



Changing Borders and Flags

Goals 2000 - Partnerships for
Educating Colorado Students

In Partnership with the **Denver Public Schools**
and the **Metropolitan State College of Denver**

El Alma de la Raza Project



Changing Borders and Flags

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Grades 9-12

Implementation Time
for Unit of Study: 3-9 weeks

Goals 2000 - Partnerships for
Educating Colorado Students
El Alma de la Raza Curriculum
and Teacher Training Project

Loyola A. Martinez, Project Director

El Alma de la Raza Series

Changing Borders and Flags

Unit Concepts

- Develop understanding of the historical novel
- Compare 1840s California to 1890s New Mexico
- Evaluate the impact of Anglo immigration on California and New Mexican ranchers
- Develop knowledge of 19th-century life in the Rio Grande Valley, Albuquerque, and California
- Evaluate impact of Manifest Destiny, the Mexican-American War, Treaty of Guadalupe Hidalgo, and the Gold Rush on the Spanish colonial/Mexican populations
- Describe the changing borders, names, and flags of the Southwest

Standards Addressed by This Unit

Reading and Writing

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

Students read and recognize literature as a record of human experience. (RW6)

History

Students understand political institutions and theories have developed and changed over time. (H5)

Students use appropriate technologies to obtain historical information to study and/or model historical information and concepts; and to access, process, and communicate information related to the study of history. (H7)

Geography

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation, and conflict. (G4)

Introduction

Inheritance of Strangers, 1985, is a historical novel about The Rafas of Albuquerque, a fictional family whose beginnings in the region date from the mid-seventeenth century (1641). The author, Nash Candelaria, is descended from such a venerable New Mexican family, although he himself was born in California. *Inheritance of Strangers* is the third of an integrated series of novels Candelaria has written, and is set in 1890s New Mexico (still a territory) with an inset story about an older member of the family, set in 1840s California.

The novel is an excellent example of the historical novel genre, including the flashback and story-within-a-story literary devices. It also contains an array of interesting characters, including a crazy old man who is the central figure in the 1840s story, Don Pedro Baca, and Leonardo Rafa, 14, who is a main character in the 1890s story. The young boy Leonardo is a character many students will identify with. He has problems with his parents, is his grandfather's favorite, is embarrassed by the crazy old relative, Don Pedro, steals a treat from his mother, likes to sneak a cigarette, and gets a beating for neglecting his chores; but compared to his cousin Ernesto, Leonardo is an innocent child. The events in both stories—the one he is told and the one he lives—constitute Leonardo's coming of age.

Leonardo's tragic response to these events adds poignancy to the conflict his grandparents have about telling him the history in the first place. His grandmother doesn't see the need, she knows those bitter events only drove Pedro crazy, and believes in acceptance of what you cannot change. José Antonio, the grandfather, believes those who are ignorant of history are condemned to repeat it, and the only hope for the future is knowledge of the past.

The novel's historical information is excellent and covers two pivotal periods of Southwestern history, both of which merit in-depth study. The 1840s in California encompasses issues, people, and events such as the *californios* (Spanish/Mexican ranchers with land grants from Spain or Mexico), ranching economy, immigration of Anglos, the Mexican American War, the Gold Rush, and Fremont and the Bear Flaggers. Pedro Baca's story is involved in all of these, providing excellent comparison opportunities.

The 1890s in New Mexico encompasses the issues of territory vs. statehood, land grants, development of Albuquerque's Old Town and New Town, and the political groups of the time, such as *Las Gorras Blancas* (White Caps), who resisted Anglo encroachment to the point of violence. These are all touched on in the novel; a radical group called *Hijos de Libertad*, prominent in the story, is comparable to *Las Gorras*.

Don Pedro and Leonardo may both be viewed as symbols of societies being replaced by others, more numerous and more powerful, and their demise as individuals represents those larger losses. But the final act of the novel, to begin telling the story again, means the history is not lost. Indeed, many aspects of Don Pedro's and Leonardo's worlds are alive and well in California and New Mexico today. The periods covered by this novel were crucial times of change for the Southwest and its peoples, resulting in the region we inhabit being what it is today. A deepened awareness and understanding of some of the major cultural groups and historical events in the Southwest and West is an intended outcome of this study.

Implementation Guidelines

It is recommended that this unit be taught as an integrated social studies and language arts project in high school classes. It may also be adapted to middle school instruction. *Changing Borders* is presented here as a three-to-six-week team-taught ninth grade unit, but enough resources and supplemental materials are included to allow shifts in focus and considerable expansion or reduction. For example, implementing all nine lessons fully could easily result in a nine-week unit, and a full semester course might be developed around all three of the Candelaria historical novels with appropriate history readings from the various periods. Or a shorter unit could be developed with excerpts from one novel combined with selected history information. The annotated bibliography also gives information on the grade level of the resource where possible.

Instructional Materials and Resources

The essential book for teaching this unit as a language arts unit is *Inheritance of Strangers* by Nash Candelaria. To teach a combined social studies/history unit, *The Latino Experience in U.S. History* is used. *The Atlas of Indians of North America* is needed to provide background in the first lesson.

Lesson Summary

- Lesson 1 The Spanish Borderlands—Historical Background
Brief review of the history of New Mexico/California from before the first Spanish explorations to the time periods of the novel.
- Lesson 2 The Spanish Borderlands—The Maps
Students develop maps which reflect the changing situations covered in Lesson 1 and compare these to contemporary maps.
- Lesson 3 *Inheritance of Strangers* (chapters 1 –2)
Students read the opening chapters of the novel, along with an introduction to Candelaria, his other books, and the concept of the historical novel.
- Lesson 4 *Inheritance of Strangers* (chapters 3–5)
Students become familiar with major characters and New Mexican society in the 1890s.
- Lesson 5 *Inheritance of Strangers* (chapters 6–8)
Students become familiar with remaining major characters and California society in the 1840s.
- Lesson 6 Life in the Mexican Borderlands (1820s–1840s)
Students learn to understand and identify similarities and differences in the historical and fictional situations during this time period, and will be able to compare the real historical person, Mariano Vallejo, to the fictional Don Pedro, as well as comparing Don Pedro to Leonardo, main character in the New Mexico part of the novel.
- Lesson 7 A Time of Upheaval—The Maps
Students use the additional historical events to show the changes in borders and populations that have occurred since the first maps they constructed.
- Lesson 8 Foreigners in Their Own Land (1848–1870s)
Review of the results of the U.S. takeover of Mexican lands, including the issues of land grants, changes in government, and increasing difficulties with discrimination for Mexicans who chose to stay.
- Lesson 9 A Changing World
Comparison of 1890s historical readings to the 1890s section of the novel in New Mexico.

Lesson 1: The Spanish Borderlands— Historical Background

What will students be learning?

STANDARD(S)

Students understand political institutions and theories have developed and changed over time. (H5)

Students read and understand a variety of materials. (RW1)

BENCHMARK(S)

Students know the history of relationships among different political powers and the development of international relations.

Students use comprehension strategies.

OBJECTIVE(S)

Students will understand that Spain colonized the Southwest and California in various ways from the 1500s–1800s.

Students will understand that those explorers and settlers were moving into land already occupied by Native Americans.

SPECIFICS

From 1536–1784 Spain established settlements in the Spanish Borderlands—now New Mexico, Texas, Arizona, and California. It was in 1536 that Alvar Nuñez Cabeza de Vaca was found in the northwestern portion of New Spain, after walking from Florida—6,000 miles—and it was his story (heard from a group of Native Americans) of a city full of jewels that inspired the Spanish to push their explorations further north. No golden cities were found, but settlers began to follow the explorers and by 1598 the first settlement was established in New Mexico. From then until the 1800s, Spanish friars and soldiers established a string of missions across the area. In less than 50 years (late 1700s to early 1800s) a string of missions was built along the coast of what is now California.

The social studies teacher may wish to include other sections of *The Latino Experience in U.S. History*, or use the questions and other student activities suggested at the end of each chapter. This unit focuses on only those portions of the historical material which are directly connected to the novel.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Shared and guided readings, with some read alouds

Questioning

Discussion

Lesson 1 (cont.)

ACTIVITIES

Under the direction of the teacher, read Chapter 5, pp. 54–63 of *The Latino Experience in U.S. History*. Review the maps on p. 57 and p. 63 as well as the native people’s maps of the same areas in *Atlas of Indians of North America*.

Respond to questions in the text and participate in discussion about the chapter and the maps. Record a summary of key information from the chapter and discussion in your reading log.

RESOURCES/MATERIALS

The Latino Experience in U.S. History

Atlas of Indians in North America

ASSESSMENT

Students are able to answer questions concerning key events in the material read and have written accurate summaries in their reading logs.

Lesson 2: Spanish Borderlands—The Maps

What will students be learning?

STANDARD(S)

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation, and conflict. (G4)

BENCHMARK(S)

Students know how to use maps and other geographic tools to acquire, process, and report information from a spatial perspective.

Students know the characteristics, locations, distribution, and migration of human populations.

OBJECTIVE(S)

Students will illustrate their understanding of the borders of Spanish territory in contrast to today's borders and to the borders of the original Native American tribes by constructing a series of maps or a map with overlays.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Explicit instruction in small groups

PRELIMINARY LESSON PREPARATION

Decide how to divide the class into groups and what map to assign to each group. Maps might include an environmental area map, a map showing the Native American groups in New Mexico and Colorado, a map showing Native American groups in California, a map showing the areas claimed by Spain in the Southwest, and a map of the missions in California.

ACTIVITIES

In your small group, discuss the map you have been assigned. Review the material covered in the previous lesson and decide what the most important things are to include in your map. Decide who will gather the information, who will draw, who will color, and who will present the finished map to the class. Remember that your map will be part of the progression of maps the class will refer to as we read the history and the novel.

RESOURCES/MATERIALS

Atlas of Indians of North America

The Latino Experience in U.S. History

other U.S. maps

posterboard

markers

ASSESSMENT

Students are able to construct and explain accurate maps.

Lesson 3: *Inheritance of Strangers* (chapters 1–2, pp. 9–17)

What will students be learning?

STANDARD(S)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

BENCHMARK(S)

Students will make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing.

OBJECTIVE(S)

Students will understand the concept of the historical novel.

Students will recognize the difference between what is historical material and what is fictional.

SPECIFICS

“One man taking another man’s land. The history of the world.” This statement by José Antonio from chapter 2 is a key to the themes of the story. These two chapters take place in 1890s New Mexico and contain a good capsule history that José Antonio tells his grandson. These characters and their problems are fictionalized, while the history José Antonio recounts is historical fact.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Shared readings

Read alouds

Comprehension strategies

Defining

PRELIMINARY LESSON PREPARATION

Prepare a short introduction to Nash Candelaria and the first two books in his series: *Memories of the Alhambra* and *Not By The Sword*.

ACTIVITIES

After a background discussion on Nash Candelaria, the first two books in his series, and the concept of the historical novel, write, in your own words, a definition of a historical novel in your reading log. Along with the class, read the first two chapters of *Inheritance of Strangers*. In your log, write two things you think are fiction and two you think are historical fact. Be prepared to share

these in discussion.

Lesson 3 (cont.)

VOCABULARY

historical novel	Fictional prose narrative that includes historical figures and/or an historical period drawn in such detail that the period is the author's subject as much as the characters
<i>changuito</i>	Little monkey
<i>demonio</i>	Demon
<i>Mira ese cabrón.</i>	"Look at that s.o.b." <i>Cabra</i> is a goat, and one who wears the goat's horns is a <i>cabrón</i> , or a cuckold; that is, his wife has deceived him. In general, though, this is used as we use bastard, bitch, etc., and although Mexicans may use it freely or lightly, some polite company will be offended. Here, Candelaria intends the cuckold meaning.

RESOURCES/MATERIALS

Inheritance of Strangers

Optional: *Cabeza de Vaca* (video). *Cabeza de Vaca*'s story is told briefly in Chapter 2 of the novel. This would require two–three classes to view.

ASSESSMENT

Students able to define "historical novel" and accurately discriminate fictional from nonfictional elements in the story.

Lesson 4: *Inheritance of Strangers* (chapters 3–5, pp. 18–30)

What will students be learning?

STANDARD(S)

Students read and recognize literature as a record of human experience. (RW6)

BENCHMARK(S)

Students read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

Students read literature that reflects the uniqueness, diversity, and integrity of the American experience.

OBJECTIVE(S)

Students will develop understanding and knowledge of Mexican society as it existed in 1890s New Mexico.

Students will gain an appreciation of cultural differences and similarities among the novel's main characters, who have all been introduced by the end of this section.

SPECIFICS

In chapter 3, Leonardo has an exchange with crazy old Don Pedro and an encounter with his cousin, Ernesto Chávez, whom we meet for the first time. This encounter lays the groundwork for a test of Leonardo's character. In Chapter 4 we meet Francisco, Leonardo's father, as he and José Antonio attend a political meeting at Mr. Smith's house. There are also numerous opportunities to examine cultural differences, such as the contrast between Smith's house and the Rafas farm, and political issues, such as the racial divisions of Old Town vs. New Town, statehood vs. remaining a territory, and the practice of buying votes.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Shared and independent readings

Determining importance in text

Predicting

Character analysis

ACTIVITIES

After participating in the reading of Chapters 3–5, begin a character development list for Leonardo, José Antonio, and one other character you've met so far. Include everything you know about these characters so far. At the bottom of your "Leonardo" list, add any prediction you may have about his encounter with Ernesto. In another section of your reading log, start a comparison/contrast list of cultural and political information mentioned so far.

Lesson 4 (cont.)

Character List Example: Leonardo

- oldest and favorite grandson of José Antonio Rafa
- 14 years old, has to start helping on the farm
- embarrassed by the crazy old man, Don Pedro
- sometimes avoids doing his work
- likes to sneak a cigarette
- is the person José Antonio decides to tell about Don Pedro

Prediction: he'll get in trouble with Ernesto, trying to steal tobacco

Comparison/Contrast Example: Smith's house vs. Rafas farm

- Rafas houses are flat-roofed adobe
- Smith's is white-painted wood with sloping roof
- Smith's living room is formal, with red carpet and oak furniture
- Rafa homes have niches with votive candles burning, wooden figures of saints
- the Smith place is just his house
- the Rafa place is three houses, the grandparents, the son and his family, and the shed where Don Pedro lives

RESOURCES/MATERIALS

Inheritance of Strangers

ASSESSMENT

Students are able to list appropriate characteristics for each character and for the cultural/political issues lists.

Lesson 5: *Inheritance of Strangers* (chapters 6–8, pp. 31–48)

What will the students be learning?

STANDARD(S)

Students read and understand a variety of materials. (RW1)

BENCHMARKS

Students use comprehension strategies. (1.1)

OBJECTIVE(S)

Students will understand the literary concept of a frame story, or a story within a story.

Students will be able to distinguish the two settings, time periods, and sets of characters from each other.

SPECIFICS

Students should establish a separate section of their reading logs for the story of Don Pedro, which takes place in California in the 1820s–1840s. Once a separate section is established for this story, the language arts teacher may set checkpoints and requirements so that students are able to read the remainder of the novel independently.

What will be done to help students learn this?

STRATEGIES

Shared readings

Read alouds

Independent readings

ACTIVITIES

Once you have read chapters 6–8, start a new section of your reading log for Pedro Baca's story. What do you know about him and his life? How does this compare to the other 14-year-old boy in this book, Leonardo? What is Pedro's first encounter with an Anglo like? Back in New Mexico, what conflict does Gregoria have with José Antonio telling Leonardo Pedro's story?

RESOURCES/MATERIALS

Inheritance of Strangers

ASSESSMENT

Students are able to respond appropriately to discussion questions.

Lesson 6: Life in the Mexican Borderlands (1820s–1840s)

What will students be learning?

STANDARD(S)

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

BENCHMARK(S)

Students make connections between prior knowledge and what they need to know about a topic before reading about it.

Students prepare written and oral presentations using strategies such as comparison/contrast, etc.

OBJECTIVE(S)

Students will demonstrate an understanding of the similarities and differences in the historical Mariano Vallejo story and the fictionalized story of Don Pedro Baca.

Students will show understanding of the impact of the 1820s–1840s historical context.

SPECIFICS

Chapter 8 in *The Latino Experience in U.S. History* and chapter 11 in *Inheritance of Strangers* both have descriptions of rancho life and mention Mariano Vallejo. Chapter 3 of *My History, Not Yours* is about Mariano Vallejo, but would be fairly difficult reading. Brief selections prepared by the teacher or assignment of this chapter to a group ready for a challenge are recommended.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Cooperative readings

Explicit instruction in small groups

ACTIVITIES

After everyone has read chapter 8 in the history text and through chapter 11 in the novel, you will be assigned to a group. One group will report on connections between history and events in the novel's New Mexico story; one on the same connections in California; one on Mariano Vallejo; one on the Californio rancho lifestyle; one on the developments in Leonardo's life; and one on the contrast between Pedro's life 50 years earlier and Leonardo's life in 1890s New Mexico. (Both boys are 14 when their stories begin.) Make a list of the important points your group will report, select a section to read to the class, and designate recorders and speakers.

Lesson 6 (cont.)

RESOURCES/MATERIALS

Inheritance of Strangers

The Latino Experience

My History, Not Yours

ASSESSMENT

Students are able to produce accurate, informative oral reports.

Lesson 7: A Time of Upheaval—The Maps

What will students be learning?

STANDARD(S)

Students understand political institutions and theories have developed and changed over time. (H5)

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

BENCHMARK(S)

Students know how political power has been acquired, maintained, used, and/or lost throughout history.

Students know how to use maps and other geographic tools to acquire, process, and report information from a spatial perspective.

OBJECTIVE(S)

Students will use the information in the historical maps to show the changing bases of power in the Southwest and California during the first part of the 19th century.

SPECIFICS

From chapters 9 and 10 of *The Latino Experience in U.S. History*, use the maps on pages 108, 119, 125 and 129 to add to the progression of maps showing how the boundaries and possession of land changed. If not using this text, then a map showing the extent of Mexico's territory in 1822, the changes brought by the Texas Revolt, 1835–1836, and those from the war between the U.S. and Mexico, 1846–1848, as well as the Gadsen Purchase, 1853 is needed for this lesson.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Discussions

Analyzing

ACTIVITIES

Working in your map groups, draw the map you were assigned and add to the progression of maps. If any dates and locations on your map match any of the characters in the novel, add these to your map. Prepare a report; each member of your group should prepare and present a portion. Your report should explain the events that resulted in the borders on your map, the connection to characters in the novel, what it was like for an average young person living in those times and places, and how the changes in the borders might have affected people living there. Each member of your group will turn in a written version of his or her section of the report.

Read chapters 12–20 of *Inheritance of Strangers*. Make notes in your reading logs about Leonardo and Pedro. How have Leonardo's feelings changed about hearing Don Pedro's story? Why is Gregoria angry about it? What deaths have occurred in the Baca family? Of what historical events are the deaths a consequence?

Lesson 7 (cont.)

RESOURCES/MATERIALS

The Latino Experience in U. S. History

Inheritance of Strangers

posterboard

markers

tape

scissors

ASSESSMENT

Students are able to present maps in such a way as to indicate an understanding of the key events and points each map represents, as well as to show knowledge of the events in the novel.

Lesson 8: Foreigners in Their Own Land (1848–1870s)

What will students be learning?

STANDARD(S)

Students read and understand a variety of materials. (RW1)

BENCHMARK(S)

Students use comprehension strategies.

OBJECTIVE(S)

Students will understand the results of the U.S. takeover of Mexican lands, particularly in terms of the impact on those already living in the areas taken, including the changes in government, issues of reviewing and questioning land grants, and increasing difficulties with discrimination.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Independent and shared reading

Response logs

ACTIVITIES

Read chapter 11 of the history text and chapters 21–32 of the novel. Select one aspect of the history chapter and one parallel event from the novel to record in your reading log. Continue your character notes as you read the novel.

RESOURCES/MATERIALS

The Latino Experience in U.S. History

Inheritance of Strangers

ASSESSMENT

Reading log will reflect understanding of the key points.

Lesson 9: A Changing World

What will students be learning?

STANDARD(S)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

Students use appropriate technologies to obtain historical information to study and/or model historical information and concepts, and to access, process, and communicate information related to the study of history. (H7)

BENCHMARK(S)

Students recognize, understand and use formal grammar in speaking and writing.

Students paraphrase, summarize, organize, evaluate and synthesize information.

Students use appropriate technologies to enable historical inquiry.

OBJECTIVE(S)

Students will compare historical information on 1890s New Mexico to the fictionalized material in the conclusion of the novel, including the political issues involved in territory vs. statehood, the impact of the railroad, similarities between Las Gorras Blancas (historical) and Los Hijos de Libertad (fictional) and cultural differences between Anglos and Mexicans, New Town and Old Town which contributed to misunderstandings.

SPECIFICS

The third section of chapter 13 in *The Latino Experience in U.S. History* treats the late 1800s to the early 1900s in New Mexico with enough basic information to make easy connections to the novel and its characters, but the section is brief. The teacher may wish to add material such as chapter 3 of *Occupied America*, "Freedom in a Cage: The Colonization of New Mexico," or have students conduct their own research. For this final lesson, students should have access to the library and the Internet.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Independent reading

Analyzing

Drawing conclusions

Using the CARL system and the Internet

ACTIVITIES

After you have finished the novel and the assigned history readings, select the area you and your partner are going to research during a visit to the library/computer lab. Be prepared to share this information, including URLs, call numbers, etc., so others can find your sources if they need them. Focus on areas which you think you will use in your final paper or project. Turn in your research notes/findings with both your names on them.

Lesson 9 (cont.)

RESOURCES/MATERIALS

The Latino Experience in U.S. History

Inheritance of Strangers

access to library and Internet

ASSESSMENT

Students are able to locate appropriate and useful information on their assigned topics, present this material to the class, and turn in complete information regarding their sources.

Unit Assessment

How will students demonstrate proficiency?

Note to Teachers

Because a central theme of this unit has been comparison and contrast of historical data to fictional events, a focus on one or more aspects of this comparison is an excellent final assessment topic. Students should be aware of the assessment from the beginning of the unit, so they can be considering options, selecting an area of interest, and beginning to take notes. If this unit is team-taught as suggested, the social studies and language arts teachers should agree on the key historical/fictional connections to be emphasized. If students are writing individual essays as the final assessment, a wide variety of topics is possible. If a final essay or research paper is *not* desired, two alternative final projects follow, the first has an historical emphasis and the second is literary in nature.

PERFORMANCE TASK—HISTORICAL EMPHASIS

Working in small groups, construct a timeline of major events in the destruction of Don Pedro Baca's life, along with the major historical events that were causes of that destruction. Include major dates/events from Mariano Vallejo's life. Present this to the class with explanations.

Example of an event:

June, 1846—Sonoma, California—40 armed Anglos take Mariano Vallejo prisoner, declare California independent and hoist the grizzly bear flag, announcing the Bear Flag Republic (Chapter 8, *Latino Experience in U.S. History*)

Pedro Baca is a young man, married, a father, and is taking over the running of the ranch. A rider gallops in with news of a rebellion. "That Yankee Fremont and his men have kidnapped Don Mariano Vallejo..." (Chapter 11, *Inheritance of Strangers*)

Explanations should describe the tragic event that happens to the Baca family at the hands of the Bear Flaggers shortly after this rebellion and biographical information on Mariano Vallejo, including students' ideas about how much Don Pedro's fictional life may be based on Vallejo's experiences.

SCORING RUBRIC

4. All major points of comparison are included, from the 14th birthday fiesta/lifestyle of Pedro Baca as compared to Mariano Vallejo's fiesta/lifestyle, to the land grant review by courts after California became part of the U.S. and Pedro Baca's loss of his ranch and his sanity. Explanations/notes include key information as indicated in the above example, and the timeline is neat, easy to read.
3. Most major points of comparison are included. The explanations include the major information about each point and the timeline is generally neat and easy to read.
2. Only a few major points of comparison are included and the explanations are missing many important items, although the basics are present. The timeline is somewhat hard to read.
1. The timeline is missing one or more sets of comparison data and the explanations are inadequate or not presented at all.

Unit Assessment (cont.)

PERFORMANCE TASK—LITERARY EMPHASIS

Throughout the 1890s New Mexico part of the novel, José Antonio is telling his grandson Leonardo Don Pedro's story. Leonardo's grandmother and José Antonio's wife, Gregoria, objects to this from the first. (See the beginning of Chapter 6 and Chapter 30.) What is José Antonio's belief about knowledge of the past? What is Gregoria's belief? Why does she object? In view of what happens to Leonardo in the end, what conversation do you think Gregoria and José Antonio might have when José Antonio starts telling his surviving grandson Carlitos about the past?

Using actual dialogue from the novel as a starting place, add your own ideas and imagine and write such a conversation, to be performed in class.

SCORING RUBRIC

4. The dialogue includes important elements of the beliefs and characters from the novel, shows an understanding of them and the issues involved, and expands on them in creative, plausible ways. The presentation or performance reveals thoughtful preparation.
3. The dialogue includes most important elements and some understanding of the characters and issues, expanding on them in generally creative, plausible ways. The presentation evidences some preparation.
2. The dialogue has few connections to the characters or their beliefs, and shows little understanding of the issues involved. The expansion on them seems unlikely, and the presentation reveals little preparation.
1. The dialogue has been created with little or no clear reference to the novel and its issues and shows no understanding of the novel or its historical frame of reference. The presentation is not made or shows no preparation.

Bibliography

History and Geography

Acuna, Rodolfo. *Occupied America: A History of Chicanos*. New York: HarperCollins, 1988.

A mature reading level look at this history from a distinctly Chicano and politically leftist perspective. Chapter 3 on New Mexico relates directly to material in the *Candelaria* novel.

Dudley, Susan. *Gold: Land Pacts*. New York: Twenty-First Century Books, 1997.

Juvenile level. Easy to read discussion of Louisiana Purchase, the Treaty of Guadalupe Hidalgo, and other land acquisitions of the U.S.

Goetzman, William H. *Sam Chamberlain's Mexican-American War*. San Jacinto, 1993.

Useful for a thorough coverage of the war at a mature level.

Griswold del Castillo, Richard. *The Treaty of Guadalupe Hidalgo: A Legacy of Conflict*. University of Oklahoma Press, 1900.

The original document is recommended, if you don't mind difficult 19th-century language, and would appreciate the historical feeling this gives; shows how the seeds of problems for Mexican-Americans were sown.

Jimenez, Carlos M. *The Mexican American Heritage*. Berkeley: TQS Publications, 1994.

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About the Author

Patricia Dubrava Keuning was born in New York City, grew up mostly in Florida and has spent the majority of her adult life in Denver, Colorado. She is a writer, poet, and translator whose second book of poems, *Holding The Light* , was a finalist for the 1995 Colorado Book Awards. Her poems, essays, and reviews have appeared in numerous publications.

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Dubrava earned a B.A. in English from the University of Florida, where she was elected to Phi Beta Kappa, and a Masters in English with emphasis on the Teaching of Writing from the University of Colorado at Denver. She has taught high school for six years, including three in Denver alternative schools where she taught Hispanic literature and Spanish. She is currently a language arts teacher at Denver School of the Arts and is working on a play and a collection of poems about her alternative school experiences.