Alligator Bayou

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Alligator Bayou – Introduction

RATIONALE:

People come to America for many different reasons, but the "American Dream" isn't easily achieved. Alligator Bayou chronicles the story of a Sicilian family in Tallulah, LA, in 1899 who work hard to establish and maintain a successful produce market. This unit focuses on the inequality of justice and power. In addition, this unit challenges students to delve into a tense period in American History by asking difficult questions like: What does power have to do with justice and fairness? How are people included and excluded from society? How do economic factors affect the social norms?

This unit will provoke students to develop skills in analytical reading and evidence acquisition, as well as prompting them to think and act with empathy. Overall, students will make connections between historical and modern America, understand that power takes different forms, and see literature as a vehicle for social change.

ESSENTIAL QUESTIONS:
Alligator Bayou

- What is social justice and how are individuals defined by their sense of social justice?
- What responsibilities do individuals have in regard to issues of social justice?
- What are the different types of power that individuals possess and how does that affect them?
- What does power have to do with fairness and justice?

Opening Act:
1. I Miss Poem
2. Compare Tallulah, Louisiana and Cefalù, Sicily
3. Introduce Anchor Charts: Character Silhouettes, Character Web, Incident Graph, and Power Chart (The incident chart has a teacher copy at the very end of the unit.)
4. Introduce of Axis of Power graph - public evidence wall
5. Hand out student packet

Main Stage:
1. Do you speak American? - Video (Directions and link under Additional Resources)
2. Food and Family narrative
3. Immigration changes – push/pull
4. Voting Rights
5. Primary source on lynchings
6. Just Because poem
7. Activities from "Academic Conversations" – Jeff Zwiers and Marie Crawford

Closing Act:
1. X and Y Axis of Power – public evidence wall
2. Ida B Wells information and Anti-Lynching pamphlet
3. Final Essay on Power

State of Oregon 8th Grade Common Core Standards for Alligator Bayou

Literature

Key Ideas and Details

1.Read closely to determine what the text says explicitly and to make

logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Assess how point of view or purpose shapes the content and style of a text.

Knowledge and Ideas

6. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

7. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

8. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

9. Read and comprehend complex literary and informational texts independently and proficiently.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.

4.Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6.Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge

7.Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9.Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10.Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for arange of tasks, purposes, and audiences.

Potential Obstacles:

1) Discuss the way the class uses the “n” word and dago.
   Possible solution: “NAACP symbolically buries N-word”
   http://www.washingtonpost.com/wpdyn/content/article/2007/07/09/AR2007070900609.html

2) How does the class discuss lynchings in a respectful and responsible manner?
   Possible solutions:

a) Class discussion to introduce topic. "These were real people, not TV or video game characters."
"Lynchings were an act of extreme terrorism."
b) Control media access; link the presentation to a blog or google.doc but do not allow students open Internet access while working on their pamphlets.

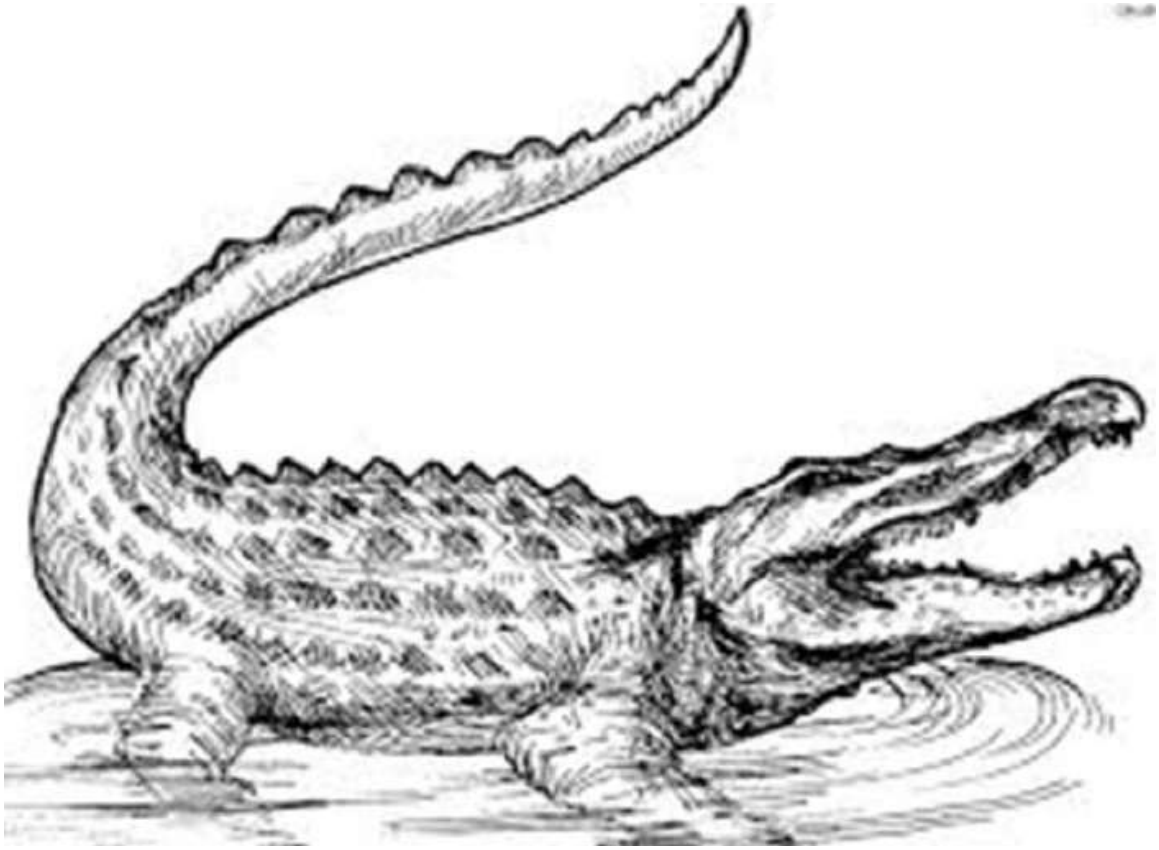
Unit Calendar: based on a 72-minute class period.

Week 1	**1** **Cover story Activity** **Read Chapter One** **Difference**	**2** **Do "Create a Title" as a class** **Introduce Character Web and Silhouettes**	**3** **Read Chpt Two** **Chpt two activities**	**4** **Read Chpt 3 and Chpt 4** **Chpt 3 and 4 activities**	**5** **Read Chpt 5** **Chpt 5 activities** **Intro Food and Family**

	between Tallulah and Cefalu activity	"I Miss Poem"			Narratives
Week 2	6 Read Chpt 6 Decoration Day Article Look at Food and Family narrative models	7 Work on Food and Family drafts	8 Read Chpt 7 and 8 Chpt 7 activities	9 Jim Crow, Voting Rights and Gerrymandering	10 Work on Food and Family drafts
Week 3	11 Read Chpt 9 Chpt 9 activities	12 Read Chpt 10 Chpt 10 activities Peer Edit Food and Family	13 Read Chpt 11 Chpt 11 activities	14 Read Chpt 12 Chpt 12 activities	15 Read Chpt 13 Share Food and Family narratives Notes on Food and Family
Week 4	16 Read Chpt 14 and 15 Chpt 14 and 15 Activities	17 Chart Check Public Collection of Evidence anchor charts/Axis of power Formative Assessment	18 Immigration Lesson Push/Pull Why? Maps	19 Jigsaw stories of Immigration	20 Read Chpt 16 Begin Timeline
Week 5	21 Finish Timeline Begin Primary Source Lynching Lesson	22 Finish Lynching Lesson	23 Read Chpt 17 and 18 Chpt 17 and 18 activities	24 Read Chpt 19 Chpt 19 activities Just Because poem	25 Read Chpt 20 and 21 Chpt 20 and 21 activities

Week 6	**26** **Read Chpt 22 and 23** **Chpt 22 and 23 activities** **Chart Check**	**27** **Read Chpt 24** **Chpt 24 activities** **Chart Check**	**28** **Read Chpt 25** **Chpt 25 activities** **Chart Check**	**29** **Read Chpt 26** **Chpt 26 activities** **Chart Check**	**30** **Wrap-up**
Week 7	**31** **Ida B Wells Anti-Lynching Pamphlet** **Power Essay**	**32** **Ida B Wells Anti-Lynching Pamphlet** **Power Essay**	**33** **Ida B Wells Anti-Lynching Pamphlet** **Power Essay**	**34** **Ida B Wells Anti-Lynching Pamphlet** **Power Essay**	**35** **Ida B Wells Anti-Lynching Pamphlet** **Power Essay**

Alligator Bayou



By Donna Jo Napoli

Name:

Date:

LA Teacher:

Period:

Power Chart Name:

Character: Name them.	**Describe:** What type(s) of power do they have?	**Evidence:** How do they show their power?	**Outcome:** How do they use their power? Does this lead to justice for them or others?

Character Web Name:

Create a concept web that keeps track of each character in *Alligator Bayou* and demonstrates their relationship to Calogero, the main character. Place Calo's name in an oval in the middle of the page, and arrange the other characters in a way that makes clear their relationship to him and to each other. You may want to add illustrations or symbols to help you visualize relationships. Make sure to leave room to add additional characters as you read!

Character Silhouettes

Label each of the four silhouettes for the following characters: Calogero, Patricia, Frank Raymond, and the Uncles. Keep track of evidence that describes that character. You will use this evidence to contribute to the class silhouettes posted on the wall.

Character Silhouettes (continued)

Incident Chart Directions:

What creates the I-can't-put-this-book down feeling while reading? Tension. This literary element is achieved by changes in the narrative that are inflicted upon the characters, perhaps clearly or subtly threatening the circumstances of the characters. As the story progresses, Donna Jo Napoli continually doles out episodes, or incidents, of conflict that puts pressure on the characters.

As you read Alligator Bayou, record incidents that you recognize as creating tension for the characters and rate the level of that tension. You're plotting the course of tension throughout the novel by creating a timeline that features bar graphs indicting the degree of tension.

Chapter 1: _____

Prewrite:
1. Look at the cover of the novel. Just based on the illustration, write a pseudo-summary of the book in the space below.

2. After reading: Create a title for the chapter. Explain why you chose that title for this chapter:

3. Compare Tallulah, Louisiana and Cefalù, Sicily:

4. "So it's better that I'm in America – I have a chance to make something of myself. That's what Signora Buzzi said when she packed my things and walked me to the boat." (6)
Do you think this is a true statement? Explain your thinking.

Chapter 2: _____

1. “I don’t get why people here don’t like _____.”
   Fill in the blank, and then explain why you chose your term.

2. Create a title for the chapter. Explain why you chose that title for this chapter:

3. Vocabulary: Find each term in the text. Work with your group to create a definition for each term.

   a) Lynch (8)

   b) Mafia (9)

   c) Jim Crow laws (10)

4. Why does Francesco pick up the shotgun?

5. Diagram the hierarchy of the town.

6. “Every window is an eye." (17) What do you think Frank Raymond means?

Chapter 3: _____

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. What do we learn about the schools in Tallulah?

3. Why does Mrs. Rodgers choose to shop at this stand?

Chapter 4: _____

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. Vocabulary: Find the term in the text. Work with your group to create a definition.

a) Dago (30)

3. Find and copy examples of the following literary elements:

a) Hyperbole

b) Simile

4. Choose one literary element and write your own example about a character from the novel. It can be in the same voice (vernacular) or another of your choosing.

Chapter 5: _____

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. “It starts with goats. Then it grows” (41). Predict: What grows? To what is Giuseppe referring?

3. Why does Francesco need to talk to Dr. Hodge?

4. How does Francesco think that conversation will go? Why?

Chapter 6: _____

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. Vocabulary: Find the term in the text. Work with your group to create a definition.

a) Flabbergasted (45)

b) Eavesdropped (46)

3. Why is the family building a new white porch?

4. On page 54, the goats are out again. Why do you think the Difatta brothers let the goats roam? Explain whether or not you support their decision.

5. Briefly explain Decoration day. Why and how is it celebrated?

6. Some states celebrate Decoration Day and Martin Luther King Day at the same time. Give your opinion about combing these two dates.

Chapter 7 **AND** 8 _____

1. Create a title for these two chapters. Explain why you chose that title for these chapters:

2. As you read, list all of the generalizations you come across.

3. What are the three requirements to be able to vote in Louisiana at this time? (64)

4. Why can Mr. Rogers vote even though he can't read? (Look at pg 64-65)

5. Why is Joseph living in isolation?

6. List one fact you learned about the Tunica tribe.

7. As a group, discuss question 6. Record your classmates' observations.

Jim Crow, Voting Laws, and Gerrymandering

1. Reflect on questions 3 and 4 from yesterday. Why does Calo refer to their conversation about voting as "Confederate thinking?" (65)

Read the "The Right To Vote" article. With a partner, answer the following questions.

2. What does the term "Jim Crow" mean?

3. List 2-3 examples of how Jim Crow laws were used to disenfranchise (exclude) voters.

4. Why is there support for modern voter identification laws?

5. Why are there concerns about those voter ID laws?

When a US citizen votes, they vote according to the district in which they live. District lines are drawn by Congress, and Congresspeople have to power to shift those lines. Look at the "Gerrymandering Jigsaw Puzzle" from Slate.com
http://www.slate.com/articles/news_and_politics/map_of_the_week/2013/08/gerrymandering_jigsaw_puzzle_game_put_the_congressional_districts_back_together.html

6. Write down your reaction to these puzzles. What did you notice as you attempted to complete them?

Chapter 9: _____

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. Prewrite: Write about one of these options:

a) A time that you snuck out of the house
b) A time you weren't where you were supposed to be
c) A time you helped someone else sneak out

Chapter 9: continued.

3. As you listen to or read the chapter, copy three descriptive phrases or sentences.

a)

b)

c)

4. Choose your favorite line from question 3 and illustrate it in the space below.

Chapter 10: _____

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. Read the following quote: “That swamp is a live thing with an empty heart that beats anyway. No mercy, no mercy, no mercy, no mercy – drumming till you lose your mind. How can Ben and Charles and Rock face it over and over?”(99)

3. Fill in a word that works in the context of the quote - but don't repeat the author's words.

"_____is a live thing with an empty heart that beats anyway. No mercy, no mercy, no mercy, no mercy – drumming till you lose your mind. How can _____ face it over and over? "(99)

4. Explain your choice – why did you choose your new terms?

Chapter 11: _____

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. Vocabulary: Find the term in the text. Work with your group to create a definition.

a) Dumbfounded (104)

3. Re-read from page 108 – 113; work with your group to create a script to demonstrate the main events in this section of the chapter. Include blocking and dialogue.

Chapter 12: _____

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. “Joseph looks at me with new interest. ‘ You are an orphan?’
I’m taken aback. ‘No.’” (118)

In the novel, Calo’s uncles create a family environment for him in America. Go back through the first 11 chapters of the novel, and find three examples of textual evidence supporting this statement. Copy your evidence below, and explain why your examples demonstrate the attributes of a family.

a)

b)

c)

Chapter 12 – continued!

3. Share your examples with a peer. Copy their examples in the spaces below.

a)

b)

c)

4. Code each of your six examples as to how the uncles provide family. Label each example with this code:

P = physical
E = emotional
B = behavioral

Chapter 13: _____

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. Vocabulary: Find the terms in the text. Work with your group to create a definition.

a) Laden (124)

b) Throng (125)

3. Listen to your classmates' Food and Family narratives. As you listen, list three lines that impressed you. Be prepared to share your thoughts and give feedback to your classmates.

a)

b)

c)

Chapter 14: _____

1. Prewrite: " Every human being got his race to run." (143)

2. Create a title for the chapter. Explain why you chose that title for this chapter:

3. Why is Calo's decision to lead the goats to Dr Hodge's porch dangerous?

4. Why does Calo make that decision?

5. Why does the United States collect a census?

6. What did Patricia's grandmother learn when the census taker came to her door in 1870?

Chapter 15: _____

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. Vocabulary: Find the term in the text. Work with your group to create a definition.

   a) Fraternize (148)

3. What does Calo think the gang of boys knows?

4. Why does the gang of boys back down and leave when Lila comes?

Chapter 16: _____

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. As we read, list the order of events starting in October, 1890 and ending in 1891. (159)

This chapter review continues on the next page.

3. "The only place that would hire was the plantations… that was the point of the lynchings in the first place." (159) **What was the point? Explain the reasons.**

4. For each character listed in the chart below, answer the following **three** questions:
    a) What actions did they take during the lynchings?
    b) How do they feel telling the story?
    c) How do they feel about their current position in the community?

Calo a) b) c)	**Giuseppe** a) b) c)
Francesco a) b) c)	**Carlo** a) b) c)

Chapter 17: _____

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. In Chapter 11, Calo overcharges Mr. Coleman. (112) In this chapter, he also overcharges Mr. Johnson.

a) Why does he overcharge these characters?

b) List at least two ways in which those instances are different.

3. If you were Calo, would you have overcharged the customers? **Explain** your answer.

4. What does Giuseppe do when the group of three boys steals a watermelon?

5. “Ain’t that much business these jobs – ain’t no one going to stand for you stealing theirs.” (179) Connect this quote to opinions about modern immigration. Explain the connection.

Chapter 18: _____

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. Recall what we've learned about this family unit so far:
   a) How is Cirone changing?

   b) Why does he want to change?

3. In this chapter, Calo realizes that a number of lies are being spread about his family. List the lies/rumors that he hears on the way to the party.

   a)

   b)

   c)

4. Predict the consequences: what is the result of these lies?

Chapter 19: _____

1. Prewrite: Read the following passage.

"'But it's the truth. The plantation owners' truth. And if you don't learn to respect that truth, you done for.'
'Respect a lie?'
'A lie they believe…'" (193)

a) What is Patricia's purpose in saying this to Calo?

b) Thinking outside of the story, what is going on in the time period that the lie represents?

2. Create a title for the chapter. Explain why you chose that title for this chapter:

3. Vocabulary: Find the term in the text. Work with your group to create a definition.

a) Mortify (193)

b) Sashay (194)

4. Why do Patricia and Calo have to dive to <u>opposite</u> sides of the road on their walk to Milliken's Bend?

Chapter 19: Post Reading Analysis

Half of the class will answer question one on this page, while the other half will answer question two on the next page. Be sure to support your answers fully with evidence from the text and other sources that we have used thus far.

1) Read the excerpt below and look at your hierarchy chart from Chapter 2.

"'Sicilians aren't white. Ask Sheriff Lucas.'
'Eye-talian.' She closes her lips in a smile that makes her cheeks bulge list sweet onions. 'But Eye-talians ain't the same as colored.'
'Then I'm nothing. So no dumb law says I can't chop cotton.'
'White folks' heads full of rules ain't never been writ down as law.'" (198)

a) What place is created for Calo in this society?

b) Relate Calo's experience to what we've learned about Jim Crow laws and voting rights during this time period.

Chapter 19: Post Reading Analysis

2. "'Are there really 'gators in this little swamp?'
' 'Gators in every swamp, Calogero.'
I flinch. 'Sicilians don't go in swamps.'
'They's worse things than 'gators, Calogero….When you dealing with a 'gator, you know who you dealing with.'" (200-201)

a) What is Patricia really saying to Calo in this passage?

b) Find another example from earlier in the novel where a warning is shaped as a metaphor. Cite and explain the metaphor.

Chapter 20: _____

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. "'Miss Clarrie gave postal cards to each of us graduates,' Patricia says. '…. I encourage my graduates to travel… the world would be a better place if everyone traveled.'" (213)

a) Why would the world be a better place if everyone traveled?

b) In the space below, create or glue in a postcard that depicts a place you have been. Write a quick note in which you explain how traveling to that place has made you a better person.

Chapter 21: _____

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. Vocabulary: Find the term in the text. Work with your group to create a definition.

   a) Tenacious (218)

3. What does Patricia say is the most important thing?

4. Why can't Miss Clarrie live near her students?

5. Why does Calo feel badly for Miss Clarrie?

Chapter 22: _____

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. Vocabulary: Find the term in the text. Work with your group to create a definition.

   a) Ornery (223)

3. Calo is beginning to realize the restrictions and danger in Tallulah. Cite three examples from this chapter that demonstrate this and explain why.

   a)

   b)

   c)

Chapter 23: _____

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. Vocabulary: Find the term in the text. Work with your group to create a definition.

   a) Infernal (234)

   b) Lope (241)

3. What is Dr Hodge's last threat about the goats?

4. What is Francesco's solution to this problem?

5. Donna Jo Napoli begins and ends the chapter with the same three words: "Bang bang bang!" Why is this an effective writing technique?

Chapter 24: _____

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. Vocabulary: Find the term in the text. Work with your group to create a definition.

    a) Mumbo jumbo (248)

3. Francesco is heartbroken by Dr. Hodge's actions. What realization does he come to because of Dr. Hodge's words and actions?

4. "No one can stop a mob. All you can do is get out of the way." (253) Cite three excerpts from the text that demonstrates how the mob is out of control.

    a)

    b)

    c)

Chapter 25: _____

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. Read the list of characters below. For each character, explain how they are brave and quick-thinking in their attempt to help Calo.

    Frank Raymond:

    Rock, Charles, and Ben:

    Patricia:

Chapter 26: _____

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. Vocabulary: Find the term in the text. Work with your group to create a definition.

   a) Slog (262)

3. As we read chapter 26, copy down lines that create strong images.

Yes, there is a back. Turn this over.

4. Go back to the beginning of chapter 23. (233)

Create a timeline of events that begins with Dr. Hodge knocking on the door and ends with the end of the novel.

Continue your timeline here if needed.

Supplemental Lessons

Opening Act: Contrast between Tallulah, Louisiana, and Chefalù
Teacher Directions

1. Project the following (parts of) sentences:

- …back in Sicily when I'd walk in the caves near Chefalù (1)
- …but this flat meadow couldn't be more different from those hillside caves; this sleepy Louisiana town couldn't be more different from Chefalù (1)
- In the woods now, we wind through pines. These trees are gigantic compared to the trees back home (3)
- I miss Chefalù . . . How close the sky is. (6)

2. View Rick Steves's YouTube video: Chefalù, Sicily: Romantic Port Town

3. Then view slides of PowerPoint titled Alligator Bayou: Chefalù and Tallulah (PowerPoint is district common drive: folder Alligator Bayou)
4. Discuss the differences in locations and infer how the geography might determine the economy, social activities, and livelihood in these two cities.
5. Record responses in packet.

Plotting Characters' Place of Justice and Power (X and Y Power Chart)
Teacher Direction Sheet

1. Draw a large X and Y Axis graph as a wall retrieval chart
2. Label the right axis INDIVIDUAL POWER
3. Label the left axis SOCIETAL POWER
4. Label the top Y axis SYSTEMIC JUSTICE
5. Label the bottom Y axis SYSTEMIC INJUSTICE
6. Write characters' names on sticky notes. (Each group should have a different color of sticky notes.)
7. Discuss where the characters' names should be plotted based his/her level of power and justice.
8. For example, Joseph might be plotted mid-way in bottom right quadrant because he possesses much personal power but no systemic justice.

"I Miss" Poem: Teacher directions

Assignment: Create a poem using sensory images, similes and line breaks.

Instructional Steps
1. READ THE MODEL:
a) Read pg. 6 from “I miss Cefalu” through “till I join her in Paradise.”
b) Have students partner share a favorite line or image. What stands out in their imagination as they read?
c) Ask students to share a favorite line with the whole group. Highlight sensory details on doc cam.
2. PREWRITING
a) Model with a think aloud places you miss-places from childhood, places you visited, places that are gone.
b) Have students list places they miss.
c) Model times in your life or ages you miss-being 6 or 25.
d) Have students list times or ages they miss.
e) Students pair share lists.
f) Choose one place or time to write from.
h) Model adding some sensory details to your prewriting chart.
i) Students add as many sensory details as they can to the sensory details planning page.
3. SIMILES
(a) Read I miss sentences on pg 3: “I miss hearing Sicilian in the streets-jokes, arguments, announcements, everything that makes up life. Here the six of us are like mice on a raft in the middle of the sea.”
(b) Ask about the comparison to mice on a raft in the middle of the sea. What is the feeling this image evokes? Why would Napoli use this image?
(c) Have students pre-write one or more similes they can add to their poem.

4. LINE BREAKS
a) Discuss: how does the author create line breaks in the poem?

5. WRITE
a) Model choosing a sensory detail to begin your poem. You can even model your first few ideas.
b) Have students choose the first sensory detail they will include.
c) Tell students they can organize the poem with the repeating line, “I miss” but they don’t have to.
d) Write.

6. SHARE
a) Model reading your poem to the class. Make sure they can see it displayed on the document camera as well.
b) Students share poems with a partner.
c) Close with everyone reading a favorite line.

MENTOR TEXT: “I Miss”
found poetry in Alligator Bayou by Donna Jo Napoli
I miss hearing Sicilian in the streets
jokes
arguments
announcements
everything that makes up life.
Here the six of us

are like mice on a raft
on the middle of the sea.
I miss Cefalu',
with its stone and stucco buildings.
I miss the glowing colors
of the cathedral mosaics.
I miss the sense
of how small I become when I kneel
in the pews.
The music
in the public squares.
The sharp-and-spongy cassata
on holidays,
lemony
creamy
with ricotta
The purple artichoke flowers
in fields that go on forever
The smell
of the sea
night and day,
wherever you go.
How close the sky is.
I miss Rocco.
And most of all
I miss Mamma
my cheeks heat up.
my father left so long ago,
I hardly think about him anymore.
Lots of fathers
went to America
and never showed up again.
But Mamma, she's different.
The fact that she's gone
still feels unreal.
I hardly believe I won't see her
till I join her in Paradise.

Family Meals Narrative: Student Directions

1. Following the reading of Chapter 5, re-visit photocopied pages 35 to 38 to take a closer look at passages describing the food and the family meal. Equipped with the Narrative Criteria Sheet and six different colored highlighters, you will highlight the following:

- all food words

- character description (NOTE: passages may meet more that one criteria . For example, dialogue may reveal character traits)
- dialogue
- blocking
- Figurative language
- Setting description and other passages that create the scene, such as narrative details

2. In partners or small groups, discuss the importance of mealtime within a family and the types of foods served for dinner. Are any dishes parts of the family's culture, ethnicity, or passed-down recipes? Share group responses (briefly) with entire class.

3. Read article "Borscht" by Aleksandar Hemon from The New Yorker Magazine, November 22, 2010
http://www.newyorker.com/magazine/2010/11/22/borscht

This is a narrative essay, one of those hybrid essays that we love so much.

Steps:
Read, highlight how the essay "works" — what are the component parts?

- Pair share
- Discuss list as a group
- List foods and dishes
- Pair share
- Brainstorm the following for a dish or dishes served at one of your significant family meals.

Food/Dish (sensory/descriptive details)	Recipe: What's in it	Setting (descriptive/sensory details)	Who's There? (characters)	What do they say (Dialogue)

What do they do (blocking)				

(Empty columns may be labeled with other narrative elements that the class noticed used by Donna Jo Napoli in pages 35 to 38 and/or beyond.)

- Fill each category — or as many you can.
- Write the paragraphs —
- Read draft to pair share partner. Partner listens with a "hunger heart" and provides feedback to writer about what they liked, about questions they have, and what suggestions they have.
- Continue composing, revising, editing, enhancing at home, and during class allotted time.

4. Narrative Criteria Sheet

5. Pre-edit

Exchange paper with a pair share partner, who will use six different colored highlighters to highlight Narrative Criteria, minus interior monologue, and flashback. Examine the highlighted passages on your paper, and should there be a limited number of one or more highlighted sections, add to your narrative, ensuring that required criteria is adequately included in natural and effective way.

Additionally, peer editor will point out content that is unclear and suggest ways to enhance the piece.

6. Equipped with the highlighted draft and the peer editor's feedback, you will compose a final draft to be shared in class and submitted for a summative assessment score.

Family Meals Narrative: Teacher Directions

2. Following the reading of Chapter 5, students re-visit photocopied pages 35 to 38 to take a closer look at passages describing the food and the family meal. Equipped with the Narrative Criteria Sheet and six different colored highlighters, students will highlight the following:

- all food words
- character description (NOTE: passages may meet more that one criteria . For example, dialogue may reveal character traits)
- dialogue
- blocking

- Figurative language
- Setting description and other passages that create the scene, such as narrative details

2. In partners or small groups, discuss the importance of mealtime within a family and the types of foods served for dinner. Are any dishes parts of the family's culture, ethnicity, or passed-down recipes? Share group responses (briefly) with entire class.

3. Read article "Borscht" by Aleksandar Hemon from The New Yorker Magazine, November 22, 2010
http://www.newyorker.com/magazine/2010/11/22/borscht

This is a narrative essay, one of those hybrid essays that we love so much.

Steps:

1. Read, highlight how the essay "works" — what are the component parts?
2. Pair share
3. Discuss list as a group
4. List foods and dishes
5. Pair share
6. Brainstorm the following for a dish or dishes served at one of your significant family meals.

Food/Dish (sensory/descriptive details)	Recipe: What's in it	Setting (descriptive/sensory details)	Who's There? (characters)	What do they say (Dialogue)
What do they do (blocking)				

(Empty columns may be labeled with other narrative elements that the class noticed used by Donna Jo Napoli in pages 35 to 38 and/or beyond.)

7. Fill each category — or as many you can.
8. Write the paragraphs —
9. Read draft to pair share partner. Partner listens with a "hunger heart" and provides feedback to writer about what they liked, about questions they have, and what suggestions they have.
10. Continue composing, revising, editing, enhancing at home and during class allotted time.

4. Narrative Criteria Sheet
(See Appendix)

5. Pre-edit

Exchange paper with a pair share partner, who will use six different colored highlighters to highlight Narrative Criteria, minus interior monologue, and flashback. The writer will examine the highlighted passages on his/her paper, and should there be a limited number of one or more highlighted sections, the writer will add to the narrative essay, ensuring that

Additionally, the peer editor will point out content that is unclear and suggest ways to enhance the piece.

6. Equipped with the highlighted draft and the peer editor's feedback, the writer will compose a final draft that will be shared in class and submitted for a summative assessment score.

* Narrative critiera sheet comes from Teaching Joy and Justice by Linda Christenson. A PDF can be found in the common drive.

Confederate Memorial Day (Decoration Day)

Confederate Memorial Day is a state holiday in some states in the United States. It gives people a chance to honor and remember the Confederate soldiers who died or were wounded during the American Civil War during the 1860s.

A range of events are organized on and around Confederate Memorial Day. The Main Library of the University of Georgia marks the occasion by publicly displaying the original Constitution of the Confederate States of America.

Other observances include:

- Ceremonies to place flags and wreaths on the graves of Confederate soldiers and memorials to them.
- Church services.
- Re-enactments (in historical costume) of battles and events from the Civil War.
- Displays of Civil War relics.
-

However, this type of observance is controversial, as some see it as glorifying a culture and way of life that could only exist because of the work carried out by slaves.

About Confederate Memorial Day

Between 1861 and 1865, there was a war between the Union and the Confederate States of America. As slavery disappeared from the northern states, but remained viable in the south, two very different ways of life arose in these sections, according to the US Department of the Interior's National Park Service. Compromises regarding slavery, especially its extension to the new western territories, became more difficult to achieve. Social, political and economic power was at stake for both the north and the south.

The divisions began in 1860 when Abraham Lincoln, who opposed the expansion of slavery, was elected as president of the United States. Seven states in the south declared their secession from the United States before he took office. Southern states maintained various concerns regarding political ideals, property and homes, protection for their families, and economic loss.

The actual war started on April 12, 1861, at Fort Sumter in South Carolina. The last cease-fire was signed at Fort Towson, Oklahoma, on June 23, 1865, although the naval forces on the CSS Shenandoah did not surrender until November 4, 1865 in Liverpool, Great Britain. It is estimated that more than 600,000 soldiers died during the American Civil War and that about 260,000 of these were Confederates. In addition, an unknown number of civilians died in the hostilities.

Those who died fighting for the Confederate States during the American Civil War are remembered on other dates in some states. In Arkansas and Texas, there are joint celebrations of the birthdays of Robert E. Lee (a general in the Confederate army) and Martin Luther King on the third Monday in January. In Texas, this is sometimes known as Confederate Heroes Day. In Kentucky, Louisiana and Tennessee, the birthday of Jefferson Davis (the only President of the Confederate States of America) on June 3, 1808, is observed.

In North and South Carolina, May 10 marks the anniversaries of the death of Thomas Jonathan 'Stonewall' Jackson (a general in the Confederate army) in 1863 and the capture of Jefferson Davis in 1865. In Pennsylvania, the organization known as the Sons of Confederate Veterans commemorates those who died while fighting for the Confederates. In Virginia, the lives of Confederate soldiers are honored on Memorial Day on the last Monday in May. Confederate Memorial Day was first observed in a number of areas in or just after 1866.

Article adapted from: http://www.timeanddate.com/weather/usa/portland-or/ext

Jim Crow, Voting Rights, and Gerrymandering

Teacher Directions

The goal of this activity to is introduce students to the voting restrictions enacted by Jim Crow laws, then allow them a brief glimpse of the debate around modern voting requirements and gerrymandering.

Needed supplies: Computers/Ipads

Note: This is a supplemental activity. If you choose not to use it, simply take the Voting Rights page out of the student packet and proceed directly from Chapter 8 to the Chapter 9 activities.

Directions:

Step 1:
Begin class by rereading the section of the novel on pg 65, where Frank Raymond and Calo are discussing voting rights. Review questions 3 and 4 from Chpt 8, then work on question 1 on the Jim Crow page.

Step 2:
Read the "Jim Crow" article and answer the questions.

This can be a whole class, pair, or individual activity. It might work best as a whole class activity, as students might have questions about some of the terminology. While it is not provided, this is an excellent opportunity to use a non-fiction reading comprehension strategy.

Step 3:
After students have completed their reading, hold a brief class discussion. What do they think of voter ID requirements?

Step 4:
If time, have students use the Ipads or computers to access the Slate.com "Gerrymandering Jigsaw puzzle."
http://www.slate.com/articles/news_and_politics/map_of_the_week/2013/08/gerrymandering_jigsaw_puzzle_game_put_the_congressional_districts_back_together.html
The goal is for students to see how differently some states' district lines are drawn.

Jim Crow Student Handout

The Right To Vote

By the late 1870s, Reconstruction (the period of time after the Civil War) was coming to an end. In the name of healing the wounds between North and South, most white politicians abandoned the cause of protecting African Americans.

In the former Confederacy and neighboring states, local governments constructed a legal system aimed at re-establishing a society based on white supremacy. African American men were largely barred from voting. Legislation known as Jim Crow laws separated people of color from whites in schools, housing, jobs, and public gathering places.

Taking away the vote

Denying black men the right to vote through legal maneuvering and violence was a first step in taking away their civil rights. Beginning in the 1890s, southern states enacted literacy tests, poll taxes, elaborate registration systems, and eventually whites-only Democratic Party primaries to exclude black voters.
The laws proved very effective. In Mississippi, fewer than 9,000 of the 147,000 voting-age African Americans were registered after 1890. In Louisiana, where more than 130,000 black voters had been registered in 1896, the number had plummeted to 1,342 by 1904.
(http://americanhistory.si.edu/brown/history/1-segregated/white-only-1.html)

In Alligator Bayou, Calo and Frank Raymond discuss "Confederate thinking" and voting rights. (Think back to questions three and four from yesterday.)
The issues of voting rights are not limited to the 1890's: read the article below for a look at modern voting issues.

After Ruling, States Rush to Enact Voting Laws
By MICHAEL COOPER
July 5, 2013
The New York Times

State officials across the South are aggressively moving ahead with new laws requiring voters to show photo identification at the polls after the Supreme Court decision striking down a portion of the Voting Rights Act.
The Republicans who control state legislatures throughout the region say such laws are needed to prevent voter fraud. But such fraud is extremely rare, and Democrats are concerned that the proposed changes will make it harder for many poor voters and members of minorities — who tend to vote Democratic — to cast their ballots in states that once discriminated against black voters with poll taxes and literacy tests.
The Supreme Court ruling last month freed a number of states with a history of discrimination, mostly in the South, of the requirement to get advance federal permission in order to make changes to their election laws.
Within hours, Texas officials said that they would begin enforcing a strict photo identification requirement for voters, which had been blocked by a federal court on the ground that it would disproportionately affect black and Hispanic voters. In Mississippi and Alabama, which had passed their own voter identification laws but had not received federal approval for them, state officials said that they were moving to begin enforcing the laws.
The next flash point over voting laws will most likely be in North Carolina, where several voting bills had languished there this year as the Republicans who control the Legislature awaited the Supreme Court ruling on the Voting Rights Act of 1965, which had covered many counties in the state. After the ruling, some Republican lawmakers said that they would move as soon as next week to pass a bill requiring voters to present photo identification at the polls. And some Republicans there are considering cutting back on the number of early voting days in the state, which were especially popular among Democrats and black voters during the 2012 presidential election.
Voting laws emerged as a flash point in the 2012 presidential election after many states — including some that were not subject to special scrutiny under the Voting Rights Act — passed laws requiring voters to show photo identification, reducing early voting and making registration more difficult. Many of those new state laws were blocked, at least for that election, in state or federal courts.
Wendy R. Weiser, the director of the Democracy Program at the Brennan Center for Justice, which has challenged a number of the new voting laws in court, said the actions that states have taken since the Supreme Court ruling highlighted the need for Congress to determine which states should be covered by the Voting Rights Act in the future.
"The speed with which some of these jurisdictions have rushed forward to implement voting changes that were previously thought to be discriminatory, or at least suspected of being discriminatory, shows the real urgency for Congress acting," she said.
But states freed from the need to win advance federal approval of new election laws can still have their laws challenged in state or federal court. Several election lawyers and voting law experts said in interviews that they expected one result of the Supreme Court ruling would be an increase in lawsuits in states that were no longer covered under the Voting Rights Act.
There is already evidence that it is happening in Texas.
The Republicans who control the state government in Texas passed what some called the strictest photo identification law in the country in 2011. The law said that voters could present forms of identification that included driver's licenses, military identification cards, passports and concealed handgun licenses, but not identification cards

issued by colleges or employers. But since Texas was covered under the Voting Rights Act, the state was required to win advance approval from either the Justice Department or from a panel of judges in Washington.
A three-judge panel in Washington blocked the Texas law last year on the ground that it "imposes strict, unforgiving burdens on the poor, and racial minorities in Texas are disproportionately likely to live in poverty."
Then, last month, the Supreme Court struck down the part of the Voting Rights Act determining which states should get extra scrutiny. The Supreme Court then vacated the earlier decision blocking the photo identification law, and state officials announced they would enforce it.
"The U.S. Supreme Court's ruling eliminates all of the lower court's rulings and the findings made by the lower court against the State of Texas," the state's attorney general, Greg Abbott, said in a statement. "The Texas voter ID law can go into effect."
But a new lawsuit challenging the photo identification law was filed within days in Federal District Court in Corpus Christi on behalf of a group of black and Hispanic Texans, including Representative Marc Veasey, a Democrat; a veteran who lacks valid identification; and a woman whose name on her driver's license does not match the name on her voter registration certificate.
Chad W. Dunn, a Texas elections lawyer who filed the suit, said, "Not more than two hours after the Supreme Court handed down its decision, the State of Texas went forward with implementing a photo ID law that it knew had been found to be discriminatory."
Officials in the states that are no longer covered by the law praised the court's ruling, saying that it had been unfair — and needlessly expensive — to single them out for special scrutiny. Gov. Rick Perry of Texas said in a statement that "Texas may now implement the will of the people without being subject to outdated and unnecessary oversight and the overreach of federal power."
Alabama, which paved the way for the passage of the Voting Rights Act nearly a half century ago after the attack on civil rights marchers in Selma, also sparked the Supreme Court decision striking down its core provision after Shelby County, in central Alabama, challenged the law in court. The state attorney general, Luther Strange, praised the Supreme Court for recognizing "that Alabama and other covered jurisdictions could not be treated unequally based on things that happened decades ago."
But voting rights advocates said that many changes that have been sought over the years, particularly at the local level, were anything but routine — saying that proposals to move to the at-large elections of local officials, or to annex or merge municipalities, or move or eliminate polling locations often threatened to dilute the power of minority voters.
Ms. Weiser, of the Brennan Center, said that the place where the requirements in the Voting Rights Act had prevented the most discriminatory changes had been at the local level — and that without the requirement to seek approval for such changes from Washington, many changes might be enacted now without attracting much outside notice.
"Municipal elections, school board districts — those kinds of changes don't get the same public attention, but they really impact people where they live," she said.

Immigration Lesson Plan

View/print the resources linked on pg. 4.

A suggested order for the lesson:

Day 1:

Step 1:
Begin with this link: http://valleysocialstudies.com/wp-content/uploads/2012/03/Lesson5-PushPullFactors.pdf

Step 2:

Use pages 7-11 of the PDF as student handouts. Teacher directions and standards can be found on PDF pages 1-3.

Step 3:
Show students the immigration charts found on this website:
http://teacher.scholastic.com/activities/immigration/immigration_data/periods-and-region.htm

Discuss with students the trends/patterns they notice; ask how the pattern fits with events in the novel.

There are multiple charts; use of any or all will allow students to have a discussion comparing trends and patterns they notice.

Step 4:

If time, return to the Push/Pull lesson, and analyze two examples of immigration for push/pull factors. PDF pages 10-11.

Connect the stories presented to the characters in the novel – why did Calo, Cirone, and the Uncles come to America?

Immigration Lesson Day 2

Teacher Directions:
Students will read a variety of articles on modern immigration, both in the US and around the world. This activity is designed as a jigsaw.

Step 1:
Create groups of students. Assign each group the same article. For example, you have five articles, so there should be 5-6 students in group 1 who are all reading the same article.
Step 2:
Give students time to read the article individually, analyzing it for push/pull factors.
Step 3:

Once student have read the article, have groups discuss and agree on their identified push/pull factors, as well as discuss any questions they have about the article. As a group, they should craft a summary paragraph about their article and the push/pull factors. Each student must write their own copy of the paragraph, as they will be sharing with another group in the next step.

Step 4:
Place the students into a second set of groups. Each group should have members with different articles. For example, one student from group 1, one from group 2…. Etc.

Step 5:
Students should share their summaries. As students share, other group members should take brief notes about their presentation.

Step 6:
If time at the end of the period, briefly discuss each article as an entire class.

Notes: All articles come from PBS:
http://www.pbs.org/independentlens/newamericans/newamericans.html

The stories are long, so other stories of your choosing can easily be used instead if needed.

Article #1

The Ogoni Refugees:
Israel and Ngozi Nwidor

The tent that Israel Nwidor, his wife Ngozi, and their two children have called home for two years is worn and drooping. "When the rain falls you go outside, you're holding the ropes so that the place will not collapse," Israel explains. The small tent, one of hundreds crammed onto a muddy plain in a refugee camp in Benin, West Africa, has no running water, no bathroom and mats on the dirt floor that serve as beds.

The Nwidors are members of a small tribal minority known as the Ogonis. The Ogoni people opposed Nigeria's military government and the Shell Oil Corporation, which for years had been permitted to drill oil in their homeland despite a growing environmental catastrophe. Eventually, the military cracked down on the protesters, executing Ogoni

leader Ken Saro-Wiwa and eight others. The wave of violence that followed forced many Ogonis to flee to refugee camps in neighboring Benin.

These Ogoni refugees are being resettled in different cities in the United States by the United Nations. All were forced out of their homes by discrimination and persecution and are coming to America because they cannot return to their homeland in the oil-rich Niger Delta Region. None of them know exactly where they will end up, nor do they believe they will be able to return to Nigeria. Most are hopeful about their new lives in America.

Israel and Ngozi Nwidor

"When I get to America, I want to lie on a good bed. I just want to have a nice sleep," says the optimistic Israel. Trained as a chemical engineer, he was unable to get a job in Nigeria's oil industry because of discrimination against the Ogonis. "I will be accepted in America," he says confidently. "Today, blacks living in the northern part of America are free and not discriminated against."

Although Ngozi Nwidor was born an Igbo, she fell in love with Israel when she was his student in their hometown of Bane, Nigeria. "Because of the love she had for Israel, she decided to stay and suffer with him," Ngozi's mother tells us. So now Ngozi is preparing to join Israel on a journey to America, "I've never been to America before. When I get there, I will join others, do the way they do, that's all."

The Nwidors are part of a group of Ogonis who are resettled in Chicago, Illinois from the United Nations refugee camp. The family is excited to find foam mattresses in their new apartment in an uptown low-income housing complex.

While Israel finds a McDonald's hamburger an interesting experience, much of the family's new life is confusing. Counselors brief them on myths and realities of life in the U.S., American customs and day-to-day living. It is a tumultuous time for the Nwidors as they struggle with low-paying jobs in the hotel industry and unexpected health problems.

Ngozi not only works nights as a hotel maid, she also struggles to keep up with her coursework in nursing school and care for her two children. She is exhausted by her schedule and reflects on the lack of community in America: "Back in Nigeria, you have your parents, your sisters. They'll take care of your kids for you. You can go anyplace you want to. But here, nobody, no way. I've got to work when I come back from work. I take care of my kids. No time to read. Nothing."

Israel is coping with family expectations and a serious conundrum pitting his health against his ability to work. He learns from an American doctor that he has dangerously high blood pressure and should not work. But the diagnosis jeopardizes his prospects for a new, higher-paying factory job. Family members in Nigeria are also pressuring him to send money, believing that his new life in America is easy and prosperous.

Ngozi gets distressing news from the same doctor. She is a tuberculosis carrier and will need to take medication to control the disease. The ever-optimistic Israel tries to comfort a tearful Ngozi: "I know it's been tough for the family, going through all this, but I'm thinking

that something good will come out of it. When you suffer like this from the beginning, at the end of it, God will make you smile."

Finally, good news comes for the family. Ngozi, perpetually in danger of failing her certified nurse's assistant class, passes the final exam—and the class.

After seven months in Chicago, Israel lands a new job at a metal stamping factory. He has trouble fitting in with the American workers and befriends a Vietnamese immigrant, Qui. He is unsettled by his coworkers' unfriendliness, but is shocked when he and Qui are pulled over and harassed by a police officer. "The police officer was insulting us, using all sorts of foul languages. A police officer! I was amazed. He said he was going to beat me up and throw me into the cell. And you can't believe it—a police officer—in America."

Israel also faces discrimination at a DMV office near his home when he attempts to get his driver's license, so he travels to the South Side of Chicago where he is treated with more respect. "I waited in the car for an instructor to take me out for the test," he remembers. "But these people would just look at me and walk away to the people in the line who were not black."

Israel and Ngozi are thrilled to learn that Ngozi is pregnant. This is an exciting development for their families in Nigeria, who hear the news from a videotape the Nwidors send home. Israel hopes that his wife will finally "give him a boy."

"If you don't have a baby boy, they use it to insult you in the African system. They say, 'Be still, my friend, keep quiet! Why are you talking? Do you have a boy who will defend you?'"

During a sonogram, the couple is touched to learn they will indeed be "blessed" with a boy.

Israel runs into problems six months after landing the factory job. A bit of soul searching leads him to quit and get a job as a security guard at a Marshall Fields department store so that he has time to take computer classes and study to apply to business school. "I have to improve myself so that I can get a better job, so that when my children grow up, they will be able to go to school.

"Surely I'll go back to my country one day. And they'll ask me, 'What did you bring from America?' I don't [want] to tell them I was doing punch press work all my life in America."

When Ngozi gives birth to their baby boy, Israel names him Karm, after the strongest tree in their homeland. But their joy is cut short when, two weeks after the baby's birth, Israel finds out his older brother Brendan has been killed in a car accident back in Nigeria.

Israel takes the loss hard and, coupled with continuing economic woes, the normally resilient Israel has begun to lose his optimism. "If an Ogoni man would want me to advise him about America, I would just ask him to think about America, not as a second heaven. Don't have high hopes."

Israel's melancholy does not dim his dedication to his children's future in America, though. "My dreams are gone now. I'm just working and hoping my kids' dreams can come true… My kids feel America is their country. They have high hopes. All I want is, just let them grow up here. Try to make their own life the way they want to make it. Decide what they want in

life."

As we leave Israel and his family, he reflects on the significance of baby Karm: "At this moment, he's an American. I'm Nigerian. You see two countries living in the same home."

Article #2

Dominican Baseball Players
Ricardo Rodriguez and José Garcia

The Dominican Republic supplies more players to Major League Baseball than any other country outside the U.S. Since the Los Angeles Dodgers built Campo Las Palmas here in 1976, two dozen other U.S. teams have opened their own facilities as well.

José Garcia and Ricardo Rodriguez are among the few elite young men chosen to train at the Dodgers' camp near Santo Domingo. There are at least 35 players who have come from this camp in the Major League—Pedro Martinez and Raul Mondesi among them.

One of the Dodgers' scouts is impressed with the two teenagers. "Ricardo Rodriguez and José Garcia are two of the best prospects we have in the camp," he says. "We believe they

will be playing in the Major Leagues in three years. But their fate depends exclusively on them."

Baseball is everything to these young men. The very real prospect of making it in the U.S. Major Leagues is almost a curse. For every Pedro Martinez making millions as a successful ballplayer, there are hundreds who have never set foot in America, even after their dreams seemed so near at Campo Las Palmas. The pressure on the players is enormous.

"This is a test," warns Campo Las Palmas Director Rafael Avila at an early camp lecture. "If you fail here, you will return to your villages broken. Your family's future is in your hands."

Ricardo Rodriguez

Ricardo Rodriguez is a shy but disciplined country boy. The 18-year-old was discovered in a welding shop by Rafael Gonzalez, a local baseball scout who noticed that he "had big muscles in his shoulders and back, and that his arms hung down to his knees."

"He has the potential to make a lot of money for someone," says Gonzalez.

José Garcia

José Garcia is a talented and charismatic player, who splits time between baseball and five girlfriends.

"All ballplayers here dream of going to the U.S.," he says. "The whole world wants that chance. My dream is to play in Dodger Stadium."
Ricardo and José endure rigorous training at the Dodgers' Campo Las Palmas in the Dominican Republic, and not all of it in the sport of baseball. The young men at the camp are also schooled in the American work ethic and social customs.

The young men are also taught American customs and expectations about relations with women. While José, with his flashy personality, manages to maintain relationships with five different women at home, Ricardo, who is motivated and focused, has time and dedication for only one girlfriend.

At camp, Ricardo is nervous that a sore arm could cost him a trip to America, so he tries to hide it from the coaches and pushes himself hard. Eventually, during a practice game against the Montreal Expos, he is forced to ice and rest his sore arm.

The Dodgers had high hopes for José as a hitter, but he is not living up to expectations, so they make a surprising decision: They want to turn him into a pitcher. "It gives us another option with him," says a Dodger coach. "Especially because his bat is not what we expected it to be. And it's just the same thing that would happen to any player who didn't evolve as a position player. Eventually, if you don't get the job done, you don't have a job."

"The difficulty is, I have to start from scratch," says José. "I have to learn curves, change-

ups, learn the movements. Like they say, I have to learn to walk again."

Because of visa restrictions, the Dodgers can only send six new players to the U. S. this year. Ricardo makes the list. José does not.

José's mother Lala has feared this moment. "For someone who has always had everything, to be told you can't go to the U.S. is no big deal," she says. "But poor people's dreams are very deep things. When the kids are around 15 years, if they are strongly built, the scouts start telling them that they can be baseball players, that they can make a lot of money like Sammy Sosa or Pedro Martinez. So they start thinking they can make money faster in baseball than anything else and they drop out of school.

"They become nothing most of them. Most of them become vagabonds. And everywhere they go people say, "He used to be a baseball player a real good one…"

Ricardo is one of the few prospects in the camp chosen to travel to spring training at Dodger City in Vero Beach, Florida, where he meets the legendary Tommy LaSorda, who "likes what he sees."

At spring training new prospects are mixed with seasoned Major Leaguers in an atmosphere of extreme competition. Some are hoping to win or keep a job in the majors. For Ricardo, the goal is to be placed with a Minor League team in the U.S. and not be sent home. Ricardo is being paid $5,000, top dollar for a Dominican player. He is training alongside American players making as much as $350,000.

Ricardo not only has to deal with the rigorous schedule at camp, he must adjust to life in America. "For a young man from the Dominican Republic, it's language and culture that I worry about the most," says Bill Getvett, assistant to the general manager of player development. "He's going to play at certain clubs in our organization where he's going to have to get an apartment. He's got to figure out how he's going to get cable and electricity and all these things that go on."

Eventually, José is chosen to go to spring training in Vero Beach. While he and his fellow players train extremely hard, they spend their limited free time hanging out and flirting with local girls. For all their talent, they are still teenage boys.

At the end of spring training, Ricardo and José have made the cut. They're on their way to play in the summer leagues in Great Falls, Montana.

Ricardo Rodriguez and José Garcia arrive in Great Falls, Montana, a small, white working-class community where they'll play on the Dodgers' Single-A Minor League team. Despite the language gap, Ole and Marie Steinmac, the boys' host parents, and the rest of the community embrace the Latino players warmly. Ricardo and José even become choir members at Ole and Marie's church, singing hymns in Spanish.

"They say that in the U.S. there is a lot of racism," says José. "We're not Americans, but they treat us well."

On the field, Ricardo performs as expected and quickly becomes the team's ace pitcher, winning five of his first six starts. José is not so fortunate. He hurts his arm and misses most of the season.

Off the field, the situation turns ugly when one of José and Ricardo's teammates, Ramón Martinez, is arrested and charged with sexual assault by a local woman. While many in the community want to believe Ramón is innocent, for others, the incident confirms stereotypes about Latino men. José and Ricardo feel the change and stop attending church with Ole and Marie. Ricardo says, "I just want to leave this place."

When José and Ricardo return to the Dominican Republic in the off-season, Ole and Marie come to visit. It is their first time visiting Latin America and they are very happy to see the boys. José shows them around Santo Domingo and Ricardo hosts them at his home in the country.

Ricardo is being groomed for the Major Leagues, but José's future is uncertain after disappointing performances land him back in Great Falls for a second season of Rookie League Baseball. His conversion to a pitcher has been unsuccessful, so the organization is giving him another shot as a position player and he is playing better. José also has trouble at home, where his host parents, Ole and Marie, are suspicious when he becomes seriously involved with a young woman who is Mormon.

As the season winds up, Ricardo stays in the U.S. to pitch in the Minor League All-Star game in Seattle. He is impressive in the televised game.

José returns to the Dominican Republic during the off-season, where Ramon Martinez is staying with José's family after being acquitted of sexual assault in Montana. Even though Ramon was declared innocent of the crime, his worst fears were realized when he was deported immediately after his release from prison. The Dodgers have dropped him and he has been unable to sign with another team.

"The only thing I was afraid of was being deported," says Ramon, "but the Dodgers gave me a good lawyer and they told me it wasn't going to happen. I think they could have given me another opportunity. I trained in this camp for three years and I lost it all in one heap. It's painful to lose it all so quickly, especially if you are poor."

José's life in America grows even more complicated when he becomes serious with an American woman in Georgia. It's José's third season with a Minor League team. This summer, he's playing with the Single-A Georgia Waves, still three levels below the majors. As José grows older and fails to progress in the Minor Leagues, his chances at the Major Leagues get slimmer.

After three years playing in the Dodgers' Minor League organization, Ricardo Rodriguez is suddenly traded to the Cleveland Indians Double-A team. Barely three weeks later, he gets the call he's been waiting for his whole life. The Cleveland Indians want him to start as a pitcher—in the Majors.

"I feel so happy because that's the team that I want to play for," Ricardo tells reporters in the locker room after his first game. "I want to spend a long time here. When I came here,

before I got on the plane, I thought, I have one mission to do: work hard and do the best I can to try and get the support for my family."

Article #3

The Indian Technical Worker
Anjan Bachu

In the crowded city of Bangalore, India—known as the country's Silicon Valley—Anjan Bacchu, a successful computer programmer, is planning to apply for a job in the U.S.

"I have about five years of experience in India," he says. "It started to dawn on me that the scope of my career would be helped if I take it to the highest peak. I'd like to become a kind of expert in all the technologies so that I can use it when I come back to India."

Anjan is especially interested in the Internet and e-commerce. "The amount of knowledge that can be shared so cheaply by lots and lots of people is really amazing," he says. "And I feel that the Internet can make a lot of difference to India."

Before he applies for jobs in America, the practical Anjan wants to find and marry a traditional Indian wife. "My father, he was thinking of me as a kind of burden, that I wasn't married," he says.

In a modern twist on the Indian tradition of arranged marriages, Anjan uses an online marriage bureau to find a wife. Anjan says he wants a "complete woman. She should be able to complement me, not compete with me. She should know English, because I'm going abroad. She should be enthusiastic, hard working, honest. I've got a very big list, in fact."

Two weeks after Anjan meets Harshini, a young computer instructor, through a computer-aided matching bureau, the two are celebrating their engagement with family and friends. Although they have met only twice, they have high hopes for their life together.

Anjan wants Harshini to know and understand him, so he gives her a copy of Gandhi's autobiography as a betrothal gift. "Gandhi is my idol. There's a lot I need to learn from him.

"My father, it's he who told me about Gandhi, Nehru, truthfulness, purity, stuff like that. The ideal that I have in my life comes from him [my father]. But then again, there are many things, which because of our father-son relationship, we quarrel."

Anjan's father, a devout Gandhian, believes India is suffering from an American "brain drain" and worries that his son will be corrupted by America's secular materialism. Anjan promises his father that he'll return to India in 100 weeks to resume his career with even greater prospects for success.

Anjan is part of a wave of Indians going to the U.S. on a coveted H-1B visa, which is reserved for highly skilled immigrants. In 2000—the year Anjan comes to the U.S.—more than 100,000 new H-1B workers arrive from India alone to help fuel the booming U.S. economy and the dot-com bubble.

Anjan and his relatives express conflicted feelings about his desire to work in America. Anjan sees different sides of himself, both materialistic and spiritual. He is nervous about nurturing his spiritual self in America:

"There is an ideal part of Anjan, there's a base part of Anjan. The base part wants these clothes, a car. There is this ideal part of Anjan, which strives for spiritual attainment, which strives for peace, which strives to do lots of social service. I am actually not only one person."

He says that he wants to return to India with his new skills. But his relatives are skeptical, having seen many Indians seduced by the American lifestyle and never returning.

"More than anything it is a question of patriotism," says Anjan's father. "He must come and serve India. You must be true to your mother first. No country has produced as intelligent people as this… And we spend so much on them, just to give it to America and Britain and France and Germany. All the rich cream they are taking."

Four weeks after their engagement, Anjan and Harshini are married in her hometown of Mysore in a traditional Indian wedding. After the wedding, Anjan turns his focus to job

hunting in America and getting to know his new wife. After one job offer and some hand-wringing, Anjan accepts a position with a small software development firm in the San Francisco Bay Area. Only days after their first wedding anniversary, Anjan prepares to leave for the U.S. Harshini will follow in a few months.

When Anjan arrives, he finds himself working long hours and struggling with homesickness." This is a difficult part of coming to the U.S., leaving your near and dear ones," he says. "There's my father who's alone, who's sick, who's old, who needs me a lot. There are my sisters, you know, I've never been separated from them for more than four months at the max."

After two months, Harshini joins Anjan in America where he surprises her with an apartment, and together they buy a used Toyota Camry. Since Harshini's visa does not allow her to work, she fills her days with housekeeping and shopping, a lifestyle that frustrates and depresses her. She is ambitious too, but recognizes that their stint in America offers them a unique opportunity. "I stay at home the whole day sitting in four walls. I don't have a car. I cried a lot initially. I have wanted to go back to India. I feel very lonely sometimes."

When the dot-com bust devastates the high-tech industry in 2000, Anjan loses his job. There is a lot of pressure on him to find a job that will extend his H-1B status. If his old company informs the INS that he has been laid off, he could be asked to leave the country immediately. Unfortunately, the declining economy means thousands of workers are competing for few jobs.

"If I wanted to go back, okay, well that's something else," says Anjan. "Forced to go back is like kicking out a guest. You make money out of us while we're here and the moment you don't want us, kick us out. That's not the Indian way of doing things."

In the three months following the loss of his job, Anjan is twice hired and let go from temporary positions. Finally, the couple is forced to move into a cheaper apartment. When Harshini becomes pregnant, her parents come from India to care for her through the pregnancy.
Four weeks after daughter Amita is born, Harshini returns to India, leaving Anjan behind to continue to search for work. "I'd rather fulfill some of the goals that I set out for before I go back home," he says. He has overstayed his 100-week plan by 35 weeks.

As Anjan leaves the airport after putting Harshini and Amita on the plane, he reflects on his journey. "I'm sad that now I'm lost in this world, that I wasn't wise enough when I got lost to find my way, so I didn't have to put others to sorrow. It's like I'm in the South Pole and I have just a compass, and I don't necessarily know how the compass works. It's not only me, I have two other people that I have to take care of—so many visions about life have changed. That's the saying in India, 'for a stone to become a sculpture, it needs lots of hits.'"

Article #4

The Mexican Laborer
The Flores Family

Pedro Flores spends a lot of time on buses and even more time away from his family. He has been separated from his wife, Ventura, and their six children for the past 13 years, seeing them only twice a year for short visits.

Pedro works as a meatpacker in Garden City, Kansas. The Flores's six children, five girls and one boy, live with Ventura on an impoverished ranch near Guanajuato, Mexico—1,200 miles and a hostile border away from Garden City.

"I want to see my family. Sometimes when I come home [to Mexico], I don't feel like going back up there. But out of necessity, I have to go back."

Pedro lives as frugally as possible in a Garden City boarding house, trying to save money so

that his family can legally migrate to the U.S.
Today, Pedro is on his way home from work. He hopes that when he returns, his family will come to Kansas with him.
After the long bus ride from Kansas to Mexico, Pedro takes a cab out to his family's ranch. The driver gives him distressing news: the crops this year have all been lost. "There is nothing," he says.

The farms in this part of Mexico are now dry and barren. A severe drought has decimated the once fertile land. Poor farmers have also been unable to afford the government fees to get permission to dig wells, leaving all the irrigation water to the wealthy. Many, like Pedro, have chosen to abandon the land for opportunities in the U.S.

Pedro's homecoming is sweet and lively. The family celebrates in the small, wooden ranchito nestled at the base of the mountains, sitting on land that was once bursting with white corn and sorghum. The family is hopeful that they can get the required papers to come and go from America as they please. They have never considered crossing the border illegally.

"With papers they can come and go," says Ventura. "As wetbacks? No. Because crossing the mountains you suffer too much."

Like most parents in rural Mexico, Pedro and Ventura could not afford to keep their children in school past the sixth grade. In America, they hope things will be different. "It's beautiful to discover that through a piece of paper a person can speak," says Pedro, looking through a book with his youngest daughter. "That's why I want them to go to school."

When Pedro must return to America one last time alone, the family bids a tearful farewell. He is determined to secure the papers he needs. "Nothing is guaranteed in life. What I want to give them is like an inheritance. Because I have nothing else to give them other than those papers, so they can cross and seek their future."

On Pedro's next visit home, the family is ready. They have an immigration interview in Juarez (dubbed "Visa City" by locals) in just three days. The trip is arduous—a thousand-mile journey—and costly. There are motel rooms and bus fares for the whole family, Mexican passports and U.S. visa requirements: photos, medical exams, application fees.

The family waits in line on a Juarez bridge spanning the border between the U.S. and Mexico. "This river belongs to Mexico, but the water belongs to the U.S.," muses Pedro. "Look how little water there is now. If we could have all the water from this river for our crops in Mexico, we wouldn't need to come to the U.S."

Pedro finds out that his and one sponsor's income is not enough to sponsor the whole family in the U.S. The Floreses must find another sponsor quickly, so they work the phones. When several calls don't pan out, the children feel the stress. In tears, their youngest son Pedrito pleads with his parents not to leave him behind. "You're all going over there, and you're not going to take me," he wails. Pedro assures him that this will not happen, but also knows time is growing short.

The Flores Family stays in Juarez for a week, calling cousins and friends to secure the sponsorship needed to obtain visas for the entire family. Finally, a sponsor comes through

and their visas are approved. But now they must trek back to Guanajanto to pack up their home before leaving for the border, only 500 yards from the consulate in Juarez.

Pedro, Ventura and the kids must say goodbye to family, friends and their old way of life before they begin their final journey to the border. Their farewells are bittersweet. Ventura is devastated to leave her beloved father, who blesses the family in a tearful ceremony. And Pedrito cries as he hugs the teacher who taught him to read, one last time. Pedro's father, Papa Verna, will join them in Kansas on a tourist visa.

Garden City, Kansas has embraced its rapidly growing immigrant population and provides an unexpectedly supportive environment for the Flores family. Twenty years ago, ninety percent of students in Garden City schools were native-born English speakers. Today, more than half are from immigrant families.

All the older children are allowed to enroll in high school—even the eldest daughter, Nora, who is already 18. All of the kids do well, especially Nora, who has dreamed of going back to school. She becomes a star pupil, much loved by her teachers, while young Pedrito quickly begins to master English.

But Ventura is not doing as well. "I'm here with my husband, we're all together, but I still miss Mexico," she says. "I'm confused. Everything is different here. Sometimes I think it's not worth the grief."

After six months, Ventura only feels worse. "I feel very sad here because I'm alone, and I'm not working. Pedro, at least, has work. He gets distracted at work, but it's not the same for me. I keep all my worries inside my heart. I have all this inside and no one to talk to."

Pedro and the kids are loath to leave Garden City, but Ventura so misses her home and extended family that they make the difficult decision to leave Kansas for migrant agricultural work in Mecca, California, where they can live with Ventura's sister and family.

Friends are concerned. "Usually the only people who work in the fields are the ones that don't have a green card," says Verna Franco, a friend and their visa sponsor. "You think someone with papers would work in the fields? Those with papers try to work where they'll get paid the most. This is the first family we've heard of that want to work in the fields. The first family. Since they still want to go, may God help them."
Again, the family must bid a sad farewell to friends, teachers and co-workers.

In Mecca it becomes clear how much the family has given up. They've left better jobs and schools for back-breaking field work in a state where their older children are not allowed to attend high school. The family is living with Ventura's sister—fifteen people in a single-wide trailer.

Nora attempts to balance night school with her job picking strawberries, but she is exhausted and defeated. "I thought that if I could finish high school, even if I didn't go any further, at least it would be a step forward in my life," she says. "It would have been something very beautiful, complete happiness for me. I might never finish high school, but I'm determined about one thing, and that is to learn English, because it may be the only dream that I can still realize."

Ventura is finally happy, though, surrounded by family like in Mexico. "I don't want anything bad for my daughters," she says. "Right now they don't like it yet, they aren't used to it here. We could always move. This is a world made up of people from different countries, different places. And only God knows what kind of life and luck our family will have."

Article #5

The Palestinian Bride
Naima Saadeh Abudayyeh

Naima Saadeh is determined to leave the small town in the Israeli-occupied West Bank where she has lived her whole life. Like many young people, she wants to see more of the world. Naima is a progressive young woman with ambitions and El Jib is a provincial Muslim village.

"I believe in God," she says. "But in my town, there are things we need more than the new mosque. We already have two of them. We need a recreational center for young women and men. But with the state of mind here, how could a young woman even leave the house to use it? El Jib will always be my village, but it is a very conservative place… What I want in life, I don't see it here."

Naima is in her final semester at Al Quds University in Jerusalem. Every day, she takes three taxi-vans and must cross an Israeli checkpoint to get to school. Even during this period of relative calm in the West Bank in 1999, Naima's Palestinian identity papers limit her movement and bar her from entering Jerusalem without Israeli permission.

When first-generation Palestinian American Hatem Abudayyeh visits the village in which his parents lived until 1967, he meets Naima and falls in love. After a whirlwind courtship, the couple starts planning their wedding in Chicago, where Hatem lives with his parents.

"I've been wanting to go to America since I was little to build up my future and improve myself," Naima says. "I think in America there are more opportunities than here. I'm the kind of person who likes change. I want to go out and see the world."

Naima Saadeh met Hatem Abudayyeh when he came from Chicago to visit the Middle East. Now, nine months after meeting, they are preparing to celebrate their engagement in the West Bank and marry two months later in the U.S.

Naima's experiences of growing up in an occupied territory have had a profound effect on her. Her mother, Um-Mujahed, recounts how she hid in a cave on the outskirts of town with other residents of her village during the 1967 war, which began the Israeli occupation of the West Bank.

"In 1967, about a hundred of us hid in here," remembers Um-Mujahed. "I swear we were on top of each other like sardines. We hid from the bombs all night. In the morning [the Israelis] were in the village. Someone said, "they've taken the land, everybody run." We picked up and went to Ramallah. It's been over thirty years now."

After Naima's father died when she was two, her mother took a job as a laundress at the Dar-Al Tiffil orphanage. This allowed Naima and her four sisters to live and attend the school there. Um-Mujahed has been doing the orphanage's laundry for 19 years, sacrificing her own ambitions to ensure that her children finished school.

"There was never a thing that she didn't give to us," says Naima. "If she could give us her soul, she would give us her soul. And I wish I could make her comfortable, as she has done for me."

Naima and her sisters finished high school at the orphanage. Her two brothers never had the chance. In 1987, twenty years of Palestinian frustration with Israeli occupation set off a wave of violence. Naima's oldest brother died in prison during the Intifada. He was 20 years old. Naima's other brother Jihad was a leader in the youth movement and was arrested at the age of 13. He spent three years in prison. "Prison is like a flower that everyone in Palestine has to smell," says Jihad.

Hatem has been living in his parents' home in Chicago since graduating college. In anticipation of Naima's arrival, he is renovating the basement. Hatem has not yet established a path for himself and his life revolves around his neighborhood buddies and rituals like their weekly basketball game. Plans for his upcoming marriage and his wife's immigration are the biggest sources of stress he's ever had to deal with.

Hatem's parents were instrumental in founding the first Arab community center in Chicago

thirty years ago, and meeting Naima has revived his commitment to his Arab roots. "When I first met Naima in the West Bank, I met a type of person, an ideal of a person that I never met before," he remembers. "People that have been living under oppression their entire lives—it was strange that these people had any type of confidence at all left. They fight through it."

Hatem feels strongly about Palestinian rights issues. "I know Hatem loves Palestine and would love to live here," says Naima. "But I must go to the States for my future and to grow as a person."

And Jihad, who spent three years in prison for his role in the Intifada, no longer sees the point of resistance either. "I don't want to fight anymore," he says during a discussion with friends. "I'm sick of it. I just want to get out of here."

When Hatem arrives in El Jib, he and Naima have only three weeks to get her immigration papers in order before the wedding. Hatem is frustrated by confusing paperwork and the bureaucratic maze Naima and her family must navigate in order to leave the country, especially the permit process required to enter the Tel Aviv airport in Israel. Adding to the stress, Naima must make up a final college exam, which she failed.

The whole family breathes a sigh of relief when the visas come through. And when they learn that Naima has passed her make-up exam, they celebrate. "Thank God," says Um-Mujahed. "My heart feels better after all the pain. I've been waiting for this day all my life. She's been struggling all her 25 years for this."

For all of Naima's self-assurance about her future in America, she is distraught as the finality of leaving all she has ever known sinks in.

Naima arrives in Chicago with Hatem and her mother, who has come for the wedding. They are greeted by scores of eager relatives and Naima's older sister, who lives with her children just down the block from Hatem's family. Naima seems to be adjusting well.

"She acts like she was born and raised here," says Hatem. "She's taken to America pretty easily and pretty well. There is no culture shock at all. I don't know if I should be worried about that, if she's internalizing things or it's just that she's a lot more sharp and confident than I knew."

After a traditional henna ceremony to welcome Naima into Hatem's family and a large wedding and honeymoon in Cancun, Mexico, Naima and Hatem begin their lives as husband and wife. They are very much in love as they set up house in Hatem's parents' basement.

But Naima is beginning to feel the full force of homesickness now that the whirlwind of activity surrounding the wedding has died down. "In Palestine I can do everything, but here I feel I cannot do anything," she says. "I can't say I'm lost, but I need to do something, to find myself. If I had to choose between here and there, I would choose there."

As Naima interviews for jobs, it quickly becomes clear that, despite her outward confidence, her grasp of English is painfully weak. She takes a job as a kindergarten teacher at a Muslim school where she must wear a veil—something she avoided at home.

Um-Mujahed is also homesick, bored and housebound. "Old people stay home here," she muses. "It's good for people who work, time passes. Back home I used to walk around, visit people. Back home I went everywhere alone, but here I just stay home and don't do much."

One year after her arrival, Um-Mujahed takes her first and last sightseeing tour of Chicago. She will return to El Jib in two days. Naima is beside herself with grief as she bids farewell to her beloved mother. "We're going to miss her so much," she cries into Hatem's shoulder. "She's like my eyes. I can't see anything without her."

In the spring of 2000, Hatem lands a job directing the youth program for the Arab community organization his parents helped found. It is his first real job since leaving college. "The mission for the Arab American Action Network is the overall empowerment of the community," he explains. "A place like this can build youth leaders, we can build adult leaders."

With the advent of the second Intifada in September 2000, Hatem becomes increasingly political, a development which will have a profound impact on his and Naima's marriage.

Naima finds part-time work tutoring Arab language students at the University of Chicago. "I'm doing good," she says. "I hope to find a chance to make my master's here. But I think I need more time to get my English well. I'm not perfect, but I'm trying to make it."

Naima's homeland is in crisis as the second Intifada grows more violent. Hatem has emerged as a leader and spokesperson in the Palestinian-American community and is increasingly political, helping to organize large-scale demonstrations.

His very American way of thinking clashes with Naima's feelings of hopelessness. And the comfort she takes in her religion is at odds with his secular political beliefs. The two grow increasingly distant from each other as Naima worries about her family in the West Bank and Hatem continues to rally people to the Palestinian cause. They argue about where to hang a picture of suffering Palestinians and whether protesting and speaking out will make a difference.

"Me and Hatem, we are not similar with these things," says Naima. "He's my husband, he's my life, but at the same time, do I have to think what he is thinking and do whatever he is doing? It's hard."

Naima has gotten a job at a day care center that is owned and operated by a Jewish family. "In the beginning, I feel like I don't want to work at this center," she says. "I don't feel comfortable. They asked me, 'Where are you from?' I said Palestine, and they don't understand where is Palestine. When I say Israel, they understand. This is strange." But she grows to care for the children, and they for her—it seems she has found her niche.

At the same time, she is seeing less and less of her husband as Hatem's commitment to the Intifada grows along with his profile in the community. "I can't see Hatem now, he's busy so much and he's doing a lot of things about, you know about Palestine. It's good thing, it's great things to do, but at the same time, I just want to work and take care of my future—that's it."

After the terrorist attacks of September 11, 2001, a growing anti-Arab sentiment begins to

affect Hatem's family and the Arab American Action Network. "They kept showing the same footage on T.V.," he observes, "of the same five little boys carrying the flags and the same woman celebrating, and they're gonna keep showing it and keep showing it, so people could think, oh look, the Palestinians are celebrating, whatever happens to them, they deserve it."

Barely two months after September 11th, the Arab American center where Hatem works is set on fire. The building is devastated and so is Hatem, but he is committed to the center and the cause.

"I've always wanted a job that starts when I wake up in the morning and ends when I go to sleep," explains Hatem. "It does and it has taken a toll. It's probably not fair. I have a wife who expects more personal and emotional investment from her husband. It's a decision that maybe we didn't make collectively, but I realized that for our marriage to work, the most important thing is my wife accepts who I am and I accept who she is."

As Hatem works around the clock, Naima is unsure how she feels about her marriage and her new life. "I don't want to live in America, I don't want to have an American passport, I don't want to have a green card. I just want to have my Palestinian ID and that's it, because Palestine still lives inside of me, so I don't feel any loyalty to here."

Her enthusiasm for her new life gets an injection when she and Hatem buy their own home with plenty of room for new family members. "Did you see the baby's room?" Naima gushes. "That's for the baby. Hatem's going to make it an office, but I'm not going to do that. I love it. I like it. It's my house now."

Lynching Lesson (This lesson will be presented in two sections.)

Overview

This lesson explores lynching during the Jim Crow era. The goal is for students to gain a basic understanding of the term "lynching" and to recognize that people fought against this crime. Students will view a PowerPoint with information to build their knowledge base of lynching, as well as learn about the life and work of Ida B Wells. As a culminating activity, students will create an anti-lynching pamphlet.

Objectives

Students will:

- understand how racial violence was employed against African Americans and others during the Jim Crow era.
- evaluate statistical and textual information for evidence of racial violence.
- understand the struggle to end lynchings.

Day 1

Introduction:

1. Ask your students to define lynching. How, for example, does it differ from murder? Are lynchings by definition racially motivated? Are victims necessarily African American? In your students' opinions, what

circumstances must have occurred before they would consider a specific crime to be a lynching? As your students discuss the matter, list on the blackboard the criteria they consider crucial to defining the term.

Option: Open by playing the song "Strange Fruit" by Nina Simone.
https://www.youtube.com/watch?v=ughAVo2ZAag
Warning: The lyrics are graphic – please preview and make sure it's appropriate for your class!

2. Present students with the following four-point definition that the NAACP often used for determining whether a specific incident should be categorized as a lynching. (You may want to post this on the board beforehand, but keep it covered until this point in the lesson.)

- There must be evidence that someone was killed
- The killing must have occurred illegally
- Three or more persons must have taken part in the killing
- The killers must have claimed to be serving justice or tradition

3. Read Ed Falco's article "When Italian Americans Were the *Other"* on the lynchings in New Orleans. As a class, discuss the main points and compare this article to the story about the lynchings the Uncles told in Chpt 16.

4. Present "Lynching" PowerPoint to students.
As students listen/discuss, they should take notes on Student Handout # 1.

Possible guiding questions:

Lynchings by State and Race

- In which states have the greatest number of lynchings of black people taken place?
- Which areas of the country had the fewest lynchings of black people?
- In which states were the number of lynchings of whites greatest?
- What factors might have accounted for the lynching of whites in these states?
- Which areas of the country had the fewest lynchings of white people?

Causes Of Lynchings, 1882-1968

- Which cause of lynchings resulted in the most deaths?
- When is the death penalty appropriate? (If ever?)

END OF LESSON # 1

Lesson Credit:
http://www.pbslearningmedia.org/resource/bf10.socst.us.indust.lpterrcrow/domestic-terror-understanding-lynching-during-the-jim-crow-era/

After you've finished reading the novel, begin Lesson # 2

Lesson # 2

1. Go back to the Lynching PowerPoint. Show students the picture with the title " Cinque poveri Italiani."
2. Explain that this is taken from an Italian newspaper in 1899, after the murder of five Italians in Tallulah, LA.
3. Have students read/watch the biography of Ida B Wells (links in the powerpoint) then have a conversation – how do these two topics connect?

4. Show students the “Anti-Lynching Efforts” slide – discuss the history and process of anti-lynching efforts. Congress never did pass an anti-lynching bill, although some members of Congress argue that modern day Hate crimes legislation would include an act of lynching.
5. Introduce and explain that students will be creating Anti-lynching pamphl

Student Handout # 1:

Lynchings: By State and Race, 1882-1968 *

State	White	Black	Total
Alabama	48	299	347
Arizona	31	0	31
Arkansas	58	226	284
California	41	2	43
Colorado	65	3	68
Delaware	0	1	1
Florida	25	257	282
Georgia	39	492	531
Idaho	20	0	20

Illinois	15	19	34
Indiana	33	14	47
Iowa	17	2	19
Kansas	35	19	54
Kentucky	63	142	205
Louisiana	56	335	391
Maine	1	0	1
Maryland	2	27	29
Michigan	7	1	8
Minnesota	5	4	9
Mississippi	42	539	581
Missouri	53	69	122
Montana	82	2	84
Nebraska	52	5	57
Nevada	6	0	6
New Jersey	1	1	2
New Mexico	33	3	36
New York	1	1	2
North Carolina	15	86	101
North Dakota	13	3	16
Ohio	10	16	26
Oklahoma	82	40	122
Oregon	20	1	21
Pennsylvania	2	6	8
South Carolina	4	156	160
South Dakota	27	0	27
Tennessee	47	204	251
Texas	141	352	493
Utah	6	2	8
Vermont	1	0	1
Virginia	17	83	100
Washington	25	1	26
West Virginia	20	28	48
Wisconsin	6	0	6
Wyoming	30	5	35
Total	1,297	3,446	4,743

*Statistics provided by the Archives at Tuskegee Institute.

Causes Of Lynchings, 1882-1968

	Number	Percent
Homicides	1,937	40.84
Felonious Assault	205	4.32
Rape	912	19.22
Attempted Rape	288	6.07
Robbery and Theft	232	4.89
Insult to White Person	85	1.79
All Other Causes	1,084	22.85
Total	4,743	100.00

1. Use the space below to note your thoughts, comments, reaction and questions to this information.

Student Handout # 2: **Ida B. Wells Biography**

The oldest of eight children, Ida B. Wells was born in Holly Springs, Mississippi. Her parents, who were very active in the Republican Party during Reconstruction, died in a yellow fever epidemic in the late 1870s. Wells attended Rust College and then became a teacher in Memphis, Tennessee. Shortly after she arrived, Wells was involved in an altercation with a white conductor while riding the railroad. She had purchased a first-class ticket, and was seated in the ladies car when the conductor ordered her to sit in the Jim Crow (i.e. black) section, which did not offer first-class accommodations. She refused and when the conductor tried to remove her, she "fastened her teeth on the back of his hand." Wells was ejected from the train, and she sued. She won her case in a lower court, but the decision was reversed in an appeals court.

While living in Memphis, Wells became a co-owner and editor of a local black newspaper called THE FREE SPEECH AND HEADLIGHT. Writing her editorials under the pseudonym "Iola," she condemned violence against blacks, disfranchisement, poor schools, and the failure of black people to fight for their rights. She was fired from her teaching job and became a full-time journalist. In 1892, Tom Moss, a respected black store owner and friend of Barnett, was lynched, along with two of his friends, after defending his store against an attack by whites. Wells, outraged, attacked the evils of lynching in her newspaper; she also encouraged the black residents of Memphis to leave town. When Wells was out of town, her newspaper was destroyed by a mob and she was warned not to return to Memphis because her life was in danger. Wells took her anti-lynching campaign to England and was well received.

Wells wrote many pamphlets exposing white violence and lynching and defending black victims. In 1895 she married Ferdinand Barnett, a prominent Chicago attorney. The following year she helped organize the National Association of Colored Women. She was opposed to the policy of accommodation advocated by Booker T. Washington and had personal, if not ideological, difficulties with W.E.B. Du Bois. In 1909, she helped found the National Association for the Advancement of Colored People. Wells-Barnett continued her fight for black civil and political rights and an end to lynching until shortly before she died.

--Richard Wormser from “The Rise and Fall of Jim Crow” on PBS.org

Name: _____ Date: _____ Period: _____

"Just Because" Poem

In the past few chapters, there have been many instances of stereotypes and generalizations. Society views African Americans and Sicilians in ways that are often hurtful and untrue. Now you will have a chance to correct the misconceptions about a character of your choice.

1) Choose a character from *Alligator Bayou*: _____

2) Look back through what you've read so far in the novel to compile a list of stereotypes and generalizations made about that character. Be specific and reference page numbers where applicable.

3) Work with a partner to highlight those stereotypes in your list that you feel are most important or most hurtful.

4) Follow the format on the following page to create a "Just Because" poem refuting those stereotypes. Your poem should stick to what you know about your chosen character, but it **does not** have to include only information from the book. You may infer what your character is thinking and feeling.

Just Because...

Just because I'm
Doesn't mean
Doesn't mean
And doesn't mean
Just because
Doesn't mean
Doesn't mean
Doesn't mean
Just because
Doesn't mean
Doesn't mean
Doesn't mean
Just because
(Question)
(Question)
(Question)
(Statement)

Personal Example

Being Asian

By Emily Thu-Thao Nguyen, 8th Grade

Just because my eyes are small,
Doesn't mean that I'm Chinese.
Doesn't mean I know Kung Fu.
And doesn't mean I can catch flies with chopsticks.
Just because I'm Asian,
Doesn't mean I'm good at math.
Doesn't mean I always get straight As.
Just because I eat noodles,
Doesn't mean I can use chopsticks.
Doesn't mean I like sushi.
Doesn't mean I always eat rice.
Why do Asian parents
Want their kids to be so involved with school and music?
Why are Asian people short?
Do Asian people have flat faces?
Who found the idea of using chopsticks?
Guys, not all Asian people look alike.

Alligator Bayou Final Essay
Student Directions

Throughout our reading of *Alligator Bayou*, you have collected evidence dealing with the types of power that characters possess, and how their utilization of that power impacts their lives. For your essay, you will be choosing either one or two of the characters from the book and answering the following questions:

- What type of power does your character/characters possess?
- How do they use that power in the story?
- Does that power lead to justice or injustice for the character?

If you choose one character this will be an in-depth analysis of their power. If you choose two characters, this will be a comparison essay.

1) Select your character or characters to serve as a topic for your essay.

   _____

2) Visit the evidence walls in the classroom as well as reviewing your own evidence collection in your packet. Look for ideas that emerge. In the space below, write what type or types of power your character or characters possess and whether you believe that their power leads to justice. One character may have and use more than one type of power. Review these responses with a partner and check if you agree.

   _____
   _____
   _____
   _____
   _____
   _____

3) Now, go back into your evidence and highlight any examples that are the most convincing support for the ideas listed above.

4) Based on what you've highlighted, compose a thesis statement for your essay. Your thesis should be a clear statement addressing the essay questions. Remember, a thesis is a promise of what you will prove in your paper. You want your promise to be specific, but not so "big" that it is worthy of a book.

   _____
   _____
   _____
   _____

Final Essay Teacher Directions

Teachers – At this point, students will all receive markers and blank computer paper. They will write their thesis statements on these papers and post them on a wall of the classroom. Once everyone has posted a thesis, select a few for whole class critique. Underline key words that demonstrate what the thesis is trying to prove. Talk about whether the thesis is too narrow/broad, unclear, too wordy, more than one sentence, etc. With this essay topic, it will be important to emphasize that a thesis shouldn't come from a deficit position. Example, "Chief Joseph lacked power" vs. "Chief Joseph possesses individual rather than societal power."
Using the document camera, project a few different thesis statements from the class. Remind students that the underlined words are important/power words, and they can serve as the basis for transition words later in the essay. To avoid word repetition, model for students how to brainstorm a list of synonyms for their power words that they can use when they refer back to their thesis statement.

Additional Resources:

"Guns, Goats, and Italians: The Tallulah Lynching of 1899" by Edward F Hass
http://www.rootsweb.ancestry.com/~lamadiso/articles/lynchings.htm

"Gerrymandering Jigsaw Puzzle" from Slate.com
http://www.slate.com/articles/news_and_politics/map_of_the_week/2013/08/gerrymandering_jigsaw_puzzle_game_put_the_congressional_districts_back_together.html

"NAACP symbolically buries N-word" from The Washington Post
http://www.washingtonpost.com/wpdyn/content/article/2007/07/09/AR2007070900609.html

"When Italian Immigrants were the other" Ed Falco
http://www.cnn.com/2012/07/10/opinion/falco-italian-immigrants/

Immigration Lesson

1) Push/Pull Factors
   http://valleysocialstudies.com/wp-content/uploads/2012/03/Lesson5-PushPullFactors.pdf
2) Immigration Over Time
   http://teacher.scholastic.com/activities/immigration/immigration_data/periods-and-region.htm
3) Modern Immigration Stories:
   http://www.pbs.org/independentlens/newamericans/newamericans.html

An additional possible story for the Modern Immigration jigsaw:
A story of a refugee in Uganda running an arcade, and how Unganda is trying to restructure the way refugees are treated.
http://www.npr.org/blogs/money/2014/07/30/336117663/episode-557-doing-business-like-a-refugee

"Do You Speak American" Lesson – can be used any time during the main stage.

Spoken language plays a curious role in Alligator Bayou. Calo's uncles' limited English creates communication barriers for them that at times are insurmountable. Several local folks unfavorably criticize Calo's , Frank Raymond's, and Miss Clarrie's language as "uppity" and "fancy talk."

To add interest and context, students will learn how American English varies based on evolution, geography, ethnicity, and social status by viewing snippets of journalist Robert MacNeil's PBS documentary **Do You Speak American,** which is available in three episodes on YouTube.

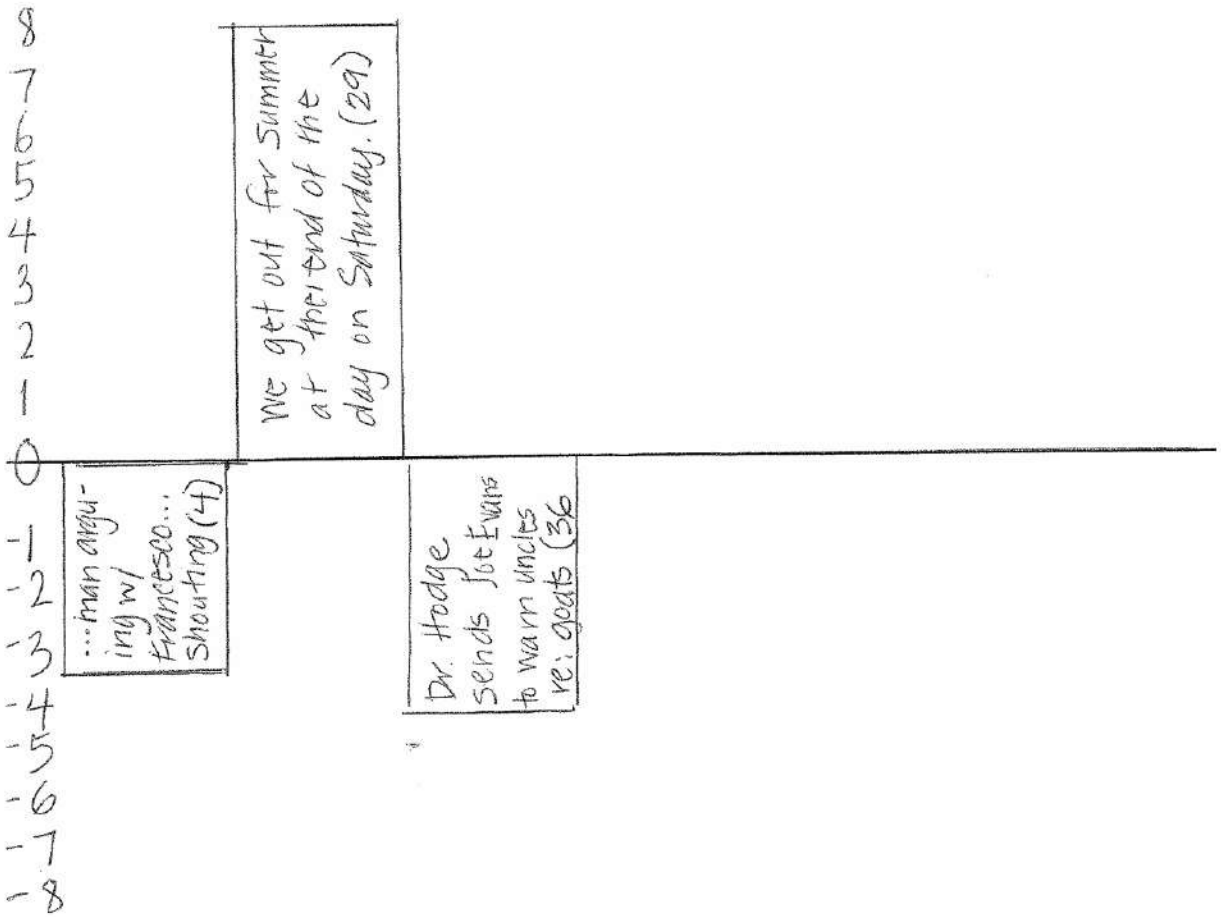
As students view the video, they are to jot down words and expressions and their link to geography, evolution, geography, ethnicity, and social status.

Other Resources for this lesson:
Interactive US Dialect maps
http://www4.ncsu.edu/~jakatz2/project-dialect.html

Incident Chart Directions:

What creates the I-can't-put-this-book down feeling while reading? Tension. This literary element is achieved by changes in the narrative that are inflicted upon the characters, perhaps clearly or subtly threatening the circumstances of the characters. As the story progresses, Donna Jo Napoli continually doles out episodes, or incidents, of conflict that puts pressure on the characters.

As you read Alligator Bayou, record incidents that you recognize as creating tension for the characters and rate the level of that tension. You're plotting the course of tension throughout the novel by creating a timeline that features bar graphs indicting the degree of tension.



Narrative Criteria

*Mark each of these literary elements on your draft. If you have highlighters or colored pencils, color each of the elements with a different color. If not, put the number of the element in the margin of your paper. For example, every time you use dialogue put #1 in the margin next to it. (The elements marked * are not essential, but give your writing more depth.)*

___ 1. **Dialogue:** Use your characters' words, pacing, and language.
- Let the reader "hear" your characters speak.
- Make your characters sound different. People have fingerprints and "voice-prints." Grandmothers and 7-year-olds use different words, longer or shorter sentences. Make sure your characters sound real.

___ 2. **Blocking:** Provide stage directions for your characters.
- Use it with dialogue to help the reader see your characters in action.
- Show what the characters are doing while they are talking: Leaning against a wall? Tossing a ball in the air? Looking out the window? Jingling change in their coat pocket?

___ 3. **Character Description:** Make your characters come to life.
- Use physical details: Clothing, age, smells, hair color and style.
- Show the character in action: Is the character bossy? Shy? Rowdy?

___ 4. **Setting Description:** Give sensory details—sights, smells, sounds.
- Where does the story take place?
- Walk the reader through the place where the story happened.
- Use names of streets, parks, buildings. Be specific.

___*5. **Figurative Language:** Use imaginative language to sharpen descriptions.
- Use metaphors and similes when describing characters or setting.
- Try personification—give human qualities to nonhumans.

___*6. **Interior Monologue:** Let us hear your character's thoughts.
- What is going on inside the character's head?
- What is the character thinking while the action is happening?

___*7. **Flashback:** Provide the character's "back story" through a scene from the past.
- Give the reader background information by having characters remember or tell stories from their past.