schedule  
- Exit Ticket Reading  
- Comprehension Check |
|      |        |         |           |          |        |
| 2    | Grammar Assignment  
Distribute Socratic Seminar questions | “Indian Education”  
- Read as a class  
- Think-Pair-Share Questions | Malala Yousafzai  
- United Nations speech  
- YouTube video  
- Notecatcher Mini Compare/ Contrast Essay (Malala and “Indian Ed.”) | Class Reading Day  
- Exit Ticket | Catch-Up Day  
- “Indian Education” may require more than one day to complete  
- Mini Compare/ Contrast Essay may require more time |
| 3    | Humans of New York Profiles  
Profiles | Finish HONY Performance Poetry  
- Amir Safi  
- Darren Edward | Silent Reading Day  
- Exit Ticket Reading | Vocabulary  
- Prioritizing Method | Family Essay |
| 4    | Close Reading #2 | Class Reading Day  
- Exit Ticket | National Geographic Profiles  
- Homelessness Focus | Poetry Writing  
- 1st Person Perspective | Catch-Up Day  
- Family Essay  
- Socratic Seminar questions |
| 5    | Silent Reading Day  
- Exit Ticket | Character Maps  
- Group Work | Character Maps  
- Group Work | Character Maps  
- Presentations | Character Maps  
- Presentations |
| 6    | Essay Writing  
- Thesis Proposal  
- Source Searching/ Org. | Essay Writing  
- Body Work | Essay Writing  
- Rough Draft | Essay Writing  
- Peer Review  
- Personal Reflection | Essay Writing  
- Revision Process |
| 7    | Essay Writing  
- Review Process | Essay Writing  
- Final Draft Due | Vocabulary  
- Use It or Lose It | Socratic Seminar | Catch-Up Day  
- Essay Writing (Peer Review and Revision)  
- Socratic Seminar Questions |

*The Bean Trees* and Social Injustice Daily Instructional Sequence

**Activity/Strategy** | **Texts and Resources** | **Instructional Notes** (including Sequencing & Scaffolding (Module 8), formative assessments (Module 6), integrated literacy lessons (Module 9), and days that target vocabulary (Module 9))
<table>
<thead>
<tr>
<th><strong>Frontloading</strong></th>
<th><strong>Day 1: Monday</strong></th>
<th><strong>Day 2: Tuesday</strong></th>
<th><strong>Day 3: Wednesday</strong></th>
<th><strong>Day 4: Thursday</strong></th>
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<tbody>
<tr>
<td><strong>Activities/Strategies:</strong></td>
<td><strong>Activities/Strategies:</strong></td>
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<td><strong>Activities/Strategies:</strong></td>
<td><strong>Activities/Strategies:</strong></td>
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<tr>
<td>Modified DBI</td>
<td>CODE Vocabulary</td>
<td>Close Reading Print-Out and First Set of Questions</td>
<td>CODE: Defining Characteristics</td>
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</tr>
<tr>
<td><strong>Documents and Note-catcher for Students</strong></td>
<td><strong>Worksheet and Glossary (double-sided)</strong></td>
<td></td>
<td><strong>Figurative Language Review Presentation List</strong></td>
<td></td>
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<tr>
<td><strong>Appendix A</strong></td>
<td><strong>Appendix B and C</strong></td>
<td></td>
<td><strong>Appendix D</strong></td>
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</tr>
<tr>
<td><strong>Introduction to the concept and term of Social Injustice using a Modified DBI</strong></td>
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<tr>
<td><em>● Break students up into small groups of 4-5 by rearranging the desks into small clumps.</em></td>
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<td><em>● The teacher will serve as the facilitator and should circulate throughout the room during the lesson.</em></td>
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<td><em>● The teacher will instruct students between phases and promote silent work throughout the DBI.</em></td>
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<td><em>● The groups will work through the activity silently, but will be able to discuss their note-catcher responses at the end of the activity as a class. The teacher should ask questions and encourage full class participation (this may require class time on Day 2 to complete the discussion).</em></td>
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<tr>
<td>VerbalWorkout.com served as a source for SAT and Tier II vocabulary terms from <em>The Bean Trees</em>. Prior to the introduction of the vocabulary terms, create a Word Wall of the vocabulary terms.</td>
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<tr>
<td><em>● Refer back to the Modified DBI and have students fill in the CODE: Associations Vocabulary Worksheet on Social Injustice.</em></td>
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<tr>
<td><em>● After completing Social Injustice Associations, have students use their dictionaries to create definitions and icons for the rest of their vocabulary terms in their Glossary (on the back of their Associations paper)</em></td>
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<tr>
<td>o Social Injustice will not be included on the Glossary, since it is covered on the Associations paper.</td>
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<td>o Students may work quietly in small groups, with their neighbors, or by themselves during this time according to the instructor’s preference.</td>
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<tr>
<td>Provide students with text print-outs, comprehension questions (Close Reading #1 Questions), and highlighters. Students should mark up their copies according to the teacher’s modeling. The teacher should model comprehensive and analytical marks and annotations.</td>
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<td>Students will silently answer the comprehension questions and then discuss the reading and their answers as a class. Students will end the day by copying down the Essential Questions.</td>
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<td>o The Essential Questions should be displayed in the classroom at the beginning of the unit. The display should remain, and be referred to, throughout the unit.</td>
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<td>Students will break up into four groups based on the Tier III Vocabulary/Figurative Language Terms</td>
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<tr>
<td>1. Symbolism</td>
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<td>2. Metaphor</td>
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<td>3. Allusion</td>
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<tr>
<td>4. Allegory</td>
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<tr>
<td>Students will work together to precisely define and demonstrate the purpose of each literary device with a poster and short presentation.</td>
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</table>
All students will have precise definitions and examples for these literary devices before completing the day.

<table>
<thead>
<tr>
<th><strong>Day 5</strong>: Friday</th>
<th><strong>Texts and Resources</strong></th>
<th><strong>Activity/Strategy</strong></th>
<th><strong>Instructional Notes</strong> (including Sequencing &amp; Scaffolding, Formative Assessments, and days that target vocabulary)</th>
</tr>
</thead>
</table>
| **Activities/Strategies:** | *The Bean Trees*  
Reading handouts  
Reading schedule  
ET Question #1 | **Reading Aloud**  
Note-taking  
Exit Ticket | The teacher will check out books to students individually, through the library, or using whatever method their school checks out classroom texts to students.  
The teacher will distribute reading schedules and reading handouts to students.  
- The handouts serve as preparation for the final essay and Socratic Seminar.  
The teacher will provide an outloud reading opportunity to the class.  
- Read through the first ten pages of the book as a class, during this time the teacher should pause to ask the students questions or have the students summarize sections of the text.  
- Students should begin taking notes on the reading at this time. The teacher may choose to provide a note-catcher or to model notetaking strategies on the board- this will be repeated.  
Students will then read silently for the remainder of the period.  
Students will complete a comprehensive Exit Ticket (ET) before leaving the classroom. |
| **Day 6**: Monday | **Instructional Notes** (including Sequencing & Scaffolding, Formative Assessments, and days that target vocabulary) | **Activity/Strategy** | **Texts and Resources** |
| **Activities/Strategies:** | Sentence Structure and Punctuation  
Grammar Assignment | **Assessment**  
Modeling | Students will complete the grammar and usage assignment quietly at the beginning of class.  
Afterwards (roughly 20-30 minutes), students will exchange papers with another student- preferably at random.  
The teacher will then walk the class through grading the assignment.  
- The teacher should ask for, as well as answer, questions concerning the assignment.  
Before class ends, the teacher should deliver the Socratic Seminar Questions to the students.  
- The teacher should explain the purpose and process of a Socratic Seminar, as well as read through the questions with the students.  
- The students will need to hold on to these papers.  
- They should work on answering the questions consistently and specifically prior to complete the book/unit.  
- Some in-class time should be given during the unit to ensure student success; however, a majority of the work will need to be done independently. |
| **Day 7**: Tuesday | **Instructional Notes** (including Sequencing & Scaffolding, Formative Assessments, and days that target vocabulary) | **Activity/Strategy** | **Texts and Resources** |
| **Activities/Strategies:** | “Indian Education” print out and reading comprehension questions | **Read Aloud**  
Collaboration Discussion | Students will read through “Indian Education” in small groups of four.  
After reading the short story (roughly 15-25 minutes), students will answer reading comprehension and analytical questions individually and collaboratively.  
Students will finish the day by discussing their answers as a class based on the teacher’s prompting. |
| **Day 8**: Wednesday | **Instructional Notes** (including Sequencing & Scaffolding, Formative Assessments, and days that target vocabulary) | **Activity/Strategy** | **Texts and Resources** |
| **Activities/Strategies:** | Malala Yousafzai Speech and YouTube video on reactions | **Listening** | Students will watch Malala Yousafzai’s 2013 United Nations Speech, as well as a video demonstrating Teen Reactions to Malala Yousafzai.  
During these videos, students will take notes on Malala using a KWL Chart (Know, Wonder, Learn).  
- The teacher should walk students through the chart briefly before watching the videos. |
<table>
<thead>
<tr>
<th>Note-taking</th>
<th>Appendix K</th>
<th>At the end of the videos, students will use their notes to write a short in-class compare/contrast essay on the themes of education as discussed by Malala and in “Indian Education.” These notes may also work for the final essay.</th>
</tr>
</thead>
</table>
| **Day 9: Thursday** | The Bean Trees Reading handouts Reading schedule ET Question #2 Appendix F and H | The class will briefly discuss *The Bean Trees* according to The 5 Elements of Fiction reading handout.  
- Roughly 15-20 minutes.  
- The teacher will provide visuals for the discussion on the front board- primarily by graphing the novel’s Plot, while including other brief notes.  
- During this time, students should take notes or add to their personal notes, in order to improve their comprehension and analysis of the novel.  
Students will then spend the rest of the hour reading silently and continuing to work on their notes. Students will complete a comprehensive ET (Exit Ticket #2) before leaving the classroom. |
| Activities/Strategies: | Review Silent Reading Exit Ticket | Because certain activities may (and most likely will) require more time than provide, an additional day to make up for this needed time has been included.  
- “Indian Education” took up nearly two full class periods when introduced to the intended classes.  
  - Students enjoyed the piece, became involved in answering the questions about the reading in their small groups, and were engaged in the class discussion as a whole. |
| **Day 10:** | Catch-Up Day | **Activity/Strategy** Texts and Resources Instructional Notes (including Sequencing & Scaffolding, Formative Assessments, and days that target vocabulary) |
| Activities/Strategies: | |  
| **Day 11: Monday** | Humans of New York Social Media Website Images and Captions Appendix L | The class will look at Syrian refugee photographs and their captions as provided by the Humans of New York (HONY) Instagram page.  
Students will take notes on and discuss (1) What They Think They Know, (2) What They Learned, and (3) What They Wonder based on the images and captions.  
- The teacher will run through and show students the images first.  
  - During the initial run-through, students will simply answer (1) What They Think They Know about the people in the image.  
  - Provide students with 2-3 minutes per image.  
- Next, the teacher will run through the images again, but this time, the teacher will read the correlating caption (may need to be read twice for improved comprehension)  
  - At this point, students will quietly answer (2) What They Learned and (3) What They Wonder based on the images and their captions.  
  - Students may need anywhere between 4-7 minutes per picture here. |
| Activities/Strategies: Inferences Collaboration | | **Day 12: Tuesday**  
Activities/Strategies: Read/Listen and Respond Class Discussion | Complete HONY assignment. Darren Edward’s “Privilege” | Because, in practice, the students required more time in responding to the questions than initially planned, the HONY Syrian Refugees activity and concluding class discussion will require roughly 1 ½ class periods.  
- The additional class period is mainly to allow students to share their responses and the progress of their responses based on the HONY images and captions. This is an important opportunity because it engages students in an informal, yet productive conversation as a class. |
Once completing the HONY discussion, students will grab a fresh piece of paper and complete the class by reading through and listening to two different performance poems.

- **Performance poetry is a genre of poetry that is meant to be read out-loud/performed for an audience. It makes use of intonation (Tone and Mood), as well as figurative language and body language. Briefly introduce students to this genre.**
- **Read through “Privilege” by Darren Edwards (or have a male student with an excellent reading voice read it out-loud for more authenticity).**
  - Some censorship will be needed- There is one f-word, simply leave it out.
  - Read through the poem twice.
  - Have students quietly listen to the poem and write down words, phrases, or images that stand out to them. They will need to be able to explain why each stood out.
- **Without discussion, have students watch Amir Safi’s “Brown Boy, White House” performance on Button Poetry on YouTube.**
  - Students will watch/listen to the poem twice while writing down words, phrases, or images that stand out to them (again, they will need to supply an explanation).
- **Finish class by having students share what stood out, what they liked/disliked, etc. about the poems. Also, make sure students can identify how these poems specifically fit into the focus on social injustice.**
  - This is a fun activity that still includes the content focus.

### Day 13: Wednesday

**Activities/Strategies:**
- Review
- Silent Reading
- Note-taking
- Exit Ticket

*The Bean Trees*
- Reading handouts
- Reading schedule
- ET Question #3

*Appendix F and H*

The class will briefly discuss *The Bean Trees* according to The 5 Elements of Fiction reading handout.

- Roughly 15-20 minutes.
- The teacher will provide visuals for the discussion on the front board- primarily by graphing the novel’s Plot, while including other brief notes.
- During this time, students should take notes or add to their personal notes, in order to improve their comprehension and analysis of the novel.

Students will then spend the rest of the hour reading silently and continuing to work on their notes. Students will complete a comprehensive ET (Exit Ticket #3) before leaving the classroom.

### Day 14: Thursday

**Activities/Strategies:**
- CODE Vocabulary-
- Prioritizing

*CODE Word Wall, Glossary, and Defining Characteristics Handouts*

*Appendix B, C, D*

Students take the vocabulary terms from their Word Wall and Glossary to determine “which words are essential, which are important, and which are good to know” (The Core Six Essential Strategies).

- (Roughly 12-15 minutes) Students will work work quietly and independently to identify the words they feel are Essential, Important, and Good to Know.
  - Students should provide a two-sentence explanation for each word.
- (Roughly 20-25 minutes) Organize students into small groups and have them compare their lists. Then, as a group, the students will need to develop and agree upon their list of Essential, Important, and Good to Know words- this can be done on one paper for the entire group.
- To finish, have students work as a class to identify the Essential, Important, and Good to Know Words- the teacher should write these lists down on the board.
In the process, have students discuss why the words belong in each category. It is especially effective if students have different ideas and share those differences in order to engage in discussion and come to a mutual understanding/agreement.

- Before completing the day, have each student copy down the agreed upon list of Essential, Important, and Good to Know words on the same page as their independently developed list.
  - It will be interested for the teacher and students to note the similarities and differences between the two lists.

**Day 15: Friday**

**Activities/Strategies:** Essay Writing

**Essay Writing**
- Family Essay Prompt
- *Appendix M*
- *Appendix M.1*

First, (for roughly 10 minutes) review thesis statements with students.
- Define thesis statement.
- Identify the difference between a quality thesis statement and a subpar thesis statement.
- Possibly provide students with a ‘formula’ for developing an effective thesis statement (*Appendix M.1*).

Students will write a timed essay (at least 40 minutes, or the entire class period - so long as students are productive) answering the prompt concerning the concept of family according to their personal experiences and their reading of *The Bean Trees*.
- Students will use various resources covered in class, as well as provided from their personal backgrounds, to answer the essay questions.
  - Their thesis statement should specifically identify each source.
  - The main focus of an in-class, timed essay is content (NOT grammar and punctuation).
- They should cite the book and all other outside sources of information (including HONY).

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Sequencing &amp; Scaffolding, Formative Assessments, and days that target vocabulary)</th>
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</thead>
<tbody>
<tr>
<td><strong>Day 16: Monday</strong></td>
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</tbody>
</table>
| **Activities/Strategies:** Close Reading Teacher-Modeling | Close Reading Print-Out and Second Set of Questions | Students will pull out their text print-outs and receive their second-set of comprehension questions (Close Reading #2 Questions), as well as highlighters.
- Once again, the teacher will read through the passage out-loud with students.
- Students will continue to mark up their copies according to the information they have learned while reading *The Bean Trees*.
- Students will then answer the comprehension questions independently.
- The class will end with a discussion based on the second Close Reading and the Close Reading #2 Questions.
  - Compare/Contrast the first Close Reading to the second (context, understanding) |
| **Day 17: Tuesday** | *The Bean Trees* Reading handouts Reading schedule ET Question #4 | The class will briefly discuss *The Bean Trees* according to The 5 Elements of Fiction reading handout.
- Roughly 15-20 minutes.
- The teacher will provide visuals for the discussion on the front board - primarily by graphing the novel’s Plot, while including other brief notes.
- During this time, students should take notes or add to their personal notes, in order to improve their comprehension and analysis of the novel.
  - Students will then spend the rest of the hour reading silently and continuing to work on their notes. |
### Day 18: Wednesday

**Activities/Strategies:**
- Inferences
- Collaboration

**National Geographic Social Media Website Images and Captions**

*Appendix N*

The class will look at photographs and captions for homeless people as provided by the National Geographic Instagram page.

Students will take notes on and discuss (1) What They Think They Know, (2) What They Learned, and (3) What They Wonder based on the images and captions.

- The teacher will run through and show students the images first.
  - During the initial run-through, students will simply answer (1) What They Think They Know about the people in the image.
  - Provide students with 2-3 minutes per image.
- Next, the teacher will run through the images again, but this time, the teacher will read the correlating caption (may need to be read twice for improved comprehension)
  - At this point, students will quietly answer (2) What They Learned and (3) What They Wonder based on the images and their captions.
  - Students may need anywhere between 3-5 minutes per picture here.

The class will finish, once again, with the students discussing (led by the teacher) their responses to each person and question throughout the activity.

### Day 19: Thursday

**Activities/Strategies:**
- Creative Writing
- 6 Traits of Writing

**1st Person Poetry Writing Assignment**

*Appendix O*

Students will write a 1st Person Perspective poem. The poem will be from the perspective of a Syrian refugee from the HONY activity or a homeless individual from National Geographic, or another person experiencing social injustice.

- Students should have their topic approved by the teacher (if other than HONY or National Geographic).

### Day 20: Friday

**Activities/Strategies:**
- Catch-Up Day

Because certain activities may (and most likely will) require more time than provide, an additional day to make up for this needed time has been included.

- Family Essay and/or 1st Person Perspective Poem may require more time.
- Students should be encouraged to use this time for reading if they are caught up.

### Activity/Strategy | Texts and Resources | Instructional Notes (including Sequencing & Scaffolding, Formative Assessments, and days that target vocabulary)
---|---|---
### Day 21: Monday
**Activities/Strategies:**
- Review
- Silent Reading
- Note-taking
- Exit Ticket

**The Bean Trees**
- Reading handouts
- Reading schedule
- ET Question #5

*Appendix F and H*

The class will briefly discuss *The Bean Trees* according to The 5 Elements of Fiction reading handout.

- Roughly 15-20 minutes.
- The teacher will provide visuals for the discussion on the front board- primarily by graphing the novel’s Plot, while including other brief notes.
- During this time, students should take notes or add to their personal notes, in order to improve their comprehension and analysis of the novel.

Students will then spend the rest of the hour reading silently and continuing to work on their notes.

Students will complete a comprehensive ET (Exit Ticket #5) before leaving the classroom.

### Day 22: Tuesday
**Activities/Strategies:**
- The Bean Trees
- Character Map Group Assignment Sheet

The teacher will separate students into small groups of 4-5. In these groups, students will work together to complete the Character Map assignment and prepare a presentation for the class on their character.
<table>
<thead>
<tr>
<th>Day</th>
<th>Activities/Strategies:</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Sequencing &amp; Scaffolding, Formative Assessments, and days that target vocabulary)</th>
</tr>
</thead>
</table>
| Day 23: Wednesday | The Bean Trees Character Map Group Assignment Sheet | The Bean Trees Character Map Group Assignment Sheet | The teacher will separate students into small groups of 4-5. In these groups, students will work together to complete the Character Map assignment and prepare a presentation for the class on their character.  
- The groups will include comprehensive and analytical information about their characters (as required by the worksheet).  
- The groups will also need to provide a visual representation. |
| Day 24: Thursday | The Bean Trees Character Map Group Assignment Sheet | The Bean Trees Character Map Group Assignment Sheet | Student groups will present their characters, with comprehensive and analytical information, to their classmates.  
- All students will take notes, as necessary, on each character to improve their understanding of the importance of each character, as well as the novel as a whole.  
  - Students will be allowed to take notes in their preferred way- these strategies have been covered in previous years of their education, and previously in the class. |
| Day 25: Friday | The Bean Trees Character Map Group Assignment Sheet | The Bean Trees Character Map Group Assignment Sheet | Student groups will present their characters, with comprehensive and analytical information, to their classmates.  
- All students will take notes, as necessary, on each character to improve their understanding of the importance of each character, as well as the novel as a whole.  
  - Students will be allowed to take notes in their preferred way- these strategies have been covered in previous years of their education, and previously in the class. |

### Activity/Strategy

- **Reading Comprehension Analysis Collaboration**

- **Appendix P**

- The groups will include comprehensive and analytical information about their characters (as required by the worksheet).  
- The groups will also need to provide a visual representation.

### Day 26: Monday

- **Reading Comprehension Analysis Collaboration**

- **Appendix P**

- The teacher will provide each student with an assignment sheet for the argumentative essay question, which is based on the Essential Questions and Enduring Understandings.  
  - As a class, students and the teacher will read through the assignment sheet together.  
  - Students should be encouraged to ask questions for clarification during this time.  
  - Students will use their collective notes on The Bean Trees and social injustice, as well as online sources, to answer an argumentative essay question (the Essential Questions).  
    - MLA Format has previously been covered in this class (and other classes), however, MLA Format will be briefly covered once more on the board.  
    - To review, the teacher should demonstrate MLA Heading, Header, Title, Margin, Paragraphing, in-text citations, and Works Cited format on the front board with the class.  
    - The teacher should also review finding quality sources online- previously covered in class.  
    - The teacher should ask students questions, rather than lecture, while writing answers on the board and encouraging students to correct one another.
- Students should take notes at this point as well to ensure clarity.
- The teacher should also encourage students to check The OWL at Purdue University (an online source) for additional help with MLA Format, if they are confused.

By the end of this period, students will have prepared/completed the delivered Thesis Proposal.

<table>
<thead>
<tr>
<th>Day 27: Tuesday</th>
<th>Activities/Strategies: Essay Writing, MLA Format, 6 Traits of Writing Research</th>
</tr>
</thead>
</table>
|                | *The Bean Trees* and Social Injustice Final Essay Sheet | The teacher will provide each student with a grading rubric for the argumentative essay question.  
- As a class, students and the teacher will read through the grading rubric together.  
- Students should be encouraged to ask questions for clarification during this time.  
Students will use their collective notes on *The Bean Trees* and social injustice, as well as online sources, to answer an argumentative essay question (the Essential Questions).  
- MLA format and sources have been previously covered and quickly reviewed.  
- Thesis statements have been previously covered and reviewed in this unit.  
Students will continue to use their Thesis Proposal Worksheet to collect and organize their notes, as well as look for applicable and authoritative sources.  
By the end of this period, students will write an introductory paragraph and work on the body of their essay. |
|                | Appendix Q |  |

<table>
<thead>
<tr>
<th>Day 28: Wednesday</th>
<th>Activities/Strategies: Essay Writing, MLA Format, 6 Traits of Writing Research</th>
</tr>
</thead>
</table>
|                | *The Bean Trees* and Social Injustice Final Essay Sheet | Students will use their collective notes on *The Bean Trees* and social injustice, as well as online sources, to answer an argumentative essay question (the Essential Questions).  
- MLA format and sources have been previously covered and quickly reviewed.  
- Thesis statements have been previously covered and reviewed in this unit.  
During this period, students will work on the body of their essay. |
|                | Appendix Q |  |

<table>
<thead>
<tr>
<th>Day 29: Thursday</th>
<th>Activities/Strategies: Essay Writing, MLA Format, 6 Traits of Writing Research</th>
</tr>
</thead>
</table>
|                | *The Bean Trees* and Social Injustice Final Essay Sheet | Students will use their collective notes on *The Bean Trees* and social injustice, as well as online sources, to answer an argumentative essay question (the Essential Questions).  
- MLA format and sources have been previously covered and quickly reviewed.  
- Thesis statements have been previously covered and reviewed in this unit.  
During this period, students will work to complete a rough draft of their essay. |
|                | Appendix Q |  |

<table>
<thead>
<tr>
<th>Day 30: Friday</th>
<th>Activities/Strategies: Essay Writing, MLA Format, 6 Traits of Writing Research</th>
</tr>
</thead>
</table>
|                | *The Bean Trees* and Social Injustice Final Essay Sheet, Peer Review Sheet, Personal Reflection Sheet | Students will use their collective notes on *The Bean Trees* and social injustice, as well as online sources, to answer an argumentative essay question (the Essential Questions).  
- MLA format and sources have been previously covered and quickly reviewed.  
- Thesis statements have been previously covered and reviewed in this unit.  
During this period, students will collaborate on Peer Reviews, as well as conduct Personal Reflections on their essays- this process has been previously practiced in class, however, a worksheet is provided to walk students through the process. |
<p>|                | Appendix R, Appendix S |  |</p>
<table>
<thead>
<tr>
<th>Day 31: Monday</th>
<th>The Bean Trees and Social Injustice Final Essay Sheet</th>
</tr>
</thead>
</table>
| Activities/Strategies: Essay Writing, MLA Format, 6 Traits of Writing, Research | Students will use their collective notes on *The Bean Trees* and social injustice, as well as online sources, to answer an argumentative essay question (the Essential Questions).  
- MLA format and sources have been previously covered and quickly reviewed.  
- Thesis statements have been previously covered and previously reviewed in this unit.  
During this period, students will work on the Final Draft of their essays. |

<table>
<thead>
<tr>
<th>Day 32: Tuesday</th>
<th>The Bean Trees and Social Injustice Final Essay Sheet</th>
</tr>
</thead>
</table>
| Activities/Strategies: Essay Writing, MLA Format, 6 Traits of Writing, Research | Students will use their collective notes on *The Bean Trees* and social injustice, as well as online sources, to answer an argumentative essay question (the Essential Questions).  
- MLA format and sources have been previously covered and quickly reviewed.  
- Thesis statements have been previously covered and previously reviewed in this unit.  
The teacher will review both the assignment sheet and the grading rubric with students at the beginning of class.  
During this period, students will work on the Final Draft of their essays.  
Before leaving, students will submit their final essays, with their rough draft, Peer Review, Personal Reflection, and notes. |

<table>
<thead>
<tr>
<th>Day 33: Wednesday</th>
<th>CODE Word Wall, Glossary, Defining Characteristics, and Prioritizing Handouts</th>
</tr>
</thead>
</table>
| Activities/Strategies: CODE Vocabulary-Use It or Lose It | The Use It or Lose It Vocabulary Strategy is a continuation of the Essential, Important, and Good to Know Vocabulary strategy. Students will use their Essential and Important Vocabulary words to write a 100-word review of the novel, *The Bean Trees*.  
- At the end of the class, students will need to turn in all of their vocabulary worksheets as one stapled packet. |

<table>
<thead>
<tr>
<th>Day 34: Thursday</th>
<th>Catch-Up Day</th>
</tr>
</thead>
</table>
| Activities/Strategies: | Because certain activities may (and most likely will) require more time than provide, an additional day to make up for this needed time has been included.  
- The Argumentative Essay/Essential Question essay and Socratic Seminar questions may require more time. |

<table>
<thead>
<tr>
<th>Day 35: Friday</th>
<th>Socratic Seminar Questions Other student notes</th>
</tr>
</thead>
</table>
| Activities/Strategies: | Students will interact in a Socratic Seminar on *The Bean Trees* and Social Injustice.  
- The Socratic Seminar process has previously been explained and practiced in class.  
- For more information on Socratic Seminars, visit [http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html](http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html) |
**Text Excerpt: pages 178-180 of The Bean Trees**

After dinner one night Lou Ann came into my room while the kids were listening to their "Snow White" record in the living room. I'd skipped dinner; I wasn't eating much these days. When I was young and growing a lot, and Mama couldn't feed me enough, she used to say I had a hollow leg. Now I felt like I had a hollow everything. Nothing in the world could have filled that space.

Lou Ann knocked softly at the door and then walked in, balancing a bowl of chicken-noodle soup on a tray.

"You're going to dry up and blow away, hon," she said. "You've got to eat something."

I took one look and started crying. The idea that you could remedy such evil with chicken-noodle soup.

"It's the best I can do," Lou Ann offered. "I just don't think you're going to change anything with your own personal hunger strike."

I put down my book and accepted her hug. I couldn't remember when I had felt so hopeless.

"I don't know where to start, Lou Ann," I told her. "There's just so damn much ugliness. Everywhere you look, some big guy kicking some little person when they're down-look what they do to those people at Mattie's. To hell with them, people say, let them die, it was their fault in the first place for being poor or in trouble, or for not being white, or whatever, how dare they try to come to this country."

"I thought you were upset about Turtle," Lou Ann said.

"About Turtle, sure," I looked out the window. "But it just goes on and on, there's no end to it." I didn't know how to explain the empty despair I felt. "How can I just be upset about Turtle, about a grown man hurting a baby, when the whole way of the world is to pick on people that can't fight back?"

"You fight back, Taylor. Nobody picks on you and lives to tell the tale."

I ignored this. "Look at those guys out in the park with no place to go," I said. "And women, too. I've seen whole families out there. While we're in here trying to keep the dry-cleaner bags out of the kids' reach, those mothers are using dry-cleaner bags for their children's clothes, for God's sake. For raincoats. And feeding them out of the McDonald's dumpster. You'd think that life alone would be punishment enough for those people, but then the cops come around waking them up mornings, knocking them around with their sticks. You've seen it. And everybody else saying hooray, way to go, I got mine, power to the toughest.

**Text-Dependent Questions**

**First set of questions:** To be covered on the fourth instructional day.

1. How would you describe the narrator’s tone and mood? Think about how reading this passage makes you feel and include a description of your thoughts and emotions. Specifically mark and write down words and/or descriptions that you felt were the most powerful.

2. Which sentence or paragraph do you feel is the most powerful/important? Why?

3. Overall, do you agree or disagree with what Taylor has to say here? Specifically identify her ideas that you agree and/or disagree with and write them down, along with your ideas/opinions.

4. Does this passage make you wonder anything? What are you curious about after reading this passage?

**Second set of questions, text-dependent:** To be covered on the sixteenth day of instruction.

1. Throughout this passage we are exposed to Taylor’s feelings and frustrations, while Lou Ann “just listen[s]”. Based on her actions and characterizations throughout the novel, what do you think Lou Ann is thinking and feeling during this conversation? Do you think she agrees with Taylor? Why or why not?

2. Which sentence would you pick as Taylor’s thesis during her conversation with Lou Ann? Provide evidence and main ideas to backup your selection.

3. Taylor describes various frustrations throughout this passage, however, her central concern is Turtle’s recent trauma. How does Turtle’s experience relate to the topics Taylor presents here? Do you understand the connections? Why or why not?

4. Identify this excerpt’s most powerful words (considering tone, mood, and purpose). Do these words relate? How do these words work together? What do these words have in common?
Clean up the neighborhood and devil take the riffraff."
   Lou Ann just listened.
   "What I'm saying is nobody feels sorry for anybody anymore, nobody
   even pretends they do. Not even the President. It's like it's become unpatriotic." I
   unfolded my wad of handkerchief and blew my nose.
   "What's that supposed to teach people?" I demanded. "It's no wonder kids
   get the hurting end of the stick. And she's so little, so many years ahead of her.
   I'm just not up to the job, Lou Ann."
   Lou Ann sat with her knees folded under her, braiding and unbraiding the
   end of a strand of my hair.
   "Well, don't feel like the Lone Ranger," she said. "Nobody is."

5. Is Taylor reacting characteristically here or is the reader
   exposed to a new side of her? Provide evidence from previous
   sections of the book as well as this passage to answer the
   question.

6. Now that you have actually read the book, how has your
   understanding of this passage changed from when we first read
   it? Did anything stand out to you during this reading that you did
   not notice before? Did your feelings about the passage change?
   What improved your understanding of this passage this time
   around?

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**Scaffolds and Extensions (Module 5)**

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<th>UDL Components:</th>
<th>Support for students who are ELL, have disabilities or read well below grade level text band:</th>
<th>Extensions for advanced students:</th>
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</thead>
<tbody>
<tr>
<td>UDL Learning Goal: Students will learn about and present information about social injustice using real-life resources and fictional characters from <em>The Bean Trees</em>. Principle I, II, and III</td>
<td>Shortened and guided assignments; extended deadlines; and more support materials</td>
<td>Additional research and/or reading materials; responsibility in Socratic Circle- Development of questions for in-class discussions and the Socratic Seminar.</td>
</tr>
</tbody>
</table>

**Other (important elements not captured in this template, explanation, reflection supplementary materials):**

*Appendix A*

Student Name: ________________    Class/Hour: ________     Date: ________________

**Modified Document-Based Inquiry Notecatcher: Social Injustice**

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<th>Phase I: Visuals</th>
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<th>Phase II:</th>
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<tr>
<td>What I Notice</td>
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</table>

### Phase III: Summaries and Interpretations

<table>
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<tr>
<th>What I Notice</th>
<th>What I Wonder</th>
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### Phase IV: Synthesis

**What is social injustice?**
Provide support for your definition with strong and thorough evidence from the sources provided here.

**How does social injustice affect society?**
Explain your reasoning and support your argument with strong and thorough evidence from the sources.

Adapted from Ann Stevenson, Idaho Core Coach

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**Modified Document-Based Inquiry (DBI)**

**DBI Phase 1, 8 minutes**

“The Problem We All Live With” by Norman Rockwell
SORRY, YOU ARE SIMPLY NOT THE RIGHT MAN FOR THE JOB.
GIVE US AMERICAN RIGHTS

GO HOME NEGRO
#ILLFIGHT

OPPOSE INJUSTICE.

SOCIAL JUSTICE IS:
- INCLUDING THE EXCLUDED
- CHALLENGING CULTURAL PRACTICES
- CONFRONTING THE POWERFUL
- ADVOCATING FOR THE OPPRESSED

THE SALVATION ARMY
Miss World Missire Presents Women

We're not beautiful we're not ugly we're angry

Support women on trial against Miss World

Women demand liberation now

Women are people too

What are beauty contest statistics

Don't try women try Mecca
Muslims are not all terrorists

I can actually see you

My hair is real

I'll marry whoever I want.

I am not a color

I will not cut your grass.

We're not all Mexican

Not all Asians are studious, have squinty eyes, and speak the same language.

I am not white trash.
FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLimb THAT TREE
Poverty is not an accident. Like slavery and apartheid, it is man-made and can be removed by the actions of human beings.

- Nelson Mandela

The Pachamama Alliance (www.pachamama.org/social-justice/social-injustices)

“Social injustice is the product of social inequality. Social injustice occurs when a group is at a great disadvantage.”

“Social justice issues occur globally, nationally, regionally, locally, and within groups. These issues are a result of unequal wealth and resource distribution, unfair treatment of individuals with differing traits (race, culture, sexual orientation, religion, etc), and laws that support segregation.”

“The Problem We All Live With” by Norman Rockwell
“Rockwell’s painting focuses on an historic 1960 school integration episode when six year-old Ruby Bridges had to be escorted by federal marshals past jeering mobs to insure her safe enrollment at the William Frantz Elementary School in New Orleans. Ruby was the first African American child to enroll at the school, and the local white community – as elsewhere in the country at that time – was fiercely opposed to the court-ordered desegregation of public schools then occurring. Rockwell’s rendering focuses on the little girl in her immaculate white dress, carrying her ruler and copy book, as the four U.S. marshals escort her. The painting also captures some of the contempt of those times with the scrawled racial epithet on the wall and the red splattering of a recently thrown tomato” (“Rockwell & Race”).

*I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Malala Yousafzai

“We realize the importance of our voices only when we are silenced.”

“Peace in every home, every street, every village, every country – this is my dream. Education for every boy and every girl in the world. To sit down on a chair and read my books with all my friends at school is my right. To see each and every human being with a smile of happiness is my wish” (313).

“As we crossed the Malakand Pass I saw a young girl selling oranges. She was scratching marks on a piece of paper with a pencil to account for the oranges she had sold, as she could not read or write. I took a photo of her and vowed I would do everything in my power to help educate girls just like her. This was the war I was going to fight” (217).
“We all use stereotypes, all the time, without knowing it. We have met the enemy of equality, and the enemy is us.”

(Paul, 1998)
Fredrick Douglas

"In this denial of the right to participate in government, not merely the degradation of woman and the perpetuation of a great injustice happens, but the maiming and repudiation of one-half of the moral and intellectual power of the government of the world."

Seneca Falls Convention, 1848
Motivations behind hate crimes have shifted significantly in recent years, with the biggest jump in hate crimes that, according to the victims, were
based on ethnicity bias. Ethnicity, defined as a victim’s “ancestral, cultural, social or national affiliation,” was cited as a reason in 51% of cases reported in 2012, up from 30% in 2011 and 22% in 2004, according to a new report from the Bureau of Justice Statistics.

In addition to the big jump in ethnicity as a motivation, the percentage of hate crimes where the perceived cause was religious bias nearly tripled — from 10% in 2004 to 28% in 2012. Over the same period, the percentage of hate crimes rooted in gender bias more than doubled, from 12% to 26%. There were a total of 293,790 reported hate crimes in 2012, up from 218,010 in 2011 and 281,670 in 2004.

Changes were much less dramatic for other hate-crime motives tracked by the government. Hate crimes in which race and sexual orientation were cited showed a decline between 2004 and 2012, from 58% to 46%, while hate crimes motivated by a person’s disability remained about the same (11%). The BJS noted that in many cases, victims reported more than one bias motivation for the same crime.


Almost everywhere, solid majorities express support for gender equality and agree that women should be able to work outside the home. Most
also find a marriage in which both spouses share financial and household responsibilities to be more satisfying than one in which the husband provides for the family and the wife takes care of the house and children. In addition, majorities in most countries reject the notion that higher education is more important for a boy than for a girl.

Yet, despite a general consensus that women should have the same rights as men, people in many countries around the world say gender inequalities persist in their countries. Many say that men get more opportunities than equally qualified women for jobs that pay well and that life is generally better for men than it is for women in their countries. This is especially so in some of the wealthier nations surveyed. And while majorities in nearly every country surveyed express support for gender equality, equal rights supporters in most countries say that more changes are needed to ensure that women have the same rights as men.

These are among the findings of a 22-nation survey by the Pew Research Center’s Global Attitudes Project, conducted April 7 to May 8. This special in-depth look at views on gender equality, done in association with the International Herald Tribune, also suggests that, while egalitarian sentiments are pervasive, they are less than robust; when economically challenging times arise, many feel men should be given preferential treatment over women in the search for employment.

This is especially true in the predominantly Muslim countries surveyed as well as in India, China, South Korea and Nigeria. In these countries, solid majorities agree that women should be able to work outside the home; yet, most also agree that men should have more right to a job than women when jobs are scarce. For example, about six-in-ten in Egypt (61%) and Jordan (58%) say women should have the right to work outside the home, but even larger shares (75% and 68%, respectively) say the priority should be for men to have jobs.

In some countries, male respondents are considerably more likely than female respondents to agree that men should have more right to a job than women when jobs are scarce. For example, about nine-in-ten Egyptian men (92%) share this view, compared with 58% of Egyptian women. Similarly, while about three-quarters of Jordanian men (77%) say their sex should be more entitled to a job in tough economic times, a much slimmer majority of Jordanian women (56%) say the same.

Men and women also frequently offer diverging views on other aspects of gender equality, including a woman’s right to work outside the home and the importance of higher education for boys and girls; this gender gap is evident most consistently in the predominantly Muslim countries surveyed.

The survey also finds that women are far more likely than men to perceive gender inequalities. By double-digit margins, female respondents in 13 of 22 nations are more likely than male respondents to say men in their countries have the better life. And in most countries where majorities
among both men and women agree that men get more opportunities than women for high-paying jobs, women are considerably more likely to say they completely agree that is the case.

Document-Based Inquiry
Phase 3, 18 minutes

*Introduction to Social Justice* by Rev. William J. Ferree, S.M., Ph.D.

“Every effort must therefore be made that fathers of families receive a wage large enough to meet common domestic needs adequately. But if this cannot always be done under existing circumstances, Social Justice demands that changes be introduced into the system as soon as possible, whereby such a wage will be assured to every adult workingman.”
Now if we were to hand this quotation to a number of people, and ask each one of them what Social Justice demands in it, almost every one of them would answer, “A family wage.” They would all be wrong! Look again at the syntax of the sentence: the direct object of the predicate “demands” is the clause “that changes be introduced into the system.” The Pope’s teaching on the family wage is that it is due in commutative or strict justice to the individual worker;—what Social Justice demands is something specifically social: the reorganization of the system. For it is the whole system which is badly organized (“socially unjust”) when it withholds from the human beings whose lives are bound up in it, the power to “meet common domestic needs adequately.” (Introduction to Social Justice by Rev. William J. Ferree, S.M., Ph.D.)
She was unstoppable not because of her courage but because of her courageous love for her children.

http://protectivemothersallianceinternational.org
Gender Bias

Society produces bias that is structured on the basis of gender identities. Patriarchy strengthens the gender bias and recognises the society as a male dominated space. Thus, women face bias from the dominant patriarchal society.

Gender bias is the construction of socialization process and it is the extension of patriarchal ideology. Gender bias is commonly considered to be discrimination and/or hatred towards people based on their gender rather than their individual merits, but can also refer to any and all systemic differentiations based on the gender of the individuals.
Charlene Wong “Social Injustice” (http://judge-me-not.weebly.com/social-injustice.html)
“Social Injustice is unfairness experienced by people who are perceived to fit into one or more marginalized groups (for example, an adopted, left-handed, aboriginal, female child). It is a collection of shared unjust experiences, nurtured primarily by ignorance, by an illiteracy with other ways of being, actively perpetrated through various forces serving very narrow, particular interests. The objective of social injustice is to keep the status quo or move backwards, to a less equitable society through censorship, misinformation and media propaganda. In a socially unjust world, those in power cannot be questioned and believed to be right by default due to their might. Groups of people are deemed inferior and are expected to stay silent about what they really feel and think while stroking the ego of the dominant group. It operates collectively at global and societal levels, backed by systematic institutionalized power and governance.

On a basic personal level, injustice is your everyday misunderstanding. It's when two belief systems clash. It's two people that aren't listening to each other yet still expect to be heard. Both believe they are in the right. It's when parents think they know better than the child who has less life experience and their children who think they have a right to be included in decisions made about them. It's when siblings do not get along, when in-laws despise each other, when friends miscommunicate, when fighting and verbal abuse breaks out between peers, when bullying happens at school (and at home, in the community, in the workplace, in politics), when someone who has more power and authority silences the other. Maybe it's because someone is in a position of authority, older, taller, stronger, more fierce, more mean, more aggressive. It can happen whenever the persons involved do not know how to reason and negotiate respectfully, are too tired to, lack support, are not rehearsed in or immersed in a culture of mutual respect of deference and have never experienced anything other than hierarchical respect by force and dominance. Or they simply feel entitled to belittle others. We all think we're special.

When personal injustice is a shared experience among many individuals that belong to a perceived social group(s) in society (though there are always exceptions due to the intersectionality of experience), it becomes social injustice. Will social injustice and misunderstanding always exist? Perhaps and perhaps not.”
To parents

The urge to create is equally strong in all children. Boys and girls.
It’s imagination that counts. Not skill. You build whatever comes into your
head, the way you want it. A bed or a truck. A dolls house or a spaceship.
A lot of boys like dolls houses. They’re more human than spaceships.
A lot of girls prefer spaceships. They’re more exciting than dolls houses.
The most important thing is to put the right material in their hands and let
them create whatever appeals to them.

“American Civil Rights Movement” http://www.britannica.com/event/American-civil-rights-movement
“American history has been marked by persistent and determined efforts to expand the scope and inclusiveness of civil rights. Although equal rights for all were affirmed in the founding documents of the United States, many of the new country’s inhabitants were denied essential rights. African slaves and indentured servants did not have the inalienable right to “life, liberty, and the pursuit of happiness” that British colonists asserted to justify their Declaration of Independence. Nor were they included among the “People of the United States” who established the Constitution in order to “promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity.” Instead, the Constitution protected slavery by allowing the importation of slaves until 1808 and providing for the return of slaves who had escaped to other states.

As the United States expanded its boundaries, Native American peoples resisted conquest and absorption. Individual states, which determined most of the rights of American citizens, generally limited voting rights to white property-owning males, and other rights—such as the right to own land or serve on juries—were often denied on the basis of racial or gender distinctions. A small proportion of African Americans lived outside the slave system, but those so-called “free blacks” endured racial discrimination and enforced segregation. Although some slaves violently rebelled against their enslavement (see slave rebellions), African Americans and other subordinated groups mainly used nonviolent means—protests, legal challenges, pleas and petitions addressed to government officials, as well as sustained and massive civil rights movements—to achieve gradual improvements in their status.”

“2015 Year in Review: What We Can Learn From Prejudice in an Era of Globalization”
Understanding Islamophobia

The loudest statements from Trump to ban Muslims (an entire culture and religion) is not exactly the sanest. But the approval ratings of his statements bring to light a simmering prejudice against muslims -- an Islamophobia that's been growing since 9/11.

But just as we can't call all Christians, fundamentalists, we can't call all Muslims, extremists.

So how about we address the problem where it actually is -- in the minds of the radicalized and soon to be radicalized -- in the prejudice which causes their violence against others and themselves.

Fighting prejudice with prejudice only continues a cycle of violence for years to come.

Sweeping generalizations from prejudice are the very seeds of hate that we abhor when we see the effects.

But when you see the seed, you know the place to act -- to unearth that seed of prejudice before it sows.

Malala Yousafzai, the youngest-ever Nobel laureate, spoke up about Trump's plans saying, "If your intention is to stop terrorism, do not try to blame the whole population of Muslims for it because it cannot stop terrorism. It will radicalize more terrorists." She continued, "Education, not discrimination, is the key to stopping terror."

Understanding Fundamentalism

While we defend our borders from outsiders, there is a fundamentalism in our own nation that threatens the peace of it's people.

We see this through the shooting at a Planned Parenthood in Colorado Springs based on anti-abortion ideals; the shooting in a Louisiana theatre based on extreme right-wing ideals; and a shooting in a historically black church in South Carolina based on white supremacist ideals.

Islamic extremists and American fundamentalists have a striking similarity -- the same root reason for their attacks.

These attacks are all based on beliefs in fixed ideals of how life should be and a prejudice against those who would differ -- the non-believers, the infidels or heathens that would threaten their ideals of how we should live.

Fixed belief and prejudice go hand in hand. If there is a fixed belief, it requires a wall to protect that fixed belief and weapons to propagate that fixed belief. That fixed belief becomes paramount to protect at all costs, at the cost of others, the cost of even their own lives and families.

Understanding Racial Bias

Guess what, we don't even have to look at extremists and fundamentalists to find the problem of prejudice operating in our societies.

Through numerous reports of racially biased police shootings coming to light since the shooting of Trayvon Martin in 2012, we see a prevalent prejudice that's been submerged under a guise of political correctness.

Once again this prejudice stems from an attempt to maintain a fixed way of life, to maintain a racial divide, even after segregation was officially abolished decades ago.
We only have to look further into financial divides, opportunity divides, and even the biased judicial and prison systems to see the means of segregation continuing today.

Wherever there is prejudice you will find protest for basic human rights.

In 2015 the Black Lives Matter movement gained momentum to become one of the top stories of the year with protests fueled by the deaths of Walter Scott and Freddie Gray, both at the hands of police officers.

Freddie Gray's death prompted riots erupting across Baltimore, shutting down the city.

Through non-violent protests, the Black Lives Matter movement shut down the Mall of America in Minneapolis and the Minneapolis-St. Paul International Airport right during the rush of holidays.

All of this continues to ring an alarm until the issue of prejudice is properly addressed.

If we really want some sense of security, we need to address the seeds of prejudice wherever it is found, within ourselves, society, and the world, in either group or side.

Understanding Globalization

The world is becoming more and more globalized with multiple cultures crossing paths like never before. That trend is not going anywhere, it is on the rise.

How we relate with each other and how we raise each other in this globalized world is the question. Do we isolate ourselves behind thicker walls to protect our fixed view of life which inevitably brings prejudice? Or do we remain flexible with expanding awareness -- understanding that there is still much to learn about the world and humanity.

If we can really drop our prejudices, we can see our differences for what they are -- cultural differences, not human differences.

Then we can get to know better our neighbors across the street and through the world.

If we can connect with our core humanity, we'll find a much greater similarity within us and we may just find much greater solutions.
"WE BECOME NOT A MELTING POT BUT A BEAUTIFUL MOSAIC. DIFFERENT PEOPLE, DIFFERENT BELIEFS, DIFFERENT YEARNINGS, DIFFERENT HOPES, DIFFERENT DREAMS".

-JIMMY CARTER
Appendix B

CODE Vocabulary: Connect- Associations

Student Name: ____________________   Class/Hour: __________________    Date: _________

Directions: For each of the following sections, provide an appropriate response/description for the term SOCIAL INJUSTICE. Use your background knowledge and personal experiences, as well as The Social Injustice Modified DBI.

<table>
<thead>
<tr>
<th>Dictionary Definition</th>
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<tbody>
<tr>
<td>Synonyms</td>
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<tr>
<td>Feelings</td>
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<td>Picture/ Images</td>
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<td>Physical Reactions</td>
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<td>Other</td>
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</table>
CODE Vocabulary: Connect- Glossary

Student Name: ____________________   Class/Hour: __________________    Date: _________

Directions: Define each of the following vocabulary terms, include the word’s part of speech and create an icon for each word. While reading, keep an eye out for the word in context or for an example of the word (figurative language). Write down at least one example sentence and include the page number.

## Tier II Words

<table>
<thead>
<tr>
<th>Word</th>
<th>Part of Speech</th>
<th>Icon</th>
<th>Definition</th>
<th>The Bean Trees: Sentence and Page Number</th>
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## Tier III Words

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<th>Word</th>
<th>Part of Speech</th>
<th>Icon</th>
<th>Definition</th>
<th>The Bean Trees: Sentence and Page Number</th>
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Appendix D

CODE Vocabulary: Deep Process- Defining Characteristics
Directions: For your literary device, develop an example and specific answers for each question. After answering the questions, create a presentation to share with your classmates. Imagine you are teaching these Tier III vocabulary words to your peers for the first time; make sure that your work is specific and accurate. Create a visual aide for your presentation and plan for five-minutes of speaking time.

1. Symbolism
   a. What is it?
   b. What is it used for?
   c. Why is it valued?
   d. Where does it come from?
   e. Example

2. Metaphor
   a. What is it?
   b. What is it used for?
   c. Why is it valued?
   d. Where does it come from?
   e. Example

3. Allusion
   a. What is it?
   b. What is it used for?
   c. Why is it valued?
   d. Where does it come from?
   e. Example

4. Allegory
   a. What is it?
   b. What is it used for?
   c. Why is it valued?
   d. Where does it come from?
   e. Example

Appendix E

English 11B: The Bean Trees

In practice, this was given to students and encouraged to be used as a bookmark
Reading Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Chapters and Page Number</th>
</tr>
</thead>
</table>
| Week 1: Friday - Sunday | Chapter 1: “The One to Get Away” p. 32 *Read first 12 pages aloud with the class- model reading  
Chapter 2: “New Year’s Pig” p. 46 |
| Week 2: Monday - Friday | Chapter 3: “Jesus is Lord Used Tires” p. 70  
Chapter 4: “Tug Fork Water” p. 86  
Chapter 5: “Harmonious Space” p. 102 |
| Week 3: Monday - Friday | Chapter 6: “Valentine’s Day” p. 120  
Chapter 7: “How They Eat in Heaven” p. 145  
Chapter 8: “The Miracle of Dog Doo Park” p. 175 |
| Week 4: Monday- Friday | Chapter 9: “Ismene” p. 189  
Chapter 11: “Dream Angels” p. 214 |
| Week 5: Monday - Friday | Chapter 12: “Into the Terrible Night” p. 230  
Chapter 13: “Night-Blooming Cereus” p. 253  
Chapter 14: Guardian Saints” p. 272 |
| Week 6: Monday - Friday | Chapter 15: “Lake o’ the Cherokees” p. 283  
Chapter 16: “Soundness of Mind and Freedom of Will” p. 290  
Chapter 17: “Rhizobia” p. 312 |

Appendix F

The Bean Trees: 5 Elements of Fiction

In practice, students kept this assignment in their English Notebooks- these were turned in to be graded at the end of the unit (following the Socratic Seminar)

Student Name: _________________________                   Date: _____________       Hour: _________
1. **Plot:** Develop a traditional plot structure that outlines the major events that occur in *The Bean Trees*. Aim to include at least one event from each chapter; a minimum total of 17 plot points.

2. **Setting:** Identify the significant physical locations of the novel. A setting is considered significant when a major event occurs there; several significant events can, and will, take place in the same general location.

3. **Character:** Character Maps (To Be Completed In-Class)

4. **Conflict:** Character Maps (To Be Completed In-Class)

5. **Theme:** Do your best to take notes on the following topics as they are presented in the novel. To better assist you with the final essay and Socratic Seminar, make sure to include page numbers. The notes can be in bullet points, lists, or mini-essays. What is important is that you understand the appearance and progression of the themes throughout the novel.
   a. Family Matters: The definition and importance of family
   b. The Individual: The value of community support for an individual
   c. Womanhood: The social and cultural expectations of women
   d. Motherhood: Maternal instincts and the side effects of motherhood
   e. Social Injustice: The motivations and receptions of illegal immigrants
   f. Respect: The need to and lack of respect for the environment

---

**Appendix G**

*The Bean Trees* and Social Injustice: Socratic Seminar Discussion Questions

*In practice, students kept this assignment in their English Notebooks—these were turned in to be graded at the end of the unit (following the Socratic Seminar)*

Student Name: ___________________________ Date: _____________ Hour: ________

Use the following questions to focus your reading and prepare yourself for the final class discussion. Include page numbers and citations with your answers to each question; you will need to reference the material while discussing *The Bean Trees* and the concept of social injustice.
1. What is the significance of the novel’s title *The Bean Trees*?
   a. Which characters are specifically connected to bean trees?
   b. How are these characters connected to each other and to the bean trees?
   c. What do these connections represent?
   d. What do beans and bean trees represent independently and collaboratively?

2. What is the significance of each chapter’s title?
   a. Identify how each chapter title relates to specific characters, events, and/or beliefs.
   b. Did you connect with any specific character(s) more than any other? If yes, who and why? If no, why not? No matter the answer, provide a thorough explanation to share with the class.

3. Who is Ismene?
   a. What does she represent?
   b. Who is she associated with?
   c. Why is the novel dedicated to her?

4. Examine and describe the representation of the following forms of social injustice. (Connects to the themes on The 5 Elements of Fiction Worksheet)
   a. Women’s rights
   b. Motherhood
   c. Immigration
   d. Race and prejudice
   e. Poverty
   f. Has your reading of *The Bean Trees* affected your understanding and/or beliefs about any of these topics? No matter the answer, provide a thorough explanation to share with the class. Use specific characters, events, and descriptions from the novel. Which of the arguments in Aristotle’s triangle does Kingsolver exercise most effectively? (Ethos, pathos, or logos)

5. Which of the arguments in Aristotle’s triangle (Ethos, Pathos, Logos) does Kingsolver exercise most effectively?
   a. Provide several specific examples from the text to back up your claim.

---

**Appendix H**

**The Bean Trees:**

**Reading Comprehension Exit Tickets**

**Exit Ticket #1: Day 5**

1. On a sticky note, write down your name and page number.
2. On a half sheet of paper, answer the following question:
a. Taylor writes, “I found my head rights, mama. They’re coming with me” (32). Describe her head rights and how she found them.

**Exit Ticket #2: Day 9**

1. On a sticky note, write down your name and page number.
2. On a half sheet of paper, answer the following question:
   a. Chapter 5 is titled “Harmonious Space.” What is this harmonious space and who finds it?

**Exit Ticket #3: Day 13**

1. On a sticky note, write down your name and page number.
2. On a half sheet of paper, answer the following question:
   a. What significant development does Turtle experience in Chapter 7? Why is this milestone so important, especially to Taylor?

**Exit Ticket #4: Day 17**

1. On a sticky note, write down your name and page number.
2. On a half sheet of paper, answer the following question:
   a. Chapter 10 has the same title as the novel. What are bean trees? Who gives them this name?

**Exit Ticket #5: Day 21**

1. On a sticky note, write down your name and page number.
2. On a half sheet of paper, answer the following question:
   a. What is the significance of the night-blooming cereus? Think of the flower’s timing and audience.

---

**Appendix I**

*The Bean Trees: Sentence Structure and Punctuation Assessment*

*Section A is made of up actual sentences taken from the novel*

**Section A**

**Directions:** Proofread the following sentences and add any missing punctuation. Hint: Some sentences require more than one punctuation mark.

1. Lou Ann Ruiz lived in Tucson Arizona but thought of herself as just an ordinary Kentuckian a long way from home

2. What’s it coming around here for I said is it your pet or your girlfriend

4. Esperanza and Estevan were their names; it led you to expect twins, not a young married couple, and really, there was something twinnish about them.

5. She had bobbed snowy hair and sturdy wiry arms, and was dressed entirely in red all the way down to her perk patent-leather shoes.

Section B

Directions: Combine the following sentences using appropriate punctuation.

1. Barbara Kingsolver was born in 1955. She was raised in Kentucky. Kingsolver currently lives in Virginia.

2. Kingsolver has worked as a freelance writer and author since 1985. Kingsolver has written thirteen books.

3. Kingsolver earned college degrees in biology from two universities. Her studies have contributed to her writing. Kingsolver’s scientific background is evident in many of her novels, including *The Bean Trees*. 
4. Kingsolver is a novelist. She is also a social activist. She uses her works to share messages on social issues. Kingsolver has been featured in Oprah’s Book Club.

5. Kingsolver has won many awards. She has also created her own award. Kingsolver’s award is the Bellwether Prize for Fiction. This award provides support for unpublished writers. The Bellwether Prize for Fiction is meant for works that promote positive social change.

Appendix J

“Indian Education” by Sherman Alexie

PDF: https://salkeiz-cia.orvsd.org/sites/salkeiz-cia.orvsd.org/files/10_CFA_text_of_Indian_Education.pdf

Directions: Answer the following questions using evidence from the text to validate your claims.

1. Write a one-paragraph (5-7 sentences) summary of “Indian Education” as a whole.

2. How would you describe the tone of this narration? Consider how the narrator feels about his experiences as a student. Avoid cliches and use words that are more descriptive than sad, frustrated, angry, or hurt.

3. Provide a short description (4-6 sentences) about the narrator. What do you think he looks like? What do you think he believes in? And why? Select and write down his most significant quotes and actions, and explain how they describe his character.

4. What is the mood of this work? Again, avoid cliches and use words that are more descriptive than sad, frustrated, angry, or hurt. Are there any devices, descriptions, or words that strongly contribute to the emotional atmosphere of the piece?

5. What is the overall message, or theme, of this piece? In your own words, develop a one-to-two sentence thesis for this work.

6. What is the purpose of this piece? What is the author trying to accomplish by writing and publishing it? Is “Indian Education” effective in achieving it’s purpose? Provide a specific explanation for your answer.
Appendix K

“Malala Yousafzai United Nations Speech 2013”: https://www.youtube.com/watch?v=QRh_30C8l6Y

“Teens React to Malala Yousafzai”: https://www.youtube.com/watch?v=RE1KNTxc0uU

KWL Chart

Social Injustice: Malala Yousafzai

Student Name: _________________________                   Date: _____________       Hour: ________

<table>
<thead>
<tr>
<th>What Do I Already Know?</th>
<th>What Do I Wonder?</th>
<th>What Have I Learned?</th>
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Appendix L

Humans of New York (HONY)

Refugee Profiles

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<tr>
<th>Student Name: _________________________</th>
<th>Date: ______________</th>
<th>Hour: ________</th>
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</table>

For each image and caption, answer the following three questions in complete sentences and as specifically as possible:

1. What are my first impressions about this person/family?
2. What do I know about this person/family?
3. What do I wonder about this situation?
4. How does this situation make me feel?

<table>
<thead>
<tr>
<th>Image</th>
<th>Question</th>
<th>Answer</th>
</tr>
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<tbody>
<tr>
<td>A.</td>
<td>“I had to leave the home that I’d spent thirty years building. One day I just had to close the doors, turn the key, and leave everything behind. I’m seventy-two. No one wants to leave home at my age. But I left because I have six sons, and I knew one day the soldiers would come for them. My sons weren’t political. They wanted nothing to do with killing, but that didn’t matter. Good people and bad people were all being treated the same way. I watched soldiers take away the neighbors’ boys with my own eyes. They were good boys. I’d known them their whole lives. But they were led away like sheep. They didn’t even speak up because if they opened their mouths they’d be shot. I knew it was only a matter of time before they came to our house. We left everything behind, but now my family is safe. So I am happy. I was an only child, but I had eleven children. I built a whole</td>
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<p>| | | |
|      |          |        |</p>
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<tr>
<th><strong>A.</strong></th>
<th><strong>B.</strong></th>
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<tr>
<td>Every Friday I’d cook for them at my house. I’d spend the whole day in my kitchen, and all the grandchildren would come over, and the house would be filled with noise. The word ‘family’ is a painful word for me now. The war scattered my children all over the world. They are in Syria, Lebanon, Germany, and Jordan. I love all my children, but this one here is my soul. He’s always taken care of me. He’s even raised his children to take care of me. His daughters are always asking if I need anything—just like their father. Tomorrow he’s leaving for a place called Memphis, Tennessee. I don’t know what I will do without him. I hope they will let me come to Memphis too. Can you tell us anything about Memphis? Are there nice people there? I heard that it is a city of music. I love music.” (Amman, Jordan)</td>
<td>“Sometimes I sit by myself and I blame myself for leaving Syria. I used to own my own business. Now I’m working as an employee in a dairy shop. I have nothing here. When I feel nostalgic about Syria, I remember the smell of jasmine in my back garden. I remember my four best friends. We were always laughing and joking together. On Friday mornings during the summer, we’d wake up early to drive to the lake and swim. In the winter we’d play cards and smoke the water pipe. But I have to remind myself that Syria isn’t there anymore. Our old town doesn’t even have any food. A bag of salt costs $50 now. And all my friends are gone. One of them is in Egypt, one is in Turkey, one is in Lebanon, and the other was killed by a sniper. Life had been going so well for me before the war came. I’m a driver, and I’d just saved enough money to buy a new car. I was starting a family. My father had given us a house and we’d bought all new furniture. But one day a mortar destroyed a wall of our house. It was too dangerous to stay. I left because of the children. The years we’ve spent as refugees have been very tough, but we’ve just learned that we’re going to Detroit, Michigan. I have a brother-in-law who says it’s very nice there. He says he is allowed to work legally and officially. So hopefully I can start driving again. He says there is heating in</td>
</tr>
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</table>
the houses and the water is warm when you shower. And he says that America cares about children. He tells me that there is a bus that picks them up and takes them to school. They are too young now, but one day I will tell them about Syria. They are already asking questions. The oldest one overhears us talking on the phone to our family back in Syria. She asks us: ‘If our aunt is hungry, why can’t she just buy bread?’”

(Amman, Jordan)

C.

“I was the only doctor in the area, so when ISIS captured our town, I knew that they would ask me to work for them. We should have left right away. One night five men came to our house. They were wearing masks and they refused to take off their shoes. Their Arabic was not with a Syrian accent. They claimed to be searching for weapons and went from room to room. They knew about me already, because they kept calling me ‘Doctor.’ When they finished searching the house, they arrested my husband. It was a night in January, so it was too cold for them to start their car. The engine kept turning over and over. I thought that maybe a miracle would keep them from taking him. But then I heard the engine start and they drove away. I paced in the street all night. At one point I heard a gunshot in the distance, and I thought for sure they had killed him. I thought it was all my fault. We should have left right away.”

“ISIS needs educated people to support them. None of them finished school. They cannot manage the cities they capture because they have no skills. When they took me to prison, at
first they were very aggressive. They kept putting a gun to my head and taking it away. But after a few minutes of this, one of the men began speaking to me in a very nice way. He said: ‘You are an Islamic man. Please, be a good Muslim and help us. We want your wife to open a hospital for us. And we want you to manage it.’ I agreed to everything they asked. I told them I would help. Then the moment they let me go home, we packed our bags and left.”

“We’ve been waiting for two years now. We’ve been through all our interviews. Last week this letter came and said that we’ve been ‘deferred.’ I’m not even sure what that means. We were very truthful about everything. We have nothing left in Syria. I want to continue working as a doctor in America. Here my hands are tied. Refugees are not allowed to work. I don’t have papers. I can’t communicate with anyone. I worked my entire life to become a doctor. I did nothing but study for six years. I didn’t even have a hobby. Now I’m doing nothing. I’m losing hope. I’ve started to wonder if it would have been better for us to go the illegal way across the sea.”

The whole purpose of my trip to Turkey and Jordan was to interview refugees who had been approved for American resettlement. So when this couple showed me the letter saying they’d been ‘deferred,’ I was a bit confused. But I continued the interview anyway. As I learned the rest of the couple’s story, I noticed my UNHCR facilitator typing on her phone. After a few minutes, she came over to me and showed me the screen. It was a text message from the main office. It said: ‘They’ve been approved. Would you care to tell them?’ So it was my great honor to inform this couple that they were going to America. This portrait was taken thirty seconds after they learned the news.

(Gaziantep, Turkey)
“I had a very brilliant teacher in elementary school. She was my role model. I don’t remember deciding to be a teacher so much as I remember deciding that I wanted to be just like her. My whole life became about studying. I’d learn every lesson early so that I could participate in class. When my siblings were playing games around the house, I’d plug my ears and work on my homework. Education was my passion. It was all I thought about. I didn’t even want to get married. I finished at the top of my class in both high school and university. I got a scholarship to pursue my Masters at a German university. Then I met a man who was very supportive of me going to school, so I decided to marry. But four months later he was killed in a car accident. And I was pregnant.

I knew immediately after my husband’s death that I would have to let go of my dreams. I fell into a deep depression. I was going to be a single mother so I’d have to focus everything on raising my child. I thought that I would never be able to do anything in my life again. I skipped the orientation for the German university. I missed my German language lessons. Everything seemed to be slipping away. I gave birth to my daughter and moved in with my parents. When I saw my daughter, I realized that I needed to get my life back on track. She’d already lost her father. I didn’t want her to lose her mother too. So I enrolled at the University of Damascus and continued with my studies. I graduated once again at the top of my class. I began to work as a professor while I applied for my PhD. My daughter was getting bigger. Everything seemed to be getting back on track. Then the war came.

Because I’m a refugee, my life is on pause. My studies have stopped. I’m not working. I don’t have a career. Because I’m Syrian, I’m not allowed to participate in society. It’s been years of doing nothing. I used to be a cheerful person. I was always invited to parties. Now I like to be alone. I’ve become more nervous and aggressive. I yell over silly things. I just want to start my life again. I learned last Thursday that I’m going to a
state called North Carolina. I’m very nervous. I know nothing about it. More than anything, I want to finish my education. But mostly I hope that whatever is waiting for me there is better than what I’ve gone through. Doesn’t she look like an American? The lady who did our interview said that she looks like an American. She’s very excited. She’s young, so I know she’ll be able to learn English very easily. She’s a very smart girl. She’s already decided exactly what her room will look like in North Carolina. She won’t stop talking about it. She says that she’s going to do a lot of swimming and learn how to use the computer. Someone at her school told her that kids in America can do whatever they want and never get yelled at. So whenever I try to punish her, she tells me: ‘That won’t be allowed in America.’”

(Amman, Jordan)

“Every month we had to go to Baghdad to get my son’s eyes treated. When we went for his last appointment, the hospital was very crowded so we decided to go back to the hotel and wait. We walked out into the street and waited for a taxi. A car pulled up and stopped. We thought it was the police. Two men with guns jumped out and asked for our ID cards, then they pushed us into the car. After a few hundred meters, my wife and I were tossed into the street. But they kept my son. After they took our son, my wife was so weak that she couldn’t get out of bed. For days I walked around Baghdad like a crazy man. I could not sleep. I walked from early in the morning to late at night. I thought maybe I’d recognize the car if I saw it again. Every day I picked a new neighborhood. I kept my phone in my hand hoping that someone would call. Every few seconds I’d check the screen. Soon I lost hope. I was sure that I’d lost my son. Then after one week an envelope came to the house with a phone number inside. I called the number and a man told me that he had my son. He said he wanted a large amount of money. He said if I called the police, my son would
die. It took me twenty days to get the money together. I sold the house. I borrowed money from relatives. Days would pass between phone calls. I kept begging for more time. They kept changing SIM cards so I couldn’t call back. When I finally got the money, I told them I was ready to meet, but I demanded to speak to my son. I told them: ‘Please, I need to hear his voice. I need to hear his voice.’ Then suddenly I heard my son’s voice on the phone. He sounded very scared. He said: ‘Dad?’ Then the phone was disconnected.

“They told me to meet them at a certain address with the money. It was an old abandoned house. They told me to wait for a silver car to come, and to throw the money inside. After a few minutes a car came. I threw the money inside and it drove off. Soon another car pulled up, the door opened, and my son was thrown out. I didn’t believe it was my son. It was like I was born again. I picked him up and I started running and I didn’t stop until I reached a place full of people. Both of us cried as I ran.” (Hegyeshalom, Hungary)

F.

“The army searched our house six times. The first two times they knocked on the door. The next four times they kicked in the door in the middle of the night. They hit my wife. They shocked me with an electric baton. And my children had to witness all of this. The psychology of my children changed before my eyes. I stopped getting hugs and kisses. They used to watch cartoons and play normal games. Now they only played games related to war. They’d chase each other around the house, shouting: ‘I’m going to kill you!’ I tried buying them an educational kit with cardboard squares and triangles and circles. When I left the room, they broke the shapes and turned them into guns.” (Hegyeshalom, Hungary)
| G. | “I saw the army burn my neighbor’s house. They set it on fire and took photographs while it burned. The next day I saw the same house on TV, except the headline claimed that it had been destroyed by ‘terrorists.’ The army began to arrest 300 people every day. They were arresting everyone. They came for me during Ramadan. I was eating with my entire family when suddenly we heard the sound of a car outside. Soldiers kicked down the door and they tied my hands behind my back. My children were screaming. The soldiers said: ‘We know you are working with the opposition! You are a terrorist!’ I told them: ‘Please. We are poor people. We have done nothing. We are trying to live.’ I never thought I’d see my family again. They brought me to the prison and blindfolded me. They made me kneel on the floor. They asked me questions about the opposition, but I knew nothing. When they asked me a question, I only had two seconds to answer before I was kicked. They beat me for hours while they questioned me. I begged them to stop. I kept promising that I would tell them if I heard anything. Then they attached cables to my body. They would run electricity through me for 25 seconds, then they would stop, and they would ask another question. When I said: ‘I don’t know,’ the electricity would start again. They kept me for three days. When they finally let me go, I couldn’t stand. I went home and hugged my family but I had to go straight to work. Because there was no food in the house and no one had eaten for days.” (Lesvos, Greece) |
I worked as a waiter in Saudi Arabia for seven years to save money so that I could build a house in Syria. It only had two rooms and a bathroom, but for me it was paradise. We lived there for about twenty years. We did not want to leave. We have young children and no money to travel. But it became impossible to live. Our house was situated between the army and the opposition. Every day the army knocked on our door, and said: ‘Help us or we will kill you.’ They came to the restaurant where I worked and accused us of feeding the enemy. We hid in the cellar while they beat the manager. If the opposition managed to capture our village, we would also be killed. They would accuse us of collaborating with the army. We had no options. Minding our own business was not a choice. We left with nothing but our clothes.” (Lesvos, Greece)
Essay Prompt: Define family. Consider the various interpretations and real-life examples of families; also consider the various family structures present in *The Bean Trees*. Identify what makes a family and why the family unit is valuable to people and society. Make sure your essay has a thesis and organizational focus.
National Geographic

Instagram “Portraits of People Living in the Streets”

For each image and caption, answer the following three questions in complete sentences and as specifically as possible:

1. What do I know about this person?
2. What do I wonder about this and their situation?
3. How does this person/situation make me feel?
Martin: "How long have you been out here on the streets?"
Markeith: “I’ve been out here since 2004. I was in tenth grade. My mother passed away and left me kinda…My dad’s a crack head so I didn’t really have too much family. I’m from the Highlands. I been out here for quite awhile. But I try to be upbeat about it.”
Martin: “You quit school at grade ten then?”
Markeith: “Yeah.”
Martin: “Your mom must have been really young when she passed away, man.”
Markeith: “Yeah, she was late thirties.”
Martin: “Drug related?”
Markeith: “She was shot in the spinal cord. Her boyfriend was selling drugs. They came lookin’ for him and killed my mom. That’s why I’m trying to keep myself away from all of that.”
B.

Martin: "You've tried to find housing with your girlfriend?"  
Pablo: "Yes. She's currently pregnant. I’ve called many programs before and it's all the run around with… they either say ‘Well, you have to come back tomorrow or come back some other day or earlier or you have to call in advance or there’s a waiting list.’ And then there’s been times where one program would refer us to another program and that program would say ‘Well now we’re full, you can check out this program.’ Which is just literally the program that referred us to that program. It’s all just the same thing over and over.”  
M: “How did you end up living on the street?”  
P: “When I turned eighteen my mom said ‘Son, you have to go. Your sister is getting old, I need my privacy, she needs hers, your brothers have all left…’ and she’s kicking my brother and his wife and his two kids out too.”  
M: “She kicked you and your brother and your brother’s wife and kids out?”  
P: “Yeah”  
M: “Why?”  
P: “It was a two bedroom house. It’s small. She needs her privacy. I understand. I love my little sister and I’d rather have her somewhere to stay than me…”  
M: “How do you come by money?”  
P: “Me and my girlfriend work when we can. So I mean we try to save up as much as we can and when we need to eat, we eat. Work our way up.”  
M: “How do you make sure you don’t get robbed at night?”  
P: “At night what we do is we sleep at a church, a well-lit area. And sometimes, if we have to, we ride the bus all night, sleep on the bus if it’s too cold.”  
M: “How long have you guys been together?”  
P: “We’ve been together for a year and a little more than a half already. I’m happy. And she’s having my kid so… I love her and I already love my little kid.”  
M: “You guys are staying away from drugs, I have a feeling. You seem very clear-minded.”  
J: “Yeah. I’ve seen what it does to people. I used to have a friend who was on meth.
M: “Where does your girlfriend work?”
J: “She works at a KFC. Yeah. She works minimum wage. She got promoted about a year ago to supervisor. So they bumped her up to ten.”

Martin: “Where are you from?”
David: “I’m from the Midwest, Iowa. I’ve been out here about seven or eight years.”
M: “How long living on the street?”
D: “Seven, eight years.”
M: “And you’re living in a shelter down here?”
D: “Yes. They’re gonna get me housing eventually so I just hang in there and do what they tell me to do. I need the housing. Right now I’m sixty. I’m hoping to retire at sixty-two but I don’t know until I look it up on the website if I can still retire at sixty-two or not. It may be sixty-five by now or sixty-seven.”
M: “How many years did you work?”
D: “I worked twenty-seven years for a major printer in Iowa. Seven days a week. I had money in my pocket, was too tired to spend it. Like literally I worked for seven days a week. Yeah it was the best job I could come up with so there’s no reason to leave when you’re making good money. You have to stay until they close the doors, which they eventually did. They got a state of the art plant in Poland. They shut us down.”
M: “But then eventually the money ran out and you had a hard time finding a new line of work?”
D: “Uh huh. ‘Cause of my age. We start hitting age discrimination at forty-five. I did. And I had twenty-seven years in a factory and nobody would touch me at a warehouse job or anything.”
M: “Which magazines did you print?”
D: “Our most famous one would be Penthouse followed by Better Homes & Gardens. I saw everything three months in advance from when it hit the stands because you gotta stay ahead of deadlines. When computers came I thought ‘Oh man, print is gonna be in trouble.’”
Rosalee: “I used to be really bad in drug use.”
Martin: “You did drugs for a couple years?”
R: “Since I was thirteen.”
M: “What was the drug of choice?”
R: “Methamphetamine.”
M: “Do you still do it sometimes?”
R: “No, I am seventy-nine days sober. Yeah, it’s been a road but I’m so happy to be sober now. I’ve lost my mom and because of drug use I wasn’t able to spend time with her so I made her a promise when I talked to her on the phone before she passed away that I would get sober.”
M: “You started at thirteen?”
R: “Yeah.”
M: “What brought you to it?”
R: “My mom was a really bad crack head. Money went towards the drugs and before you knew it there was no food in the house and so I found myself stealing from my mom to feed me and my brother. And a friend of mine sniffed a line in front of me and I was like, what’s that? Does it take care of hunger pains and he’s like yeah. And I was like, umm, can I try? And one of my friends said no and the other one said yes and so I went with the one that said yes and tried it and from there on everything was just down hill.”
Martin: “How old are you Kemi? You look like you are fifteen.”
Kemi: “I’m nineteen. I turned nineteen November 13th.”
M: “How long have you been out here?”
K: “I’ve been out here on and off for four years ‘cause I used to run away from a group home.”
M: "Four years already?"
K: "Yeah, but I’m working on getting my housing so I might be off the street soon…I have a dog too that they’re gonna allow me to have because he’s a service animal.
M: "Why do you need a service animal?"
K: "Depression and anxiety. He’s a service animal for emotional support."
M: "How long have you had depression?"
K: "Well, I kinda developed it just being out here on the streets and being alone all the time…It’s kinda just something that I developed with me because I stopped eating and I stopped sleeping because I was so scared before I got my dog.”
Stony: "I’m skilled, I have three different degrees so I don’t understand why can’t I get a job, why am I either too over qualified or too under qualified? I’m over qualified to flip a hamburger, I’m under qualified to do other things. It’s like, I don’t know. So I’ve been homeless now for almost two years, going on two and a half years, for the first time in my life. I been on the street too long though. It’s tiring me out, it’s wearing me out. In December I’ll be fifty-five.”
Martin: “Do you live on the street?”
David: “I've been living on the street for five years, going on six.”
M: “Anyone who saw you walking down the street would never know. How do you keep that shirt so clean?”
D: “I learn how to keep it clean. You gotta adapt to your environment...take time to respect yourself if you want respect from others.”
M: “You go to job interviews?”
D: “I've had jobs.”
M: “What kind of jobs have you had?”
D: “I had a job right here in landscaping.” M: “You like landscaping?”
D: “Yeah, it's fun. I know a lot about it. It's what I've been doing my whole life besides laying brick and reconstructing houses.”
M: “How did you end up living on the streets? What happened?”
D: “I was a foster kid for a couple years. The last couple of years of childhood. So when I got out I had a scholarship to go to college and I took advantage of the scholarship but in the middle of nowhere in Arizona I didn't have anywhere to go for summer break so I ended up moving out here, getting a job...It took me three years to get back into school at [college – name withheld]. I'm on scholarship too.”
M: “Do your other classmates know you live on the streets?”
D: “I had a classmate that...We got to know each other and he kinda figured. But I don't try to... I don't like that being exposed.”
M: “Do you know of any other students living on the streets, going to college?”
D: “My age that are full time? No.”
M: “Are you sure you're okay having your picture out there?”
D: “Don't worry about it.”
M: “Really?”
D: “Don't put it on there, yeah.”
Martin: "What brings you to living on the street?"
Alexis: “We lost our house, me and my husband, and we got two kids, two boys, and... Well I don't like to talk about it but basically we lost our place 'cause of an eviction. My kids are now with my sister and they’re basically gonna be staying there until we get a place to put a roof over our head. We’ve been staying at the shelter downtown in LA and we wake up at 6:00am in the morning and we come out and we go on the internet, we go to places to look for housing... We got married in 2014. It’s making me cry more and it’s making him more humble to deal with the situation but the frustration of looking for housing is very hard. They want you to make either three or five times [the income over the monthly rent]. It’s devastating because... a studio could cost you nine hundred, a one-bedroom could cost you twelve hundred, and a two-bedroom could cost you fifteen to sixteen hundred. I don’t know why the rent in LA has went up so high. I’m accustomed to when... it used to be for a two-bedroom like eight or nine hundred dollars. And now it has gone up so fast, I don’t even know what’s going on.”
Human trafficking remains one of the world's most intractable and horrific problems—even more so today than when I took on a year-long project on the issue. To illuminate the plight of an estimated 27 million people held in bondage worldwide, I went to 12 countries where I witnessed unspeakable horrors. The story got the biggest response in the history of National Geographic until then, but my efforts to publish the work in book form failed. No publisher wanted to take on the challenge. I'm still trying, and still heartbroken from the stories of the victims and survivors. Here, a baby in extreme danger of being sold into the illegal adoption trade, one of the many forms of trafficking.

Appendix O
Social Injustice: 1st Person Perspective Poem

Directions: You will be writing a poem in 1st Person, however, you will be writing from the perspective of a HONY Refugee, National Geographic Profile, or another approved person who is experiencing social injustice of some form.

Poem Expectations:

<table>
<thead>
<tr>
<th>1st Person Narration</th>
<th>Coherent ideas and overall theme</th>
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<tbody>
<tr>
<td>Appropriate tone and mood</td>
<td>Minimum of 10 lines</td>
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<tr>
<td>Complete thoughts</td>
<td>Minimum of 3 literary devices (labeled)</td>
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Appendix P

The Bean Trees: Character Map
1. **Picture**: Draw a picture of your character. Use specific descriptions from the text to back up your picture; include page numbers.

2. **Quotes**: Select and write the most important quotes said by your character. You MUST include the page number. These quotes should relate back to important characteristics and beliefs held by your character. Write down 2-5 quotes.

3. **Actions**: Select and write down the most important actions of your character. You MUST include the page number. These actions should relate back to important characteristics and beliefs held by your character. Copy 3-6 actions.

4. **Symbol**: Select a symbol that defines your character based on their actions, beliefs, and quotes within the novel. Write one paragraph explaining the significance and meaning of your symbol.

5. **Status**: Based on the above information, identify which of the following categories your character belongs to:
   a. Round- a well-developed character
   b. Dynamic- a well-developed character that undergoes a change
   c. Flat- a secondary character that participates in the action
   d. Static- a background character that never changes

6. **Social Injustice**: Citing evidence from text, identify which form of social injustice your character represents.
   a. How does your character’s experiences comment on real-world situations/ forms of this social injustice?
   b. Is your character the average, or norm, for this situation? Or is your character an exception?
   c. What are your character’s greatest obstacles in life?
   d. How does your character handle their obstacles in life?
   e. What are your character’s strengths and weaknesses?
   f. If your character had a motto, what would it be?

7. **Questions**: Develop 2-3 questions concerning your character that you would like your classmates to be able to answer. You will want to develop answers or guidelines to these questions. Consider including page numbers for more specific questions.

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**Appendix Q**

*The Bean Trees: Argumentative Research Essay*
Based on your comprehension of *The Bean Trees*, activities completed in class, and research conducted using authoritative sources of information, answer the following questions:

**Essential Questions:**
Why does social injustice exist?
How does social injustice affect us?

Unlike traditional academic essays, you may write this essay in first person; however, you need to maintain a formal tone and use formal language. The focus NEEDS to be on your argument and information, NOT on your personal beliefs.

The minimum essay length is **four pages**.
Your essay should cite at least three outside resources that are **objective** and **authoritative**.
Your essay should include **MLA in-text citations and a Works Cited page**
- the Works Cited page does not contribute to your final page length

**Thesis Proposal:**
- In my essay, I want to address: ____________________________________________________________
- I plan to include information on ___________________________________________________________
- I need to find more information about ______________________________________________________
- Essay Formula: By examining ____________________, it is evident that _________ and ____________.

**Writing Process Schedule**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Thesis Proposal:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research Notes:</td>
</tr>
<tr>
<td></td>
<td><em>The Bean Trees</em></td>
</tr>
<tr>
<td></td>
<td>Online sources</td>
</tr>
<tr>
<td>Day</td>
<td>Task</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Essay Outline</td>
</tr>
<tr>
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<td></td>
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<tr>
<td>Wednesday</td>
<td>Rough Draft:</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>Thursday</td>
<td>Rough Draft:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Peer Review</td>
</tr>
<tr>
<td>Monday</td>
<td>Personal Reflection</td>
</tr>
<tr>
<td></td>
<td>Final Draft</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Final Draft</td>
</tr>
</tbody>
</table>

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**Appendix R**

Student Name: _________________________                   Date: _____________       Hour: ________

*Teacher’s personal grading style covered previously in class; areas needing improvement are circled and strengths are check-marked*

*Essay is more specifically addressed in the comments section*

*The Bean Trees Argumentative Research Essay Rubric:*
<table>
<thead>
<tr>
<th></th>
<th>Thesis Statement</th>
<th>Ideas</th>
<th>Word Choice</th>
<th>Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concise and</td>
<td>Concise and</td>
<td>Unique, original details</td>
<td>Descriptive, formal</td>
<td>Formal tone</td>
</tr>
<tr>
<td>understandable</td>
<td>understandable</td>
<td>Specific information</td>
<td>language</td>
<td>Writer engaged with topic</td>
</tr>
<tr>
<td>Main ideas</td>
<td>Main ideas</td>
<td>Compelling ideas</td>
<td>Carefully chosen words</td>
<td>Matches purpose and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Avoids cliches</td>
<td>Matches Voice</td>
<td>audience</td>
</tr>
</tbody>
</table>

/15 /15 /15 /15

<table>
<thead>
<tr>
<th></th>
<th>Organization</th>
<th>Sentence Fluency</th>
<th>Conventions</th>
<th>MLA Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logically</td>
<td>Logically</td>
<td>Various sentence types</td>
<td>Limited capitalization</td>
<td>Proper basic format</td>
</tr>
<tr>
<td>grouped info.</td>
<td>grouped info.</td>
<td>Various sentence structures</td>
<td>and punctuation errors</td>
<td>In-text citations</td>
</tr>
<tr>
<td>Flow of ideas</td>
<td>Flow of ideas</td>
<td>Supports Voice</td>
<td>Limited grammar issues</td>
<td>Works Cited Page</td>
</tr>
<tr>
<td>Intro., Body,</td>
<td>Intro., Body,</td>
<td></td>
<td></td>
<td>Avoids plagiarism</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Conclusion</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Comments:

Appendix S

Source: http://www.u.arizona.edu/~eleni/images/PEER%20REVIEW%20RESPONSE%20SHEET.pdf

PEER REVIEW RESPONSE SHEET

Writer’s Name:______________________________  Reviewer’s Name:____________________________
Directions: Your purpose in answering these questions is to provide an honest and helpful response to your partner’s draft and to suggest ways to make his/her writing better. Number the paragraphs before you begin reading. Be sure to read the entire paper carefully before writing any responses. Be as specific as possible, referring to particular parts of the paper in your answers. Leave time to orally discuss your written comments with your partner.

A: Introductory paragraph:

1. Did it capture your attention? EXPLAIN WHY it captured your attention.
2. Does it go from general to specific? Does it give you an idea of what the whole paper is going to be about?
3. Write what you think the thesis of the paper is.
4. If the thesis is weak, how can it be rewritten or clarified to improve the way it ties the paper together?

B. Body paragraphs:

1. How many support paragraphs are there?
2. Does each paragraph answer the question: “How does the information in this paragraph relate to the thesis statement?” Specify here or on the paper which paragraphs are weak or strong. Explain if there are any paragraphs that are confusing and unrelated to the thesis.
3. Are the support paragraphs organized in order of importance: from the strongest to good support of the thesis. Should there be some re-organizing among the support paragraphs?

C. Conclusion:

1. Does the last paragraph highlight the main points of the essay?
2. Does it contain a final comment, prediction, advice about the topic?
3. Does it begin specifically and end in general terms?

D. Final Comments: On the back of this page, write a short letter to your partner explaining how his/her essay can be improved. BE VERY SPECIFIC and explain why you think these changes will help readers. Begin your letter with your partner’s name and sign your own name.

Appendix T

Source: https://www.edutopia.org/pdfs/stw/edutopia-stw-replicatingPBL-21stCAcad-reflection-questions.pdf

Social Injustice Essay Personal Reflection

Directions: Answer these questions as specifically and completely as possible. The purpose of these questions is to provide meaningful reflection on your own work in order to improve the quality of your final draft. Remember, writing is a process and an essay should undergo various changes throughout the process. Read through your essay carefully and provide yourself with helpful annotations. Be as specific as possible and refer back to particular parts of the essay in your answers.
Backward-Looking:

1. What process did you go through to produce this piece?
2. In what ways do you think you need to improve?
3. What problems did you encounter while you were working on this piece? How did you solve them?
4. What resources did you use while working on this piece? Which ones were especially helpful? Which ones would you use again?

Inward-Looking:

1. How do you feel about this piece of work? What parts of it do you particularly like? Dislike? Why? What did/do you enjoy about this piece or work?
2. What was especially satisfying to you about either the process or the finished product?
3. What did/do you find frustrating about it?
4. What were your standards for this piece of work? Did you meet your standards?
5. What does this piece reveal about you as a learner?
6. What did you learn about yourself as you worked on this piece? Have you changed any ideas you used to have on this subject?

Outward-Looking:

1. If you were the teacher, what comments would you make about this piece? What grade would you give it? Why?
2. What’s the one thing you particularly want people to notice when they look at your work?
3. What do your classmates particularly notice about your piece when they look at it?
4. In what ways did your work meet the standards for this assignment? In what ways did it not meet those standards?
5. If someone else were looking at the piece, what might they learn about who you are?

Forward-Looking:

1. One thing I would like to improve upon is …
2. One (or more) thing I did well in this essay is…
3. What will you change before submitting the final draft of this assignment?
4. What's the one thing that you have seen in your classmates' work or process that you would like to try?
5. As you look at this piece, what's one thing that you would like to try to improve upon? What things would you want more help with?