

Connecting to Our Roots Using the Novel: Me, Frida and the Secret of the Beautiful Peacock Ring

Author Shalini Tripathi
Grade Level 6
Duration 5 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 2: Places and Regions

4. The physical and human characteristics of places

6. How culture and experience influence people's perceptions of places and regions

Element 4: Human Systems

9. The characteristics, distribution and migration of human populations on Earth's surface

10. The characteristics, distribution and complexity of Earth's cultural mosaics

AZ Standards

ELA

Reading

Integration of Knowledge and Ideas

6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Writing

Production and Distribution of Writing

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

MATHEMATICS

Ratios of Proportional Relationships

6.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions. Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

SIOP Elements

Preparation

Adapting content

Linking to background

Linking to past learning

Strategies used

Scaffolding

Modeling

Guided practice

Independent practice

Comprehensible input

Grouping Option

Whole class

Small groups

Partners

Independent

Me, Frida, and the Secret of the Beautiful Peacock Ring

| | | |
|---|--|--|
| Integrating Processes Reading Writing Speaking Listening | Application Hands on Meaningful Linked to objectives Promotes engagement | Assessment Individual Group Written Oral |
|---|--|--|

Arizona English Language Proficiency Standards

Grade 6-8

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-2: recount specific details and information in a variety of texts.

B-3 identify and describe similarities and differences between multiple texts.

Speaking and Writing

Standard 5 By the end of each language proficiency level, an English learner can adapt language choices to purpose, task, and audience when speaking and writing.

B-2: use general academic and content specific words, phrases, and phrases to express ideas.

Listening, Speaking, Reading, and Writing

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

B-5: contribute relevant information and evidence to collaborative oral and written discussions.

Overview

Literature is a rich source of geographic information and concepts. By using *Me, Frida and the Secret of the Beautiful Peacock Ring* by Angela Cervantes, students will explore their roots and cultures and learn the importance of art and literature in carrying the legacy forward. This book touches upon many aspects of life such as family, friends, virtues, honesty, and trustworthiness.

Purpose

In this lesson, students will analyze the actions and choices made by a fictional character and the encounters he/she had with his/her own culture. They will then compare these descriptions to their own heritage/culture. This lesson contains adaptations for diverse learners (ELLs).

Key Vocabulary

1. **fellowship**- a merit-based scholarship for advanced study of an academic subject
2. **intuitive**- based on what one feels to be true even without conscious reasoning; instinctive
3. **valiant**-showing courage or determination

4. **epilepsy**- central nervous system (neurological) disorder in which brain activity becomes abnormal
5. **sauntered**- walked in a slow, relaxed manner, without hurry or effort
6. **notorious**- famous or well known, typically for some bad quality or deed

Materials

- One copy of *Me, Frida, and the Secret of the Peacock Ring* by Angela Cervantes
- Computer, projection device, internet
- Vocabulary Cards
- Peacock Ring PowerPoint
- BooksVooks Print version of *Me, Frida, and the Secret of the Peacock Ring*
<https://feedvu.com/fullbook/me-frida-and-the-secret-of-the-peacock-ring-pdf.html?page=4&part=1> and
<https://feedvu.com/fullbook/me-frida-and-the-secret-of-the-peacock-ring-pdf.html?page=4&part=2>
- YouTube Video: *Me, Frida, and the Secret of the Peacock Ring* read aloud [First chapter only] (9:25 min)
<https://www.youtube.com/watch?v=nZ7gKPLtvUM>

Frida, and the Secret of the Beautiful Peacock Ring

If your school has a subscription to YouTube, you may be able to access all of the chapters at <https://www.youtube.com/watch?v=nZ7gKPLtvUM>

- Recording Sheet
- Optional: Student device such as computer/tablet if working as individuals
- Links to websites on migration
 - <https://www.pewresearch.org/fact-tank/2021/07/09/before-covid-19-more-mexicans-came-to-the-u-s-than-left-for-mexico-for-the-first-time-in-years/>
 - <https://www.migrationpolicy.org/article/mexican-immigrants-united-states-2019>
 - <https://www.wola.org/2022/01/weekly-u-s-mexico-border-update-decembers-migration-data-dhs-secretary-hears-complaints-critical-incident-teams/>
- Graph paper
- Vocabulary Test and Answer Key

Objectives

The student will be able to:

1. Identify cultural traditions of Mexico and their own heritage.
2. Create a bar graph and create a ratio or percentage problem (with solution) based on the information in the graph.

Procedures

Prerequisite Knowledge: Students know some Spanish phrases or have access to resources that can translate phrases found in the novel. Students should know elements of culture. A lesson to create this background knowledge can be found at: <https://geoalliance.asu.edu/Culture>

SESSION ONE through THREE

1. Begin the lesson by asking students to share a bit about their heritage and its cultural traditions. Post the heritages mentioned on the whiteboard along with some of the details given about the traditions. Tell students that they are going to read a novel that is set in Mexico. They will be learning through the novel about customs and the culture of this country.
2. Project or distribute the Vocabulary Cards. Discuss the words and the illustrations. Post the cards on the Word Wall. (**Preparation: Linking to background; Scaffolding: Comprehensible input; Application: Linked to objectives**)
3. Project slide 1-2 of the Peacock Ring PowerPoint and introduce the novel. Distribute

the Recording Sheet and explain how they will be looking for elements of culture in the novel that describe Mexican culture and comparing those characteristics to their own heritage.

4. Project slide 3 (students read the novel) or project slide 4 (students have a read aloud of first chapter.). Model how to document Mexican culture/traditions and then compare to one's own heritage/traditions.
5. Students can then access the novel using their own devices to read the rest of the novel. (**Grouping: Whole class or Independent; Integrating Processes: Reading, Writing or Listening, Writing**)
6. Have students share their Recording Sheet information with partners or whole class.
7. Engage the students in a discussion of culture: how culture develops and is learned, how to recognize elements of culture in our own lives, and how we can honor and appreciate cultural differences or other people. (**Integrating Processes: Writing and Speaking**)
8. Review the Vocabulary Cards and give the Vocabulary Test.

SESSION FOUR

1. Introduce this session by explaining that the novel they have just read introduced them to the Mexican heritage and culture. Now they will use their skills in mathematics to interpret data concerning the number of people who have migrated from Mexico to the U.S. in past years. (**Preparation: Linking to past learning; Application: Linked to objectives**)
2. Display slide 5 and access the link to the article by Pew Research Center. <https://www.pewresearch.org/fact-tank/2021/07/09/before-covid-19-more-mexicans-came-to-the-u-s-than-left-for-mexico-for-the-first-time-in-years/> Read as a whole class the text and discuss the graphs.
3. Display slide 6 and access the link to the article by Migration Policy Institute. <https://www.migrationpolicy.org/article/mexican-immigrants-united-states-2019> Distribute graph paper. Model how to label the axes as Years and Number of Immigrants and create a title for the graph. Have students create either a bar or line graph using this data. Have the students create a ratio or percentage problem using the graph information and calculate the answer. Then read the article and discuss the information. Perhaps have students write 2-3 things that surprised them by reading the article and/or making the graph. (**Integrating Processes: Reading, Listening, Writing;**

Frida, and the Secret of the Beautiful Peacock Ring

Grouping: Whole class or Independent;
Application: Hands on, Linked to Objectives;
Scaffolding: Modeling)

- If time, display slide 7 and access the link to the article by WOLA.
<https://www.wola.org/2022/01/weekly-u-s-mexico-border-update-decembers-migration-data-dhs-secretary-hears-complaints-critical-incident-teams/> Discuss the information. Perhaps have students write 2-3 things that surprised them by reading the article.

Assessment

Geography and ELA

The Recording Sheet can be graded for completeness and accuracy. Mastery will be considered 6 possible answers or more on the top portion. The Reflection can be scored using the 6 Traits Writing Rubric in the area of Ideas and Content. Mastery will be considered a score of 4 or higher on the rubric.

ELA

The Vocabulary Test can measure language acquisition. Mastery will be considered a score of 80% or higher on the test.

Mathematics

Students' ratio or percentage problems can be graded for correctness. Mastery will be considered 100%.

Students' bar graphs can be graded on labeling and mathematical correctness. Mastery will be considered a score of 80% or higher. **(Assessment: Written, Individual)**

Extensions

Students could add some twists and turns in the plot of the story and give it a different ending.

Students could write characters differently.

Students could create their own short story/novel in the same genre but base it on their own heritage/culture.

Students could create a story using a different setting or a different historical figure's influence.

Sources

- <https://www.pewresearch.org/fact-tank/2021/07/09/before-covid-19-more-mexicans-came-to-the-u-s-than-left-for-mexico-for-the-first-time-in-years/>
- <https://www.migrationpolicy.org/article/mexican-immigrants-united-states-2019>
- <https://www.wola.org/2022/01/weekly-u-s-mexico-border-update-decembers-migration-data-dhs-secretary-hears-complaints-critical-incident-teams/>
- https://www.youtube.com/watch?v=cqV_KGXUzKk&t=57s
- <https://www.youtube.com/watch?v=nZ7gKPLtvUM>
- <https://feedvu.com/fullbook/me-frida-and-the-secret-of-the-peacock-ring-pdf.html?page=4&part=1> and <https://feedvu.com/fullbook/me-frida-and-the-secret-of-the-peacock-ring-pdf.html?page=4&part=2>