

TITLE OF LESSON

Multiculturalism Unit 1 Lesson 24 – Conclusion of *El Norte*

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California History- Social Science Content Standards: Grades 9-12 Historical and Social Sciences Analysis Skills

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

Historical Research, Evidence, and Point of View

4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

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MATERIALS

**Blank Coat of Arms** – Student Page

*Migra* by Santana (the CD or cassette and the lyrics found in the *Readings* section of our site)

CD or Cassette Player

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LESSON OBJECTIVES

- To conclude the film *El Norte* and be able to compare it to *Rain of Gold*
  - To connect the film and reading to the central question
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Pass back all graded assignments. Collect their paragraphs from the night before.
  - 2) **Agenda** – Have students copy the agenda you have posted.
  - 3) Golden Lines – Have students take a copy of the song lyrics (*Migra*, by Santana), as they enter the classroom. Explain that the song they will be listening to is about Latino immigrants and that they should underline or circle golden words or phrases that they find particularly powerful. Tell them you will call these Golden Lines. Play the song once as the students listen and mark their lyric sheet.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Read Around** – When the song has finished, tell students that you want them to read their Golden Lines aloud one after the other. Tell them not to worry if they repeat something, but they should speak loudly and clearly. Tell them the idea is to read the sentences or lines continuously with no pauses in between students. Have all students stand in a circle. Ask for a volunteer to start. Once someone has volunteered. Ask him if he wants to go

to his right or his left. Whatever direction he chooses is the direction in which the students will read, until all students have read their lines. Make sure you choose a line and participate too.

2. **Golden Line List** – When you have finished the reading of Golden Lines. Tell them that good readers and good writers are always on the lookout for good lines because they may use them to inspire their own writing or they may use them to create an image of a people or they may use the lines to back up an idea in their essay or they may use the line to backup an interpretation essay. Ask students to write the Golden Line on a separate sheet of paper. Tell them to make sure they give credit to the author, Santana. Then have them put their Golden Line sheet in their folders. Tell them they may add to it at any time during this unit, as long as they give the author of the idea credit. They will use these for their final project, maybe as a motto for their coat of arms or as text in a portion of the images, or as an idea to back up their interpretations in their interpretation essay.
  3. **Discuss** – Now, ask students what the mood/tone of the song is. Why does it sound this way? What emotions is it trying to elicit from the listener? Do you think Lupe would agree with the message of this song? A bracero? The immigrants in *El Norte*? Why or why not?
  4. **Review** – Tell students that today they will be watching the conclusion of the movie, but that first you want to review what they saw yesterday. Briefly go over the **Plot Diagram** with the students up to the point where they could not answer any further. Tell students they will fill in the rest of their worksheet today while they watch the film. At this point, ask a few students to read their homework aloud about what they predicted will happen next in the film. Once the class has heard a variety of opinions, tell them we will find out whether or not their predictions are correct today. Start the film.
  5. **Film** – Like yesterday, it is important to stop the film periodically to check for understanding and to use the **Plot Diagram** as a guide. This will probably mean that you will have to skip over or fast-forward through parts of the film, but this is acceptable as long as the story integrity and main ideas are not lost. There are many symbols and images in the film that may be difficult for the students to comprehend. As a teacher, it is essential that you only focus on those that will stay consistent with the goals for this film in this course.
  6. **Plot Diagram** – Have the film conclude with about 10 minutes left in class. Ask students to complete their **Plot Diagram**. Ask for volunteers to read out each of the pieces of their Plot Diagram. Write them on the board, as a model. Be sure to remind students that each paper should have different answers, as long as students can back up their statements or ideas with concrete examples from the film.
  7. **Homework Review** – Before students leave, pass out a **Blank Coat of Arms** sheet and tell them that their homework is to complete one for one of the main characters in the film. They may choose the character.
  8. **Collect their Plot Diagrams.**
  9. **Add Golden Line** – Ask students to remember one Golden Line from the film. Tell them they may put it in their own words, if they cannot remember the exact words. Have them write it on their Golden Line sheet. Underneath it or next to it, they should write that they got it from *El Norte*, the film, to give credit to the author or in this case the screenwriter/director. Have them place their Golden Line sheet in their folders.
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#### HOMEWORK

- 1) Review your vocabulary flash cards.
  - 2) Complete a Coat of Arms sheet for the main character of the film.
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#### GROUP ROLES

None

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#### DOCUMENTATION FOR PORTFOLIO

Personal Coat of Arms Image



Interpretation Essay #1