

The Journey I'm From

I am from the mountain of Laos
From a village of family and love
I am from a land of the far east
From a place where my people were mistreated
I am from the darkness of the Vietnam War
From a family that kept pushing on

I am from a dangerous journey
From the distant jungle, crossed the Mekong mighty, and survived as
a refugee
I am from a time full of scary places
From keeping silent was our fate and there wasn't time for mistakes
I am from a country of communism that chose to divide and hate
Where many of my people died and didn't escape

Now that I am in America
I am determined to go beyond, not just far
Sometimes, I feel lost and lonely
From school to work and in the community
Even though many people might not understand my journey
I know I am surviving
My goal in life is to continue to work hard and keep pushing
I am from a family that dreamed
At times, things might not be as they seemed
Someday, I will emerge and be FREE!

Mr. Tony Yang
District Cultural Liaison

Books for: Decisions in the Face Adversity

Books	Lexile	Quantity
Ashes of Roses by Mary Jane Auch	670L	10
No Name by Tim Tingle		5
The Impossible Knife of Memory by Laurie Halse Anderson	HL720L	15
Under the Mesquite by Guadalupe Garcia McCall	990L	10
44 Hours or Strike! by Anne Dublin		10
Brown Girl Dreaming by Jacqueline Woodson	990L	10
The Rock and the River by Kekla Magoon	HL550L	15
Buried Onions by Gary Soto	850L	5
Crossing Stones by Helen Frost	820L	10
House of Purple Cedar by Tim Tingle	860L	6
A Summer of Kings by Han Nolan	950L	10
Born Confused by Tanuja Desai Hidier	890L	6
Alabama Moon by Watt Key	720L	5
Monster by Walter Dean Myers	670L	10
The Heaven Shop by Deborah Ellis		10
Outside Beauty by Cynthia Kadohata	620L	15
The Best Bad Luck I Ever Had by Kristin Levine	680L	10
Inside Outside Back Again by	800L	10
Unwind by Neal Shusterman	HL740L	10
Chains by Laurie Halse Anderson	780L	30
The Glory Field by Walter Dean Myers	800L	25
Copper Sun by Sharon Draper	820L	30
Trouble by Gary Schmidt	930L	ebook

When My Name was Keoko by Linda Sue Park	610L	20
Black and White by Paul Volponi	HL710L	13
Once by Morris Geiltzman	640L	15
When Hitler Stole Pink Rabbits by Judith Kerr	940L	15
The Devil's Arithmetic by Jane Yolen	730L	25
The Book Thief by Markus Zusak	730L	15

Anchor Text:

[I Have a Dream...](#) (using Re-Creation w/ Pause/Reflect and Close Reading)

[I Have a Dream \(audio\)](#)

(Allusions: all men created equal - dec of indep

redemptive - to bible

geographic allusions - all four corners of US

allusions to songs - Free at last, My country Tis of Thee

Songs:

[Free At Last Song](#)

[My Country Tis of Thee](#)

Unit Plans for **Decisions Made in the Face of Injustice**

Standards:

RL.8.1 In a single text: cite the textual evidence that most strongly supports an analysis of what the text says explicitly, cite textual evidence that most strongly supports an analysis of inferences drawn from the text.

Distinguish between explicitly stated and inferred information (M3)

Connect text evidence to inference drawn (M2)

Find the text that justifies the inference drawn (M2)

Connect text evidence to explicitly stated events (M2)

Explain how to make an inference (M2)

RL.8.2 Determine a theme or central idea of a text, analyze the theme or central idea over the course of text in relationship to characters, setting, and plot, provide an objective summary of the text.

Determine theme (M3)

RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama: propel the action, analyze how particular lines of dialogue or incidents in a story or drama, reveal aspects of a character, analyze how particular lines of dialogue or incidents in a story or drama, or provoke a decision.

Examine cause and effect relationship between dialogue or incidents and plot development (M4)

Evaluate the impact of dialogue on the action (M4)

Understand nuances of language (M4)

Understand connotative meaning (M4)

Understand word choice (M4)

RL.8.5 Compare and contrast the structure of two or more texts. Analyze how the differing structure of the two texts contributes to its meaning and style.

Compare and contrast texts (M4)

Analyze the causal relationship between differing text structures (M4)

Analyze text structures' impact on meaning and style (M4)

Understand text structures (chronological, problem-solution, poetry, sequencing, point of view) (M4)

RL.8.10 Read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Summarize text (M3)

Interpret poems (M3)

Draw inferences (M3)

Analyze character development (M4)

Analyze theme (M4)

Understand reading strategies (questioning, making connections, determining important events, visualizing, inferring, context clues) (M4)

Understand figurative language (M4)

Essential Questions:

- How do decisions made help endure the struggles?
- How do decisions made help speak out/ask against injustice?
- How do decisions made help make a change?

Day 1: (1 and a half class periods)

Objective: I can understand and use thematic vocabulary

Theme vocab with Google Slides

- students must make a copy of the google slides and rename it before working on it
- partner or indiv work
- share and discuss with class

Day 2: (Background Knowledge - one class, Kahoot it game & start google slides - one class, finish google slides - one class = 3 class periods)

Objective: I can participate, share my knowledge and express my new learning with the class appropriately. Build Background Knowledge about MLK --what do you already know? After each clip, discuss traits of MLK and what they observed

-could use clip from the movie Selma

https://www.youtube.com/watch?v=_03qpPNPEIs - Give Us the Vote

<https://www.youtube.com/watch?v=j6eeK4YzUqI> - Join Us

https://www.youtube.com/watch?v=zvYZoqFCX_8 - We Must March

Obama's march in Selma--50th anniversary--<https://www.youtube.com/watch?v=N3E7atni5dg>

-partner activity

-Literature book--The Power of Nonviolence--pg. 681 - post 2 "take aways" on board

Play Kahoot it game of specific vocab from first two pages of speech

- place students in groups so they can answer together
- after game is finished - Create a Group Google Slide Presentation
 - put students in groups of four to create a shared google slide presentation
 - each student is responsible to finding a picture, a definition and a synonym for each of their words
 - once done, the students will share their words with the group - the group must make sure that each of the definitions are correct
 - then share the final presentation with the teacher

Day 3: (one class period)

Objective: I can understand the context of how vocabulary is used in the I Have a Dream speech.

Begin class with a review of all vocabulary - both thematic and speech specific

Listen to the entire I Have a Dream speech (audio only) - during the speech, students can close their eyes, sketch images they see or jot down their feelings.

Anchor Text:

[I Have a Dream...](#)

[I Have a Dream \(audio only\)](#)

Comparative speech: ESPY Awards - 4 athletes, Obama's speech at Selma 50th anniv, BET Awards

ESPY Awards speech: <https://www.youtube.com/watch?v=KCjMvEdPi30>

Obama's full speech: <https://www.youtube.com/watch?v=7SoG4KZOvRc>

BET Awards: <https://www.youtube.com/watch?v=orXogk3euMA>

Use the Avid form to compare these speeches. Have students listen for techniques used to engage the listener.

Day 4:

Objective: I can reflect upon the I Have a Dream speech to gain a deeper knowledge of MLK's message. Have students take a piece of paper and draw a medium size circle in the center of it. Tell the students that they will listen to part of the I Have a Dream speech. While listening to the speech, they are expected to jot down feelings, sketch images, or write their thoughts on the outside of the circle. ****Students will be using their main ideas from the inside of the three circles to write their thematic statements about the entire speech.**

Listen to the ***1st chunk*** of the speech.

Ask the following text-dependent questions: (this can be done in partners)

(to be answered on the outside of the circle next to their thoughts, feelings, and images)

1. What is the allusion to the Bible in the second paragraph on page 1? Why does MLK Jr. use this allusion?
2. The vocabulary word promissory note is used in the third paragraph on the first page. What are the context clues that help the listener/reader understand the meaning? What does promissory note mean?
3. On the second page, what comparison/contrast does MLK Jr. make about America? Why does he make this comparison/contrast?
4. What was MLK Jr.'s tone in the first chunk of the speech?

Discuss the questions and answers with the class

Finally, using the answers and discussion from the questions and the words and images students jotted down while listening to the first chunk, have them formulate a main idea of this part of the speech. Write the main idea inside the circle.

*Modification: in a small, teacher lead, group listen to the first chunk of the speech one paragraph at a time. Discuss and Answer the above questions as you go through the speech to ensure understanding. Once you have finished the teacher lead group work, play the first chunk again, but without interruption to allow students to complete their "circles" and notes.

Hmong Education Project - Hmong History, Heritage and/or Language Books				
No.	Ages 0-4	Ages 5-12	Ages 13-18	Adult
1	Tig Tong, Hip Hop By Catherine Hnatov	Folk Stories of the Hmong: People of Thailand, Laos, and Vietnam By Norma J. Livo & Dia Cha	Jouanah: A Hmong Cinderella By Jewell Reinhart Coburn with Txze Cherta Lee	How Do I Begin? A Hmong American Literacy Anthology (Hmong American Writers' Circle) By Hmong American Writers' Circle
2	Koj Puas Yog Kuv Tus Mi Ab? By Kathleen Rizzi	Ka's Garden (Kab Lub Vaj): A Bilingual Children's Book By Maggie Lee McHugh, Bee Lo, and Vong Lao	Gathering Fireflies By Mai Chao-Duddeck	Latehomecomer: A Hmong Family Memoir By Kao Kalia Yang
3	Leej Twg Nyob Ntawm Nod? By Kathleen Rizzi	Orphan Boy the Farmer (Tub Ntsuag Tua Ua Teb) By Cha Yang and Kao Lee Thao	The Hmong in America: We Sought Refugee Here By Peter Roop	Cultural Conflict and Adaptation: The Case of Hmong Children in America Society By Enrique T. Trueba
4	Candy (Khobnoom) By Pang Xiong	The Myth of the Owl (Dab Neeg Hais Txog Plas) By Bao Xiong	A Hmong Boy's Story By Yang-Lee, Mao Amy	Hmong In America: Journey from a Secret War By Tim Pfaff
5	Hmong Food By Pang Chang or Mov Hmoob By Paj Xyooj	The Terrible Journey: A Hmong Child's True Story of His Escape from Laos to Thailand By Cha Yah	Myths, Legends, and Folk Tales from Hmong of Laos (Dab Neeg Hmoob) By Charles Johnson and Se Yang	Hmong Lives: From Laos to La Crosse By Lao Tou Lor, Tom Scarseth, and Wendy Mattison
6	I am Hmong By Pang Chang or Kuv Yog Hmoob By Paj Xyooj	The Whispering Cloth: A Refugee's Story By Pegi Deitz Shea	A Free People: Tracing our Hmong Roots By Dave More	An Introduction to Hmong Culture by Ya Po Cha
7	My Birthday (Kuv Lub Hnub Yug) By Pang Xiong	A Stone In the Soup: A Hmong Girl's Journey to the Untied States By Dorina K. Lazo Gilmore and Josh Hires	A People's History of the Hmong By Paul Hillmer	The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the collision of two Cultures By Anne Fadiman

8	Hmong Milestones in America: Citizens in a New World By Susan Omoto	A History of the Hmong By Thomas S. Vang	Tragic Mountains By Jane Hamilton-Merritt
9	My Country: My Lee Comes to America By Elmira K. Beyer	A World without Boundaries: A Story of Human Atrocities, Despair, Migration, and Interconnections By Ge Xiong	Dust of Life: A True Ban Vinai Love Story By Gary Yia Lee
10	Dia's Story Cloth By Dia Cha	Bamboo Among the Oaks: Contemporary Writing by Hmong Americans Edited by Mai Neng	The Promised Land: Socioeconomic Reality of the Hmong People in Urban America (1976-2000) By Fungchatou T. Lo
11	Nine-in-one Grr! Grr!: A folktale from the Hmong People of Laos By Blia Xiong	To Live Here By Soul Vang	Hmong and American: From Refugees to Citizens By Vincent K. Her and Mary Louise Buley-Meissner
12	Hmong Americans By Nichol Bryan	The Song Poet: A Memoir of My Father By Kao Kalia Yang	Hmong at the Turning Point By Yang, Dao
13		The Dead I know: Incantation for Rebirth By Burlee Vang	
14		Afterland: Poems By Mai Der Vang	
15		Culture and Customs of the Hmong By Gary Yia Lee	
16		A Hmong Family By Nora Murphy	
17		Fighters, Refugees, Immigrants: A Story of the Hmong By Mace Goldfarb	

18			Mai Yia's Long Journey By Sheila Cohen	
19			Little Cricket By Jackie Brown	
Complied By: NaoHoua Tony Yang School District of La Crosse Cultural Liaison				

I will not let money
Define me.

Just because I'm poor
Doesn't mean I can't be more
Than hand-me-down clothes or
A second hand store.

The store doesn't define me.
Doesn't bind me
To a lifestyle with people criticizing me.

I had to grow up at age ten
Support my mom again and again
That's okay though I understand
The importance of family
When that's all I've always had.

I spend time away from home
So I don't spend the little resources we own
I know I am missed but I don't want to know
That it's because of me
We are running out of things to eat

Insurance options are slim and stingy
Can't find a dentist that will treat a poor family
Without almost always being busy
Waiting months to fix a cavity

Less options for healthcare
And even less for eyewear

My house is dry so dandruff is normal
I have to pay attention to hair care
So little flakes don't fall like snow

I want to go

To a home with food and heating
Where I won't have to worry about re packing and leaving
Because that house can't keep us, the time is decreasing
Keeping my feelings inside trying not to be screaming
Fall asleep at night get jealous start crying
Because everyone seems to have everything
Everything they need
Everyone
But me

Money growing green like vines
Wraps round people, coins that shine
I can't let myself be defined
By not having enough dollar signs

~Madysen Raelynn Ryan

Mirrors and Windows Unit

Standards:

Reading Informational:

RI.8.1 In a single text: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, cite textual evidence that most strongly supports an analysis of inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.6 Determine an author's point of view or purpose in a text and analyze how an author acknowledges and responds to conflicting evidence or viewpoints.

Speaking & Listening:

SL.8.1.c In order to engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly: pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas

Anchor Text: Fatty Legs by Christy Jordan-Fenton & Margaret Pokiak-Fenton

Resources:

<http://theways.org/> - has contemporary stories about Native Americans

<https://www.commonlit.org/text-sets/native-american-history> - text sets about Native Americans

Vocab: Humanity, liberty, outsider, filthy, protest, criminal, traitor, immigrant, bandit, progressive, rebel, trailblazer, boycott, deception, crisis, masquerade, untrustworthy, resilience, unwavering, dehumanization, prisoner

Day 1: Build Background Knowledge about anchor text - **Elizabeth will be here the entire day for all reading classes** -

- Wellbriety video clips - Elizabeth has DVD - Do we all have DVD players in our rooms?
- Elizabeth has powerpoint that she uses and will send it to us
- Closest residential school: Tomah
- **THIS WILL HAVE TO BE A SEPARATE DAY** - Map of Wisconsin Tribes - discuss tribes in Wisconsin - <http://theways.org/map> - has an interactive map

Day 2:

Vocab activity: List-Group-Label - modified

-Hand a list of vocab words to the students

-Students must:

1. Categorize the words into groups - and justify why each word belongs to that category
2. Decide what overarching topic the words relate to

-Meet with a partner to:

3. Compare categories - discuss what topic the vocab words relate to
- assign each partner group 2 words to define

-Share definitions with the class - all students write definitions or put these in google classroom

Day 3: Review vocab: \$100,000 Pyramid (3 or 4 words)

Read Chapter 1 in Fatty Legs - Students can choose to: read it on their own, listen to it (audio-garageband), or teacher read aloud

Journal entry 2: How did you feel before heading to Kindergarten? Once at school, did your feelings change? Why or why not? **OR** Who lives in your home? What is your relationship like with them?

Share journal entry with a partner.

Day 4: Review vocab: \$100,000 Pyramid (3 or 4 words different words)

Read Chapter 2 in Fatty Legs aloud to the class

Journal entry 3: What is your morning like before school? What time do you get up? How far or how long do you have to go to get to school?

Model: RI.8.3: Connections and Distinctions between the narrator, Olemaun, and her father. Use the [RI.8.3 Connections and Distinctions Guide Sheet](#).

Day 5: Review Vocab: \$100,000 Pyramid (3 or 4 words different words)

Read Chapter 3 in Fatty Legs - Students can choose to: read it on their own (ppt), listen to it (audio-garageband), or teacher read aloud

Chapter Questions- 1). What is the significance of the word “sever?” 2). What kind of education do you think the students will be receiving since it clearly wouldn’t be about the north? 3). How did Olemaun feel about her name? How could you tell?

Partner students and have them complete the *RI.8.3 Connections and Distinctions Guide sheet* about chapter three with their partner.

Collect guide sheets - informal formative assessment

Book Selection for Mirrors and Windows

Title	Quantity - 4 of each of the books	Lexile
Bootleg: Murder, Moonshine, Lawless Years of Prohibition	Challenge	1250L
Flesh & Blood So Cheap: The Triangle Fire and Its Legacy	Medium	1000L
They Called Themselves the KKK	Medium	
The Notorious Benedict Arnold	Challenge	990L
Wheels of Change: How Women Rode the Bicycle to Freedom	Challenge	1280L
Spies of Mississippi: The True Story of the Spy Network that Tried to Destroy the Civil Rights Movement	Challenge	NC1290L
Bad Boy		
Running Dry the Global Water Crisis	Challenge	1230L
Seven Billion and counting	Challenge	1320L
Unspeakable Crime: The Prosecution and Persecution of Leo Frank	Challenge	1210L
Hole in My Life by Jack Gantos	Medium/Low	840L
Chernobyl's Wild Kingdom by Rebecca Johnson	Medium	1190L
Life in Prison by Stanley "Tooke" Williams	Medium	1020L
Lincoln's Last Days by Bill O'Reilly	Medium	1020L

Getting Away with Murder: The True Story of the Emmett Till Case by	Medium/High	
Three Little Words A Memoir by Ashley Rhodes-Courter	Medium	810L
A True Story Fatty Legs by Christy Jordan-Fenton & Margaret Pokiak-Fenton	Class Model	
Orphan Train Riders by Andrea Warren	Medium	960L
Enrique's Journey The True Story of a Boy Determined to Reunite with His Mother by Sonia Nazario		830L
Taking Flight by Michaela De Prince	Medium	
Little White Duck: A Childhood in China by Na Liu and Andres Vera Martinez	Medium/Low	
Elena Vanishing: A Memoir by Elena Dunkle	Medium	
We Did It! By Nancy White (6 copies)	Low	850L
Into the Unknown: Bold Women Who Explored the World	Low	925L

The Latehomecomers --Medium

The Diary of Anne Frank--Medium- 1080L

Daniel's Story--Medium - 720L

Surviving Hitler--Medium/low - 820L

Name _____

Hour _____

CONNECTOR & DISTINGUISHER

RI.8.3 Analyze how a text makes connections among individuals, ideas, or events, analyze how a text makes distinctions between individuals, ideas, or events

Within the text, locate two events, individuals, or ideas. Compare and contrast these using the diagram below.

