

Teacher's Supplement

FACES[®]

People, Places, and Cultures

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ICAN REPUBLIC

Teacher's Guide for *Faces: Dominican Republic, April 2016*

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OVERVIEW

In this magazine, readers will learn how Christopher Columbus shaped the history of this region and the numerous ways the Dominican Republic makes

*use of natural resources. **Faces: Dominican Republic** includes information about the food, fun, and firsts that have made this small nation so noteworthy.*

ESSENTIAL QUESTION:

How has the Dominican Republic's history affected its cultural development?

We invite you to use this magazine as a flexible teaching tool that is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

READ MULTIPLE ARTICLES PAGES 4 - 13

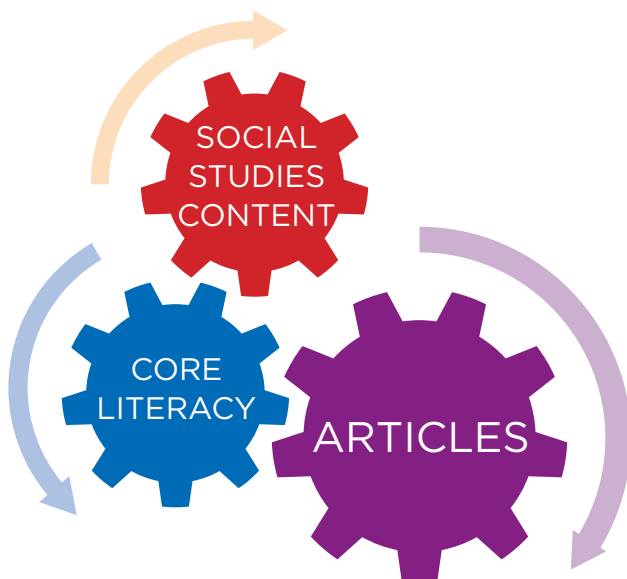
Each article in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual article page in this guide, you'll find the following:

The diagram illustrates the components of an article page, with callouts pointing to a sample article titled "ARTICLE: What's Mine Is Yours" (Magazine pages 9-12, Narrative Nonfiction).

- Essential Question**: Points to the "ESSENTIAL QUESTION" section.
- Content Concepts**: Points to the "SCIENCE CONCEPT" section.
- C3 Framework for Social Studies State Standards**: Points to the "CROSS-CURRICULAR EXTENSION" section.
- Key Vocabulary**: Points to the "KEY VOCABULARY" section.
- Prepare to Read**: Points to the "PREPARE TO READ" section.
- Close Reading Questions**: Points to the "CLOSE READING QUESTIONS" section.
- Common Core Connections to teach reading and writing standards**: Points to the "COMMON CORE CONNECTIONS" section.

TEACH A MINI-UNIT PAGES 15 - 17

Magazine articles can be easily grouped to make cross-text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write informational texts to share and publish in a variety of ways (CCSS.Writing.2).



READING

Core literacy concepts, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

Draw Inferences (CCSS.InfoText.1)

Describe Relationships (CCSS.InfoText.3)

Analyze Text Structure (CCSS.InfoText.5)

Interpret Visual Information (CCSS.InfoText.7)

Summarize (CCSS.InfoText.2)

Determine Word Meaning (CCSS.InfoText.4)

Understand Author's Point of View (CCSS.InfoText.6)

Explain Reasons and Evidence (CCSS.InfoText.8)

FOCUS STANDARD: CCSS.InfoText.9: Integrate Ideas and Information

Have students read multiple articles on the same topic from this magazine to build knowledge and make cross-text comparisons.

SPEAKING AND LISTENING

Use the articles in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts (CCSS.SpeakListen.1, 2, 4).

DISCUSSION OPTIONS—IN CLASS OR ONLINE

Article Clubs: Form small reading groups of students reading the same article. Have students discuss the content, share ideas, and critically evaluate the text.

Jigsaw Clubs: Form small reading groups of students reading *different* articles. Invite students to share information and resources with each other.

Whole Class: Launch with the essential question. Encourage students to find and share evidence from different articles to build a greater understanding of the question.

WRITING

Use the articles in this magazine to prompt **informative/explanatory writing** (CCSS.Writing.2). Have students use evidence from the texts to share information about social studies, language arts, or science content. See the **Mini-Unit** section of this guide (pgs. 15 – 17) as well as the **Article Pages** (pgs. 4 – 13) for ways to incorporate writing into your instruction.

ARTICLE: The Land of Columbus

Magazine pages 8 - 11, Expository Nonfiction

Lexile Score: 1100



When Christopher Columbus first set eyes on Quisqueya (the Taino Indian name for the eastern part of the island of Hispaniola) on his historic first voyage in 1492, he fell in love with the delightful Caribbean isle. He renamed it La Isla Española, or "Spanish Island," and wrote in his logbook that, "in all Castile there is no land to be compared to this in beauty and fertility."

The island of Hispaniola is shared by the nations of Haiti and the Dominican Republic. Christopher Columbus landed here in 1492, paving the way for Spanish settlement. Today, agriculture and tourism are important industries.

ESSENTIAL QUESTION

How has the Dominican Republic's history affected its cultural development?

SOCIAL STUDIES CONCEPT

Historical events and developments can be shaped by unique circumstances of time and place as well as broader historical contexts.

CROSS-CURRICULAR EXTENSION

Geography

On a map, draw the routes taken by different conquistadors in the Americas.

KEY VOCABULARY

isle (p. 8) island

fertility (p. 8) the ability to support the growth of many plants

famine (p. 9) a situation in which many people do not have enough food to eat

conquistador (p. 9) a leader in the Spanish conquests of America, Mexico, and Peru in the 16th century

PREPARE TO READ

Ask students how cultural patterns observable today can be influenced by historical events. Tell them that the Dominican Republic provides a rich example of how cultural changes were brought about by Spanish conquest.

CLOSE READING QUESTIONS

- What happened to the first two Spanish settlements on the island?
- Why did Santo Domingo become such an important location? Cite evidence from the text that supports your answer.
- Underline phrases used to describe the physical geography of the Dominican Republic.
- Locate two groups of people enslaved by the Spanish. Highlight details in the text that describe the fate of each group.

COMMON CORE CONNECTIONS

Integrate Visual Information *CCSS Info Text 7*

How do the photos accompanying the article aid your understanding of this place?

Evaluate Evidence *CCSS Info Text 8*

Locate evidence in the text supporting the idea that there was contention between the Spanish and Taino people. Is the evidence presented sufficient to support this claim? Why or why not?

Understanding Point of View *CCSS Reading 6*

What is the author's point of view on the way the Spanish ruled over people living on the island? Cite details from the text that support your answer.

ARTICLE: Baseball Is a Way of Life

Magazine pages 12 - 14, Expository Nonfiction

Lexile Score: 1020

BASEBALL IS A WAY OF LIFE

by Cristina West Parnell



Baseball has been the heart and passion of the Dominican Republic since the 1930s. The sport is not just a game; it is a way of life. It is a tradition that has been passed down from generation to generation. In the Dominican Republic, baseball is a way of life. It is a tradition that has been passed down from generation to generation. In the Dominican Republic, baseball is a way of life. It is a tradition that has been passed down from generation to generation.

In the Dominican Republic, baseball is a way of life. From a young age, boys are groomed to play with the hope of one day making it to the major leagues in America. Baseball offers an escape from a life of poverty and the opportunity to become a national hero.

ESSENTIAL QUESTION

How has the Dominican Republic's history affected its cultural development?

SOCIAL STUDIES CONCEPT

Historical contexts have shaped and continue to shape people's perspectives.

CROSS-CURRICULAR EXTENSION

Physical Education

Study the game of baseball. Analyze the positions and the traits needed to be successful in each position.

KEY VOCABULARY

roster (p. 12) a list of the people or things that belong to a particular group or team

infrastructure (p. 12) the basic equipment and structures (such as roads and bridges) that are needed for a country, region, or organization to function properly

boon (p. 13) a benefit or advantage

PREPARE TO READ

Predict why baseball might be a popular sport in a small nation with high poverty rates. What other sports might be popular? Why?

CLOSE READING QUESTIONS

- Using phrases from the text, trace the origins and development of baseball in the Dominican Republic.
- Underline 3 factors that contributed to the success of baseball players in the Dominican Republic.
- Who is responsible for finding players with potential? Highlight details in the text that support your answer.

COMMON CORE CONNECTIONS

Analyze Text Structure *CCSS Reading 5*

This author uses two text structures. Identify both structures and explain why the author switched. (Choices include: cause/effect, problem/solution, comparison, chronology.)

Analyze Relationships *CCSS Info Text 3*

Explain the cause/effect relationships between the following:

- Professional baseball players and their home communities
- Major league baseball and training academies
- Academies, the Dominican Republic and local communities

Writing Narratives *CCSS Writing 3*

Assume you are a player chosen to go to a major league training academy. Write a fictional narrative about what this means for your family, using details from the text for ideas. How does this opportunity affect your own hopes and dreams?

ARTICLE: Baseball's Next Stars: Dominican Youth Academies

Magazine pages 16 - 17, Expository Nonfiction



Youth academies are run by talent scouts, Major League Baseball, or others. They play a crucial role in locating and grooming future baseball stars. It is a very competitive environment, but many boys are willing to pursue their baseball dreams through academies.

ESSENTIAL QUESTION

How has the Dominican Republic's history affected its cultural development?

SOCIAL STUDIES CONCEPT

Historical events influence the development of culture.

CROSS-CURRICULAR EXTENSION

Math

Research to find out how many attend academies. Then, determine the probability of making it to the major leagues.

KEY VOCABULARY

invest (p. 16) to give your time or effort in order to do something or make something better

negotiations (p. 16) a formal discussion between people who are trying to reach an agreement

oral agreement (p. 16) an arrangement that is spoken rather than written

PREPARE TO READ

Inform students that the Dominican Republic has several famous MLB stars. Have students hypothesize how this affects youth living in the Dominican Republic.

CLOSE READING QUESTIONS

- Underline details from the text that explain the role of the buscon.
- Use details from the text to sketch what an academy might look like.
- What happens to those who do not make it as professional baseball players? Cite evidence from the text that supports your answer.

COMMON CORE CONNECTIONS

Analyze Multiple Sources *CCSS Info Text 6*

Compare this article with "Baseball Is a Way of Life." How are the points of view expressed by the authors similar?

Analyze Relationships *CCSS Info Text 3*

Make a flow chart showing how young baseball talent is found and groomed for a career in major league baseball.

Writing Opinions *CCSS Writing 1*

What is your opinion of the buscon? Does he do the job because he loves baseball and wants to help boys achieve their dreams or does he do this because he receives a portion of the players' signing bonuses? State your opinion and support it with details from the article.

ARTICLE: A City of Firsts

Magazine pages 18 - 21, Expository Nonfiction

Lexile Score: 1130



Santo Domingo is recognized as a city of firsts. It was the first permanent European settlement in the Americas and quickly grew in importance. It became the seat of government for all of Spain's possessions in the Americas and its principal New World outpost. Santo Domingo was also the starting point for most of Spain's expeditions of exploration and conquest.

As the first permanent European settlement in the Americas, Santo Domingo is filled with historic buildings. From the military fort to the Catholic cathedral, its origins with Spain and Christopher Columbus can still be seen.

ESSENTIAL QUESTION

How has the Dominican Republic's history affected its cultural development?

SOCIAL STUDIES CONCEPT

Historical contexts have shaped and continue to shape people's perspectives.

CROSS-CURRICULAR EXTENSION

History

Research Sir Francis Drake. Why is he called "The Queen's Pirate"? What accomplishment is he known for?

KEY VOCABULARY

vantage point (p. 19) a position from which something is viewed or considered

insane asylum (p. 19) a hospital used for people who have severe mental illnesses

desecrate (p. 20) to treat with disrespect

embargo (p. 20) a government order that limits trade in some way

PREPARE TO READ

Show a map of the routes taken across the Atlantic by Columbus and point out the eventual location of Santo Domingo. Ask students to hypothesize why Santo Domingo might be called "A City of Firsts."

CLOSE READING QUESTIONS

- Using the dates in the text, list the buildings in the order they were constructed. Why were they built in this order?
- List the details of the military fort that made it functional for so long.
- Where are Christopher Columbus's remains? Why? Highlight details from the text that support your answer.

COMMON CORE CONNECTIONS

Evaluate Evidence *CCSS Info Text 8*

The author refers to Santo Domingo as the "financial, political, industrial, and commercial center" of the country. Evaluate the evidence presented to support this claim. Is it sufficient? Why or why not?

Making Inferences *CCSS Reading 1*

The text refers to a historical conflict between Spain and England that took place on the island. Using details from the article, what can you infer about the strategic importance of Santo Domingo to the British in the late 16th century?

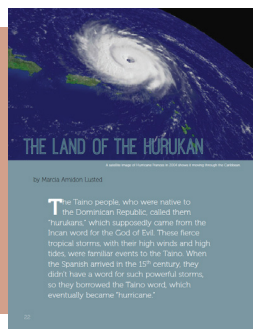
Research and Expository Writing *CCSS Writing 2 & 7*

Conduct short research to find out more about one of the buildings mentioned in the article. Include an image and details about its influences and architectural style.

ARTICLE: The Land of the Hurukan

Magazine pages 22 - 25, Expository Nonfiction

Lexile Score: 1230



Hurricanes are a fact of life in this region of the world and are increasing in frequency due to climate change. Advances in technology and cooperation from non-government agencies may aid the Dominican Republic by limiting the devastation caused by these storms.

ESSENTIAL QUESTION

How has the Dominican Republic's history affected its cultural development?

SOCIAL STUDIES CONCEPT

The physical geography of a region is impacted by weather patterns and climate conditions.

CROSS-CURRICULAR EXTENSION

Science

Research hurricanes. Draw a diagram showing the parts of a hurricane. Illustrate how these storms form.

KEY VOCABULARY

storm surge (p. 23) a large wave of water

exponentially (p. 23) increasingly rapidly

wreak (p. 24) to cause

refuge (p. 25) shelter or protection from danger or trouble

PREPARE TO READ

Ask students to share what they know about hurricanes. Where do they occur? When? Why?

CLOSE READING QUESTIONS

- Underline details in the text that explain how the word "hurricane" originated.
- Highlight details from the text that explain why hurricanes are increasing in frequency.
- The text provides examples of damage caused by hurricanes. Summarize the main types of damage caused by these storms in a table or chart.

COMMON CORE CONNECTIONS

Making Inferences *CCSS Reading 1*

Locate 3 examples of cause/effect relationships in the text. Explain each relationship.

Determine Main Ideas *CCSS Info Text 2*

What can you infer from the following statements?

- The Taino had a word for hurricane.
- Christopher Columbus predicted a hurricane in 1502.
- Hurricanes are increasing in frequency.
- The country is getting help from non-government agencies.

Research & Expository Writing *CCSS Writing 2 & 7*

Research the types of emergency preparedness for hurricanes different communities have in place. What kinds of preparedness are most important and effective? Write a speech stating your opinion and present it to the class.



Did you eat any rocks today? If you put salt on your eggs or ate salty potato chips for lunch, you did. Salt, or sodium chloride is a mineral we eat.

How do they do it? In this low-lying village, as the tide comes in, seawater flows into man-made shallow pools. The trapped water is heated by the tropical sun. As the water begins to evaporate, the pools turn a reddish hue. When the water recedes even more, the top layer is bleached white. The concentrated portion is then scooped off into pots with wooden dip nets.

ARTICLE: For the Love of Chocolate

Magazine pages 28 - 30, Expository Nonfiction

Lexile Score: 1100



For the Love of Chocolate by Jan Caplan-Matthew

Perhaps around the world from the forest to the kitchen, chocolate is everywhere. It is a sweet treat that is loved by many. In the Dominican Republic, cacao is a major crop. The country is known for its high-quality cacao beans. The beans are used to make chocolate. The process of making chocolate is long and involved. It starts with the harvesting of the cacao pods. The pods are then opened and the beans are removed. The beans are then dried and fermented. The beans are then roasted and ground into a paste. The paste is then pressed into chocolate bars. The process of making chocolate is a labor-intensive one. It takes a lot of time and effort to make high-quality chocolate. The Dominican Republic is a leading producer of cacao beans. The country's climate and soil are ideal for growing cacao. The Dominican Republic is also known for its skilled chocolate makers. They use traditional methods to make chocolate. The Dominican Republic's chocolate is famous around the world. It is a delicious treat that is enjoyed by many. The Dominican Republic is proud of its cacao industry. It is a source of pride for the country. The Dominican Republic's chocolate is a symbol of its rich culture and heritage. It is a part of the country's identity. The Dominican Republic's chocolate is a source of pride for its people. It is a part of their lives. The Dominican Republic's chocolate is a source of joy for many. It is a delicious treat that is enjoyed by all. The Dominican Republic's chocolate is a source of pride for its people. It is a part of their lives. The Dominican Republic's chocolate is a source of joy for many. It is a delicious treat that is enjoyed by all.

Cacao, the plant from which we derive chocolate, is a growing part of the Dominican Republic's economy. The chocolate-making process is long and involved, but if done well, it provides rich rewards. The future of cacao production lies in the number of farmers willing to grow it and in protecting crops from devastating hurricanes.

ESSENTIAL QUESTION

How has the Dominican Republic's history affected its cultural development?

SOCIAL STUDIES CONCEPT

Natural resources impact the economy of a region or nation.

CROSS-CURRICULAR EXTENSION

Geography

Research the places where cacao beans are grown. What geographical similarities exist between these places?

KEY VOCABULARY

pulp (p. 28) the inner, juicy part of a fruit or vegetable

ferment (p. 28) to go through a chemical process that produces changes in a substance's flavor

liquefy (p. 29) to cause something to become liquid

PREPARE TO READ

Summarize what you know about chocolate. Where is it grown? How is it grown? Based on what you know about the Dominican Republic's climate and geography, predict why this might be a popular crop.

CLOSE READING QUESTIONS

- Where did the cacao plant originate? Infer how it spread to other regions.
- Underline details in the text that explain the steps involved in turning cacao into chocolate.
- Highlight a quote from Dr. Berlan that describes why traditional Dominican cacao farmers typically use the sun to "sweat" cacao.

COMMON CORE CONNECTIONS

Summarize Details *CCSS Reading 2*

Using details from the text, summarize the challenges facing cacao farmers in the Dominican Republic.

Analyze Text Structure *CCSS Reading 5*

Locate a paragraph in the article that demonstrates each of the following structures: problem/solution, chronology, cause/effect. Why do you think the author used this approach in this paragraph?

Write Arguments *CCSS Writing 1*

Dr. Berlan's closing quote presents a troubling situation. Do you agree with her concern? Research to find out more about this situation and argue your position using facts and details from the article and additional resources.

Lexile Score: 1020

A TASTE OF THE CARIBBEAN

How many times have you heard someone say, "I love the Caribbean"? Well, it's not just a place, it's a feeling. A feeling of warmth, of hospitality, and of a way of life that is truly unique. The Caribbean is a region of incredible beauty, with its own culture, history, and traditions. It's a place where the sun is always shining, and the water is always clear. It's a place where you can relax and enjoy the simple pleasures of life. The Caribbean is a place that has captured the hearts of many people around the world. It's a place that is full of life and color, and it's a place that is always welcoming to anyone who wants to visit. The Caribbean is a place that is truly special, and it's a place that is worth experiencing at least once in your lifetime.

SANCOCHO SAVORY STEW

You Need:
 1/2 cup olive oil
 1/2 cup onion, chopped
 1/2 cup garlic, minced
 1/2 cup bell pepper, chopped
 1/2 cup tomato, chopped
 1/2 cup carrot, chopped
 1/2 cup celery, chopped
 1/2 cup corn, chopped
 1/2 cup peas, chopped
 1/2 cup kidney beans, drained
 1/2 cup black beans, drained
 1/2 cup chickpeas, drained
 1/2 cup lentils, drained
 1/2 cup quinoa, cooked
 1/2 cup rice, cooked
 1/2 cup pasta, cooked
 1/2 cup bread, cubed
 1/2 cup cheese, shredded
 1/2 cup herbs, chopped
 1/2 cup salt
 1/2 cup pepper



1. Heat the olive oil in a large pot over medium heat. Add the onion, garlic, bell pepper, tomato, carrot, celery, corn, peas, kidney beans, black beans, chickpeas, lentils, quinoa, rice, pasta, bread, cheese, herbs, salt, and pepper. Cook for 10 minutes.

2. Add the lentils, quinoa, rice, pasta, bread, cheese, herbs, salt, and pepper. Cook for 10 minutes.

3. Add the lentils, quinoa, rice, pasta, bread, cheese, herbs, salt, and pepper. Cook for 10 minutes.

Learn about common foods and spices used in the Dominican Republic. Then follow the recipe to make a Dominican favorite: sancocho .

ESSENTIAL QUESTION

How has the Dominican Republic's history affected its cultural development?

SOCIAL STUDIES CONCEPT

Patterns of food consumption are influenced by resources available in a region.

CROSS-CURRICULAR EXTENSION

Life Skills

Prepare a grocery list for sancocho. Estimate the cost of making the soup. Then follow the recipe to prepare it for the class.

KEY VOCABULARY

sprig (p. 35) a small twig or stem that has leaves or flowers on it

marinate (p. 35) to put meat in a sauce for a period of time to add flavor or to make the meat more tender

drippings (p. 36) the fat and juices that come out of meat when it is cooking

PREPARE TO READ

Based on what you know about cultural influences on the Dominican Republic, predict foods and spices that might be widely popular.

CLOSE READING QUESTIONS

- Underline details in the text that compare plantains to other types of food.
- Highlight details in the text that describe when sancocho would most likely be served.

COMMON CORE CONNECTIONS

Integrate Visual Information *CCSS Info Text 7*

View the photos that accompany the text. What specific details in the text are shown in the pictures?

Present Information *CCSS Speaking & Listening 4*

Research common dishes served in the Dominican Republic. What ingredients are commonly used? Give a brief presentation of your findings to your class, using visual aids when appropriate.

Expository Writing *CCSS Writing 3*

At home, follow the recipe to create your own version of sancocho. Think about the process you followed and how the steps involved in making the stew could be presented differently. Then, rewrite the steps involved in making the stew. (Before using the kitchen, ask permission from an adult!)

ARTICLE: Kites...On the Ocean?

Magazine pages 38 - 39, Expository Nonfiction



If you visit the small village of Cabarete, chances are you'll witness someone kiteboarding. This water sport is gaining popularity and drawing people to this area of the Dominican Republic.

ESSENTIAL QUESTION

How has the Dominican Republic's history affected its cultural development?

SOCIAL STUDIES CONCEPT

Cultural traditions are affected by environmental and physical characteristics of places.

CROSS-CURRICULAR EXTENSION

Physical Education

Kiteboarding is a combination of established activities. Combine 2 or more common activities to invent rules for a new game.

KEY VOCABULARY

inflatable (p. 38) able to become larger by being filled with air or gas

aerodynamics (p. 38) the qualities of an object that affect how easily it is able to move through the air

patented (p. 39) to get an official document that gives a person or company the right to be the only one that makes or sells a product for a certain period of time

PREPARE TO READ

Locate Cabarete on a map of the Dominican Republic. (It is located on the northeast coast.) Discuss the geography of this area and what factors might draw tourists here. Predict the weather patterns needed for kiteboarding.

CLOSE READING QUESTIONS

- Underline details in the text that describe what kiteboarding is.
- Outline the historical development of kiteboarding, using details from the text.
- Highlight details from the text that explain the difference between small and large as well as C-kites and foil kites.

COMMON CORE CONNECTIONS

Analyze Relationships *CCSS Info Text 3*

How are C-Kites similar to and different from foil kites? What advantages does each have over the other?

Collaborative Discussion *CCSS Speaking & Listening 1*

With kiteboarding gaining popularity, Cabarete may also gain popularity. With your classmates, discuss how the increase in popularity of kiteboarding may affect locations that are ideal for it, such as Cabarete.

Writing Narratives *CCSS Writing 3*

Imagine yourself trying kiteboarding for the first time. Hypothesize what you might feel, see, hear, think, and do? Use details from the text to inspire your ideas. Write a short realistic fictional narrative about your imaginary experience.

ARTICLE: The Most Wonderful Thing in the Kingdom

Magazine pages 42 - 45, Folktale



Three princely brothers vie for the hand of Princess Carmelita. The one who searches for and brings back the most wonderful thing in the kingdom wins her hand in marriage .

ESSENTIAL QUESTION

How has the Dominican Republic's history affected its cultural development?

SOCIAL STUDIES CONCEPT

Historical sources have an intended audience and purpose.

CROSS-CURRICULAR EXTENSION

Math

Imagine the items mentioned in the folktale cost the same today. Research the exchange rate between Dominican and American currency and determine how many U.S. dollars it would take to purchase the items today.

KEY VOCABULARY

pesos (p. 43) the basic unit of money of several Latin American countries and the Philippines

dune (p. 43) a hill of sand near an ocean or in a desert that is formed by the wind

PREPARE TO READ

Point out the title of this folktale. Have students hypothesize what "the most wonderful thing in the kingdom" might be and share their ideas with the class.

CLOSE READING QUESTIONS

- Highlight details in the text that explain how which prince marries Carmelita was determined.
- Underline adjectives used to describe each prince.
- In the end, who determined the winner? How is this different from the beginning of the story?

COMMON CORE CONNECTIONS

Analyze Relationships *CCSS Reading 3*

A common writing tool often implemented in stories is the "power of three." This means there are three events, attempts, characters, etc., in the story. How is the power of three used in the folktale?

Determine Theme *CCSS Reading 2*

What is the message of the folktale? Support your idea with details from the folktale. What does the theme communicate to you about cultural values in the Dominican Republic?

Writing Opinions *CCSS Writing 2*

In your opinion, what is the most wonderful thing in the world? Support your opinion with personal anecdotes, details, examples, and facts.

CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES

COMPARE ARTICLES

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (CCSS.Reading.9).

Choose one or more of the topics below. Read the corresponding articles and compare and contrast the information contained in each article. What did each article add to what you know about the topic?

- Read “Kites...On the Ocean?”, “Santo Domingo: A City of Firsts”, and “The Land of the Hurukan” to learn about the physical geography of the Dominican Republic.
- Compare and contrast factors affecting the movement of people and products by reading two or more of the following articles:
 - “Baseball’s Next Stars: Dominican Youth Academies”
 - “Kites...On the Ocean?”
 - “Santo Domingo: A City of Firsts”
 - “Salt of the Earth”
 - “For the Love of Chocolate”
- Read “Land of the Hurukan,” “Salt of the Earth,” and “Land of Columbus” to determine how the Dominican Republic is similar and different from other places on earth.
- Read “Land of the Hurukan” and “For the Love of Chocolate” to analyze the effects of hurricanes on cultural norms and traditions.
- Read “Baseball Is a Way of Life” and “Baseball’s Next Stars: Dominican Youth Academies” to analyze the historical development and importance of baseball in the Dominican Republic.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

In this mini-unit, students will study the Dominican Republic in depth. They will read to find out how geographic, historical, economic, and cultural aspects of the Dominican Republic have related to one another through time. Students will then apply what they have learned through the construction of a travel brochure encouraging tourism to this Caribbean hot spot.

ENGAGE

READ AND
COMPARE

APPLY

ENGAGE: Using the graphic organizer below, assess students' background knowledge of the Dominican Republic. Fill in as much of the left column as possible. Also discuss how the five topics listed in the center column are interrelated (i.e. climate depends on location and economy depends on natural resources). After working your way through the mini-unit, please complete the right column of the graphic organizer as a wrap-up activity.

WHAT I KNOW

DOMINICAN REPUBLIC

WHAT I LEARNED

ABSOLUTE/RELATIVE LOCATION

CLIMATE/WEATHER PATTERNS

NATURAL RESOURCES

HISTORY

ECONOMY



Share the essential question:

How has the Dominican Republic's history affected its cultural development?



READ AND COMPARE ARTICLES: Begin with a focus article as a base for building content knowledge and model how to work through the text.

1) READ ALOUD: Use “The Land of Columbus” (pgs. 8-11) as a focus article, or choose a different article that works well for your teaching goals. Share the article summary on page 4 of this guide. Students can read their own copies of the article and use sticky notes to mark places they find interesting or have questions about.

2) DISCUSS THE ARTICLE: After reading, guide students to talk about the article. See the Article Pages for Close Reading Questions.

3) READ NEW ARTICLES: Help students choose additional articles to read based on their inquiry questions or what they find interesting. Refer to the Article Pages for summaries of each article within *Faces: Dominican Republic*.

4) COMPARE ARTICLES: After students have read multiple articles, guide them to make cross-text connections. Refer to page 14 to Compare Articles using prompts that help students integrate ideas and information.

CHOOSE A PURPOSE FOR READING

ANALYZE RELATIONSHIPS *CCSS Reading 3* As you read, determine how the different aspects of the Dominican Republic are related to one another. Consider things like geographic location and climate, historical influences, natural resources, and the economy.

DETERMINING THEME THROUGH DETAILS *CCSS Reading 2* The title of this issue reveals the topic. As you make your way through the issue, determine what the articles communicate to you about the Dominican Republic. How does each article help you answer the essential question?

CITE TEXT EVIDENCE *CCSS Reading 8* What evidence do the authors provide to support the idea that the Dominican Republic’s history has impacted its cultural development? What evidence do authors provide to support the idea that new advances make the future bright for Dominicans?



**APPLY: JOURNEY TO THE DOMINICAN REPUBLIC**

In this activity, students will play the role of travel agent. Using the articles they have read, students must determine what information would be appealing to an American audience. Each student will prepare a tri-fold travel brochure promoting a vacation in the Dominican Republic.

Materials: paper, markers, glue, scissors, magazines with pictures of tropical locations (ideally, the Dominican Republic)

STEP 1: Explain Purpose

Instruct students that they will be playing the role of travel agent. Their job is to research and prepare information that appeals to the needs of an American client wishing to visit the Dominican Republic. Tell them they will be constructing a tri-fold travel brochure as their final product.

STEP 2: Gather Information

Read the focus article (“The Land of Columbus”) and any additional articles of interest. Based on students’ inquiries and interests, assign articles from page 14 (Cross-Text Connections).

STEP 3: Determine Audience and Interests

Before constructing the brochure, you must know something about your clients. Consider their age, what part of America they live in, and their interests. Once you’ve decided on your audience and their interests, write it at the top of your graphic organizer and determine how the information you’ve learned would best suit them. Read additional articles or conduct further research if necessary.

STEP 4: Plan and Draft

Use the graphic organizer to plan the inside of your brochure. What three topics would most interest your clients and what do they need to know? What details would make them choose a vacation in the Dominican Republic?

STEP 5: Create and Share

To complete your final draft of the brochure, you will need to include a title and a graphic on your cover page. The inside facing flap should contain a summary of the Dominican Republic. The back of the brochure should remain blank. When students have completed their brochures, arrange a gallery walkthrough with part of the class presenting while the others act as clients. Repeat the walkthrough until each student has had an opportunity to present.



NAME: _____

Mini-Unit Graphic Organizer

TRAVEL BROCHURE GRAPHIC ORGANIZER

Use this graphic organizer to plan the interior of your tri-fold travel brochure. Sketch or describe images you would like to use in the first row of boxes. In the second row, list the topic you wish to address and any key information and details about that topic.

AUDIENCE: _____

INTERESTS: _____

		
Topic: _____	Topic: _____	Topic: _____
Details	Details	Details

NAME: _____

ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

NAME: _____

CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or your own inquiry question.

ESSENTIAL QUESTION OR INQUIRY QUESTION:

ARTICLE 1:

ARTICLE 2:

ARTICLE 3:

aerodynamics the qualities of an object that affect how easily it is able to move through the air

*In the United States, Cory Roeseler and his dad, who worked in **aerodynamics** for the Boeing airplane company, invented the KiteSki, which used a board similar to a surfboard. (p. 38)*

boon a benefit or advantage

*This is a tremendous **boon** for the young player and his family that may now be able to buy a house. (p. 13)*

conquistador a leader in the Spanish conquests of America, Mexico, and Peru in the 16th century

*From here, Spanish conquerors called **conquistadors** set out to conquer Mexico and what is now Central America and South America. (p.9)*

desecrate to treat with disrespect

*He and his men **desecrated** the Catedral de Santa Maria la Menor, plundered its tombs, burned its records, and stole everything of value from it. (p. 20)*

drippings the fat and juices that come out of meat when it is cooking

*Stir constantly until all the pan **drippings** are scraped up from the bottom. (p. 36)*

dune a hill of sand near an ocean or in a desert that is formed by the wind

*"To the top of the sand **dune**," Enrique commanded as he stood on the rug. (p. 43)*

embargo a government order that limits trade in some way

*They held the city for ransom as retaliation for the Spanish **embargo** of British goods. (p. 20)*

exponentially increasingly rapidly

*Each category of hurricane increases **exponentially** as the scale goes up, meaning that a Category 4 hurricane isn't 4 times as intense as a Category 1 hurricane. (p. 23)*

famine a situation in which many people do not have enough food to eat

*La Isabela became the center of the colony, but, plagued by disease and **famine**. (p. 9)*

ferment to go through a chemical process that produces changes in a substance's flavor

*As chocolate companies began to see the potential of growing the beans there, improvements were made in how they were dried and **fermented**. (p. 28)*

fertility the ability to support the growth of many plants

*He renamed it La Isla Española or "Spanish Island", and wrote in his logbook that, "in all Castile there is no land to be compared to this in beauty and **fertility**." (p. 8)*

inflatable able to become larger by being filled with air or gas

*Two brothers from France, Dominique and Bruno Legaigoux, began experimenting with **inflatable** kites in 1984. (p. 38)*

infrastructure the basic equipment and structures (such as roads and bridges) that are needed for a country, region, or organization to function properly

*The answer lies in a combination of factors contributing to the success of Dominican players in the MLB — passion, economic need, and training **infrastructure**. (p. 12)*

insane asylum a hospital used for people who have severe mental illnesses

*It was rebuilt twice, and by the late 19th century it was being used as an **insane asylum**. (p. 19)*

invest to give your time or effort in order to do something or make something better

*Successful players return to **invest** in their local towns. (p. 16)*

isle island

*When Christopher Columbus first set eyes on Quisqueya (the Taino Indian name for the eastern part of the island of Hispaniola) on his historic first voyage in 1492, he fell in love with the delightful Caribbean **isle**. (p. 8)*

liquefy to cause something to become liquid

*Then the pods are opened — traditionally with a large knife called a machete — the white pulp and beans are removed and laid out for several days until the pulp ferments and **liquefies**, leaving the seeds behind. (p. 29)*

marinate to put meat in a sauce for a period of time to add flavor or to make the meat more tender

*Let this **marinate** (sit in the bowl together) for about one hour. (p.35)*

mineral a substance (such as quartz, coal, petroleum, salt, etc.) that is naturally formed under the ground

*Salt or sodium chloride is a **mineral** we eat. (p.26)*

moor to hold (a boat or ship) in place with ropes, cables, or an anchor

*One large cargo ship at a time **moors** alongside the long dock jutting out into the ocean. (p.27)*

negotiations a formal discussion between people who are trying to reach an agreement

*He translates for them, feeds and houses them, takes them under his training wing to prepare them for competition, and represents them in **negotiations** with MLB academy teams. (p.16)*

oral agreement an arrangement that is spoken rather than written

*However, many of the perceived top prospects have already made **oral agreements** through their buscon agent with a team at age 13, 14, or 15. (p.16)*

patented to get an official document that gives a person or company the right to be the only one that makes or sells a product for a certain period of time

*The Legaiguoux brothers eventually **patented** a kite with inflatable tubes and a harness system of strings that allowed a rider to control the kite from the water and relaunch it easily if it crashed. (p.39)*

pesos the basic unit of money of several Latin American countries and the Philippines

*"Magic carpet for only 2,000 **pesos**!" the man said. (p.43)*

pulp the inner, juicy part of a fruit or vegetable

*Each pod holds 20 to 50 large bean-like seeds, covered in a milky white **pulp**. (p.28)*

recede to move away gradually

*When the water **recedes** even more, the top layer is bleached white. (p.26)*

refuge shelter or protection from danger or trouble

*Because many farmers lost all of their livestock during previous hurricanes, an alert system has been created that tells farmers when they should take their livestock to special shelters and if they themselves should seek emergency **refuge**. (p.25)*

roster a list of the people or things that belong to a particular group or team

*In fact, 10.3 percent of all the players in the major leagues, 25 percent of the upper minor league **rosters**, and nearly half of the lower minor rosters come from the Dominican Republic. (p.12)*

sprig a small twig or stem that has leaves or flowers on it

*1 sprig parsley 1 **sprig** cilantro (p.35)*

storm surge a large wave of water

*Hurricanes are classified using the Saffir-Simpson Scale, based on average wind speed and **storm surge**. (p.23)*

vantage point a position from which something is viewed or considered

*The city faced the constant threat of pirate attacks, and the fort's hilltop location and 60-foot (18-meter) tower provided excellent **vantage points** of the Ozama River and the Caribbean Sea. (p.19)*

wreak to cause

*Hurricanes **wreak** their damage two ways. (p.24)*

“The Land of Columbus”

- <http://abcnews.go.com/US/Columbus-day-2014-hero-villain/story?id=26108367>

Explore the controversy that still surrounding Columbus and whether or not we should celebrate Columbus Day.

- <http://www.livescience.com/23748-christopher-columbus.html>

Read a detailed biography of Christopher Columbus.

“Baseball Is a Way of Life”

- <http://m.mlb.com/news/article/3683732/>

Find out what the US, Major League Baseball, the Peace Corps, and others are doing to aid the Dominican Republic and those living in poverty.

- <http://prosgiveback.com/pujols-recognizes-his-responsibility/>

Albert Pujols knows how to give back. Read about the Pujols Family Foundation and what it does for those in his homeland.

“Santo Domingo: A City of Firsts”

- <http://www.selectcaribbean.com/architecture-in-the-dominican-republic/>

This real estate website offers a concise look at the major influences on the Dominican Republic’s architecture: indigenous, Spanish, and modern.

“The Land of the Hurukan”

- <http://www.wunderground.com/resources/education/haiti.asp?MR=1>

Find out how hurricanes affect the other side of the island of Hispaniola.

“For the Love of Chocolate”

- <http://spagnvola.com/pages/about-us>

View a video about a chocolatier from the Dominican Republic.

“Kites...On The Ocean?”

- <http://laureleastman.com/services/lessons/>

Research the cost of lessons and watch a video at this kiteboarding school in Cabarete. (Please preview the video to find an appropriate stopping point.)