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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<tr>
<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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<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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**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>
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</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)*
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

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**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)*
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.

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**Appendix I**

**The Bean Trees: Sentence Structure and Punctuation Assessment**

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

Student Name: _________________________                   Date: _____________
Hour: ________

**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
3. I could never fly in an airplane Oh Lord never
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 patentleather 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.
6. 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.

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**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**

<table>
<thead>
<tr>
<th>Student Name: ________________</th>
<th>Date: ____________</th>
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<tbody>
<tr>
<td>Hour: ________</td>
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<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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