

# Teacher's Supplement

## FACES<sup>®</sup>

People, Places, and Cultures

From Cricket Media



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**THE BASQUE REGIONS**



## Teacher's Guide for *Faces: The Basque Regions*

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## OVERVIEW

*In this magazine, readers will learn the location of the Basque regions and their connection to America. **Faces: The Basque Regions** includes*

*information about the history of the region, the language, food, and customs that make up the culture, as well as what it means to be Basque today.*

## ESSENTIAL QUESTION:

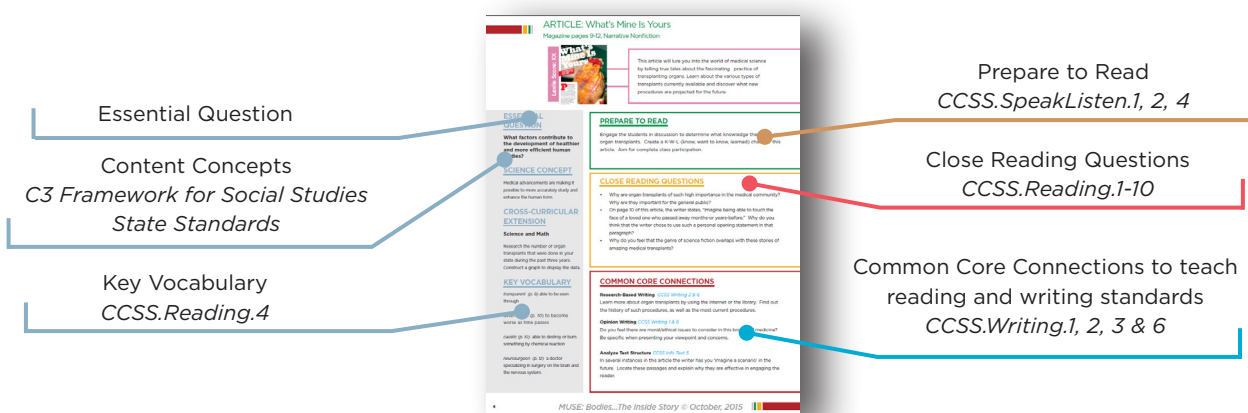
***What characteristics of Basque history and culture help it maintain its unique identity?***



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 - 14

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:

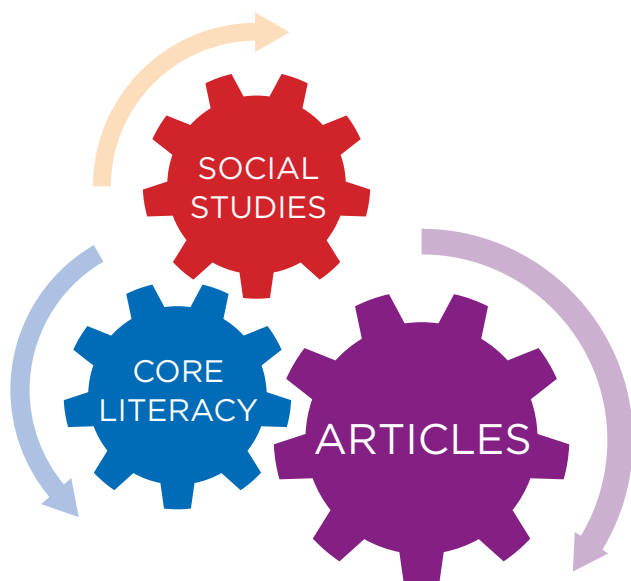


The diagram shows a sample article page titled "ARTICLE: What's Mine Is Yours" with several callouts pointing to specific sections:

- Essential Question**: Points to the "ESSENTIAL QUESTION" section.
- Content Concepts**: Points to the "CONTENT CONCEPTS" 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 16-18

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. 16– 18) as well as the **Article Pages** (pgs. 4 - 14) for ways to incorporate writing into your instruction.

# ARTICLE: Basque Country: Tradition and Innovation

Type: Expository Nonfiction Magazine pages 8-11

Lexile Score: 1240

**Basque Country: Tradition and Innovation**



**W**hen a historical location on the Bay of Biscay, the rugged Pyrenees Mountains, and the Atlantic Ocean meet, the result is a unique culture. The Basque Country, the only region in Europe that has never been ruled by a foreign power, has a rich history and a strong sense of identity. The Basques are a people who have lived in the same land for over 10,000 years. They are a people who have a strong sense of community and a deep respect for their traditions. The Basques are a people who have a strong sense of identity and a deep respect for their traditions. The Basques are a people who have a strong sense of identity and a deep respect for their traditions.



From their earliest known history, Basques have been able to adapt to their environment by incorporating innovative ideas and practices into a culture steeped in tradition. The result is a unique culture that embraces the present while honoring the past.

## ESSENTIAL QUESTION

**What characteristics of Basque history and culture help it maintain its unique identity?**

## SOCIAL STUDIES CONCEPT

Historical events influence the development of a culture.

## CROSS-CURRICULAR EXTENSION

### History

Research the reign of Spanish dictator Francisco Franco. What effect did his suppressive policies have on his country?

## KEY VOCABULARY

**tolerant (p. 8)** willing to accept feelings, habits, or beliefs that are different from your own

**innovation (p. 10)** a new idea, device, or method

**emigrate (p. 10)** to leave a country or region to live elsewhere

## PREPARE TO READ

Define **tradition** and **innovation**. Give examples of how someone or something can be both traditional and innovative at the same time.

## CLOSE READING QUESTIONS

- Underline at least three examples of how the Basque culture was suppressed.
- Highlight evidence supporting the idea of the home being the center of Basque society.
- Today, Basque settlements can be found around American cities of the West. Why? Cite evidence from the text.

## COMMON CORE CONNECTIONS

### Making Inferences *CCSS Reading 1*

- How was it possible for traditional practices and the Basque language to resurface after Franco's reign?
- Why have so many armies passed through the region?
- What types of "political and economic forces" would cause the Basque people to emigrate?

### Analyze Cause/Effect *CCSS Reading 3*

Discuss the effects of these three concepts:

- Multiple armies have passed through the region.
- The Basques developed shipbuilding and iron/steel manufacturing.
- The home is the backbone of their culture.

### Collaborate *CCSS Speaking/Listening 1*

With a partner, discuss what happens to cultures experiencing suppression and persecution. How can such instances be avoided today and in the future?



as his last act, and the unveiling of the monument to the American Revolutionary hero Bunker Hill. The unveiling ceremony was held on the 10th of May. It was a very important day for the people of Boston, and it was a day of great pride and joy. The ceremony was held in the presence of the Mayor of Boston, and the people of Boston. The ceremony was held in the presence of the Mayor of Boston, and the people of Boston. The ceremony was held in the presence of the Mayor of Boston, and the people of Boston.



# ARTICLE: Euskera Arises! The Basque Language Revival

Type: Expository Nonfiction Magazine pages 16 - 18

Lexile Score: 1180L



Although Francisco Franco's government did much to discourage it, the Basque language survived. Today, immersion schools train future generations to be fluent Euskera speakers.

## ESSENTIAL QUESTION

**What characteristics of Basque history and culture help it maintain its unique identity?**

## SOCIAL STUDIES CONCEPT

Language helps distinguish one place from others.

## CROSS-CURRICULAR EXTENSION

### Art

Create a poster encouraging the use of Euskera or your own native language.

## KEY VOCABULARY

**primitive (p. 16)** seeming to come from the ancient past

**unintelligible (p. 16)** impossible to understand

**revival (p. 16)** a period in which something becomes popular again after a long period of time

## PREPARE TO READ

Summarize what you know about indigenous people and their languages. Ask students to predict what happens to indigenous languages and culture as increasing numbers of people adopt modern lifestyles.

## CLOSE READING QUESTIONS

- Underline examples of how Euskera survived the past and thrives in the present.
- Highlight examples of negative propaganda mentioned in the article.
- What characteristics of Euskera make it so unique? Cite evidence from the text.

## COMMON CORE CONNECTIONS

### Analyze Text Structure *CCSS Reading 5*

What text structure did the author use here? How would the article change if a different format had been chosen?

### Analyze Point of View *CCSS Reading 6*

Look at the quotes included by the author under "Meet Barritsu." How do the words convey a sense of urgency and reveal the speaker's point of view?

### Research and Write Arguments *CCSS Writing 1 & 7*

Do you feel immersion schools are the best way to preserve the language? Conduct short research and support your stance with facts and details from this article and additional resources.

# ARTICLE: Basque Beats: Sounds of the Txalaparta

Type: Expository Nonfiction Magazine page 19



The txalaparta has evolved from a household tool to a form of communication to a musical instrument. It must be played in pairs and relies on the rhythm and syncopation of its players.

## ESSENTIAL QUESTION

**What characteristics of Basque history and culture help it maintain its unique identity?**

## SOCIAL STUDIES CONCEPT

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

## CROSS-CURRICULAR EXTENSION

### Music/Technology

The txalaparta was developed from a household item. Use your own household items to construct a musical instrument.

## KEY VOCABULARY

**marimba (p. 19)** a wooden musical instrument similar to a xylophone

**improvise (p. 19)** to speak or perform without preparation

**regime (p. 19)** a form of government

**alternate (p. 19)** when one follows the other in a repeated series

## PREPARE TO READ

Show students an image of musicians playing the txalaparta. Predict what type of instrument the txalaparta is, the type of sound it produces, and the characteristics that define it.

## CLOSE READING QUESTIONS

- Locate an example of a cliché. Locate an example of alliteration. Why did the author include these literary devices?
- Using details from the article, trace the evolution of the apple press into a musical instrument.
- Delineate the distinct features and rules of the txalaparta.

## COMMON CORE CONNECTIONS

### Determine Theme *CCSS Reading 2*

What did the apple press on the roof symbolize? How did the Basques manage to keep this aspect of their culture alive during the Franco regime? What does the txalaparta symbolize today?

### Making Inferences *CCSS Reading 1*

What can you infer about Basque culture from the following statements?

- “A fresh batch of apple cider was something to celebrate and enjoy with neighbors.”
- “You hear how significant the musical bond between the two players must be.”
- “A handful of musicians kept the tradition alive.”

### Research and Expository Writing *CCSS Writing 2 & 7*

Conduct research on Basque verbal and nonverbal communication. Which aspects of communication have changed over time and which have remained constant?



# ARTICLE: Bertsolari is Improvisation to the Max!

Type: Expository Nonfiction Magazine pages 20-21

**Lexile Score: 930L**

**Bertsolari is Improvisation to the MAX!**



The annual Bertsolari competition is a unique event that takes place every four years. It is a competition of oral traditions that reflect the culture of the Basque region. The competition is held in a large stadium, and the audience is made up of people from all over the world. The competition is a great way to learn about the Basque region and its culture. The competition is a great way to learn about the Basque region and its culture. The competition is a great way to learn about the Basque region and its culture.



Every four years, improvisational poets from the Basque regions gather for their own sort of Olympics. Once a popular way to keep Euskera alive in rural areas, today's competitions are held throughout the land and are attended by enormous crowds.

## ESSENTIAL QUESTION

**What characteristics of Basque history and culture help it maintain its unique identity?**

## SOCIAL STUDIES CONCEPT

Oral traditions reflect cultural elements of place.

## CROSS-CURRICULAR EXTENSION

### English Language Arts

Compile a list of topics and conduct your own poetry improvisation contest.

## KEY VOCABULARY

**spectators (p. 20)** people who watch an event, show, game, activity, etc.

**culmination (p. 20)** the end or final result of something

**beret (p. 21)** a round hat with a tight band around the head and a top that is flat, soft, and loose

## PREPARE TO READ

This literary championship takes place every four years. The summer Olympics also take place every 4 years. Brainstorm ways Olympic athletes prepare for the games. How might some of this same preparation be applicable to bertsolari?

## CLOSE READING QUESTIONS

- List the levels of the competition. Why are there levels?
- How has the competition changed over time?
- Underline details from the article suggesting a certain level of camaraderie among the bertsolaris.

## COMMON CORE CONNECTIONS

### Determine Word Meaning *CCSS Reading 4*

What literary device is used and how does it affect meaning in the following phrases:

- "The atmosphere crackles with anticipation."
- "The whole competition takes nerves of steel..."
- "...the bertsolaris and audience leave the stadium buzzing..."

### Analyze Point of View *CCSS Reading 6*

Reread the quotes of Adoni Egana and Maialen Lujanbio. How do their words express different views of the competition?

### Research and Write Informational Text *CCSS Writing 3 & 7*

Assume you are hosting the next bertsolari championship. Draft a written plan to prepare your city for this event. Be sure to clearly describe each step of preparation.

# ARTICLE: Basque Sports

Type: Expository Nonfiction Magazine pages 22-25

Lexile Score: 1160

## BASQUE SPORTS

Basque sports are a mix of rural and urban games. Some are played in the mountains and some in the cities. The games are often played in the streets and in the squares. The games are often played in the streets and in the squares. The games are often played in the streets and in the squares.



**Adaptation (Street Games)**

**Navigation (Street Games)**

Competitive games in the Basque regions stem from rural settings. Basic equipment and natural elements combine to form fast-paced and sometimes dangerous games.

## ESSENTIAL QUESTION

**What characteristics of Basque history and culture help it maintain its unique identity?**

## SOCIAL STUDIES CONCEPT

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

## CROSS-CURRICULAR EXTENSION

### Physical Education

Create a list of exercises similar to Basque rural sports. Perform the exercises.

## KEY VOCABULARY

**rural** (p. 22) of or relating to the countryside and the people who live there

**rebound** (p. 25) the act of bouncing back after hitting something

## PREPARE TO READ

Brainstorm a list of events you might see at the summer Olympics. Which ones require special equipment? Which ones have ancient origins? How did the games develop?

## CLOSE READING QUESTIONS

- Underline details about the Tug-of-War game suggesting fairness is greatly valued in this game and in others.
- Highlight details that explain which two sports developed out of necessity and which ones were acquired from other cultures.
- Classify the rural sports under these characteristics: speed, accuracy, strength, and endurance.

## COMMON CORE CONNECTIONS

### Evaluate Evidence *CCSS Reading 8*

The author states that these sports “are now a vital part of Basque culture and identity.” Locate evidence in the article supporting this statement. Is it sufficient?

### Summarize Details *CCSS Reading 2*

Using details from the article, summarize how the winner of each competition is determined.

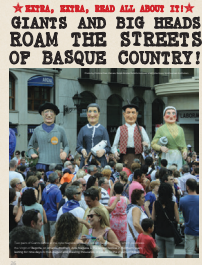
### Write Opinions *CCSS Writing 1*

Write an opinion in which you answer each of the following questions: Which of these sports appeals to you? What skills do you possess that would help you be successful at the sport? What skills could you improve to be more successful?

# ARTICLE: Extra! Extra! Read All About It! Giants and Bigheads Roam the Streets of Basque Country!

Type: Expository Nonfiction Magazine pages 26-29

Lexile Score: 1240L



No Basque festival would be complete without the Giants and Bigheads. These elaborate costumes are symbolic and are so treasured in Basque culture that they've even crossed the Atlantic to become part of a Basque American celebration.

## ESSENTIAL QUESTION

**What characteristics of Basque history and culture help it maintain its unique identity?**

## SOCIAL STUDIES CONCEPT

Cultural practices are affected by the history of a region.

## CROSS-CURRICULAR EXTENSION

### English Language Arts

Use the characters and their symbols (listed on page 28) to write a play or monologue involving one or more of the characters.

## KEY VOCABULARY

**spectacle (p. 27)** something that attracts attention because it is unusual or shocking

### **papier-mâché (p. 27)**

a material that is made of paper mixed with water, glue, and other substances and that hardens as it dries

**elaborate (p. 27)** made or done with great care or with much detail

## PREPARE TO READ

Summarize what you know about annual festivals and cultural events. What types of activities are involved? Based on what you've learned, predict how a Basque festival might be unique.

## CLOSE READING QUESTIONS

- Highlight the hyphenated expression used to describe the Giants. Why is this fitting in a figurative and literal sense?
- Underline details in the text that stress the importance of these costumes.
- When would be your next chance to see Giants on U.S. soil? Cite evidence from the text to support your answer.

## COMMON CORE CONNECTIONS

### Analyze Relationships *CCSS Reading 3*

Explore the relationship between the Giants and the Bigheads. How is it similar to or different from the relationship between the spectators and the Giants/Bigheads?

### Make Inferences *CCSS Reading 1*

Review the symbolism of the costumes listed on page 29. Locate additional symbols by analyzing the other Giants in the photos. What can we infer about Basque society from the use of the Giants and the Bigheads?

### Write Narratives *CCSS Writing 3*

Assume you are the person in the costume. Write a narrative that describes what a festival is like from your point of view. How do people of different ages react to you? What is your response?

# ARTICLE: Sheepwagons: Home Away from Home for Basque Shepherders

Type: First Person Narrative Nonfiction Magazine pages 30-31



At first glance, a sheepwagon looks very similar to a pioneer (Conestoga) wagon. But their interiors have many differences. Basque immigrants were well-known for being good sheepherders, and although few continue in this occupation today, wagons are frequently passed down to family members.

## ESSENTIAL QUESTION

**What characteristics of Basque history and culture help it maintain its unique identity?**

## SOCIAL STUDIES CONCEPT

Humans adapt to the physical features of regions they choose to inhabit.

## CROSS-CURRICULAR EXTENSION

### History

Research the role of sheep and sheepherders during the gold rush years in the American West.

## KEY VOCABULARY

**boarding house (p. 31)** a house where people pay to live and have daily meals

**arborglyphs (p. 31)** etchings in aspen trees carved by sheepherders as they passed through an area

## PREPARE TO READ

Brainstorm a list of occupations commonly held by people heading west in the 1800s. What obstacles did they encounter? What caused some to stay and others to give up and go home?

## CLOSE READING QUESTIONS

- Use details from the article to create a timeline of a typical day or year in the life of a sheepherder.
- Underline ways sheepherders entertained themselves while watching the sheep. What is the importance of this?
- Highlight ways sheepherders entertained themselves at the boarding house. What similarities among the activities do you notice?

## COMMON CORE CONNECTIONS

### Analyze Text Structure *CCSS Reading 5*

The author uses a comparison text structure. To what is a sheep wagon compared? Using details from the text, create a Venn diagram illustrating this comparison.

### Make Inferences *CCSS Reading 1*

- What do the arborglyphs depict?
- Why did the author, who is Basque American, mistake the sheepwagon for a pioneer wagon?
- Why would boys as young as 14 take this sort of job?

### Present a Speech *CCSS Speaking and Listening 4 & 6*

Deforestation is a worldwide crisis. In this article, we learn that tree loss can also mean a loss of historical artifacts. Present a speech on the scientific and historic necessity of protecting forests.



Three teens of Basque decent discuss the importance of learning Basque dance. They explain the traditional costumes and the meaning and choreography behind certain dances.

## ESSENTIAL QUESTION

**What characteristics of Basque history and culture help it maintain its unique identity?**

## SOCIAL STUDIES CONCEPT

Two or more places can exhibit similar cultural features.

## CROSS-CURRICULAR EXTENSION

### Dance

Learn and perform a traditional Basque dance.

## KEY VOCABULARY

**integral** (p. 32) very important and necessary

**interpretation** (p. 32) a particular way of performing something

**corset** (p. 33) a tight, stiff piece of clothing worn by women under other clothing to make their waists appear smaller

**attire** (p. 33) clothing

## PREPARE TO READ

Show students a video of Basque dance. (Search “traditional Basque dance” online.) Predict the role of dance for people in the Basque regions vs. their Basque American peers.

## CLOSE READING QUESTIONS

- Underline details from the text explaining when these teens started dancing and who introduced them to Basque dance.
- Highlight details from the text explaining how geography affects various characteristics of the dances.
- Using details from the text, create a chart that lists key elements of Basque dance.

## COMMON CORE CONNECTIONS

### Analyze Text Structure *CCSS Reading 5*

The author interviewed multiple people. What graphic elements were employed so readers can tell who is speaking? What other formats could have been used?

### Analyze Relationships *CCSS Reading 3*

Use details from the interview to compare and contrast Basque dance in America and the Basque regions.

### Collaborate *CCSS Speaking and Listening 1*

With a partner, discuss how advancements in technology could facilitate communication between dance students in the Basque regions and Basque Americans. How could both groups benefit from increased cultural exchange?





Two Basque American teens share their thoughts and experiences about attending cultural camps. They discuss specific benefits that have led to lifelong friendships and a deeper understanding of what it means to be Basque American.

## ESSENTIAL QUESTION

**What characteristics of Basque history and culture help it maintain its unique identity?**

## SOCIAL STUDIES CONCEPT

Two or more places can exhibit similar cultural features.

## CROSS-CURRICULAR EXTENSION

### Career Education

One of the girls became an aide. What steps would she have had to accomplish? What are the benefits?

## KEY VOCABULARY

**incorporate** (p. 35) to include (something) as part of something else

**aide** (p. 36) a person whose job is to assist someone

**heritage** (p. 37) the traditions, achievements, beliefs, etc., that are part of the history of a group or nation

## PREPARE TO READ

On a physical map of the U.S., locate San Francisco and Bakersfield, California. Also locate Elko, Reno, and Gardnerville, Nevada. All of these places have hosted a summer camp for Basque Americans. What do you notice about the locations? Predict what types of activities might be done at such a camp.

## CLOSE READING QUESTIONS

- Underline details from the text that explain how each of the girls learned about Udaleku and what made them want to attend.
- Highlight details describing how the camp changes every year. What's the purpose of this change?
- What phrase or statement best describes the girls' thoughts and feelings about what it means to be Basque American? Cite evidence from the text to support your answer.

## COMMON CORE CONNECTIONS

### Analyze Text Structure/Point of View *CCSS Reading 5 & 6*

How does this text structure help you gain a better understanding of Basque culture in America? What insight do we gain from the speakers?

### Evaluate Evidence *CCSS Reading 8*

Locate details from the interview that support these statements:

- Heritage is extremely important to Basque Americans.
- The intent of Udaleku goes beyond a 2-week summer camp. Is the evidence sufficient? What types of evidence could be added?

### Research and Expository Writing *CCSS Writing 2 & 7*

Conduct short research into your own cultural background. What type of camp could you attend? Where would it be held? What types of activities would be unique to your culture?



The lamiak are part-humans believed to possess gold. In this folktale, a midwife helps deliver a lamia's baby. In return, the lamia offers her gifts that will bring her good fortune. But the midwife's human flaws get the best of her and what was given to her is lost.

## ESSENTIAL QUESTION

**What characteristics of Basque history and culture help it maintain its unique identity?**

## SOCIAL STUDIES CONCEPT

Oral traditions reflect cultural elements of place.

## CROSS-CURRICULAR EXTENSION

### Language Arts

Identify other folktales with main characters who are also part-human. Compare and contrast these characters.

## KEY VOCABULARY

**proverb (p. 42)** a brief popular saying (such as "Too many cooks spoil the broth") that gives advice about how people should live or that expresses a belief that is generally thought to be true

**spindle (p. 44)** the long, thin pin on a spinning wheel that is used to make thread

**gratitude (p. 44)** a feeling of appreciation or thanks

## PREPARE TO READ

Summarize what you know about the purposes of folktales, myths, and legends. Predict which cultural elements from the Basque regions might surface in a folktale.

## CLOSE READING QUESTIONS

- Underline sets of characteristics describing the lamiak that seem to be contradictory.
- Locate the adjectives that describe the thread. What do you notice about them?
- In the end, what did the midwife really receive? Why?

## COMMON CORE CONNECTIONS

### Summarize Details *CCSS Reading 2*

Compile a list of words to describe the midwife and the lamiak. Use these terms to create a short summary of the folktale.

### Determine Theme *CCSS Reading 2*

The folktale opens with a proverb. Discuss its meaning and then express a possible proverb that conveys the concluding message of the folktale.

### Write Opinions *CCSS Writing 1*

Do you think the midwife purposefully stole the bread, lied about taking it, and then disobeyed the lamia's directions concerning the spinning wheel and spindle? Why or why not? Support your opinion with details from the folktale.



## 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).

- Read and compare multiple articles to learn how children in the Basque regions and Basque American children learn about their culture.
- Even though we are studying the Basque regions, several of the articles mention events that take place in America. Reread “Summer Camp,” “Sheepwagons: Home Away from Home for Basque Shepherders,” “Giants and Bigheads Roam the Streets of Basque Country!” and “Basque Dancing on Both Sides of the Atlantic” to explain the importance of Basque culture in America.
- Use information from multiple articles to express what it means to be Basque.
- Compare the structures of the nonfiction articles with the two interviews and the folktale. How does the variety of text structures also provide you with a variety of points of view?
- Read multiple articles to learn about the resurgence of the Basque language. Why is there a need for resurgence? What is at risk?
- Communication takes many forms. Collect information from multiple articles to explain the forms of communication used by the Basque people and the types of messages being communicated.



## EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

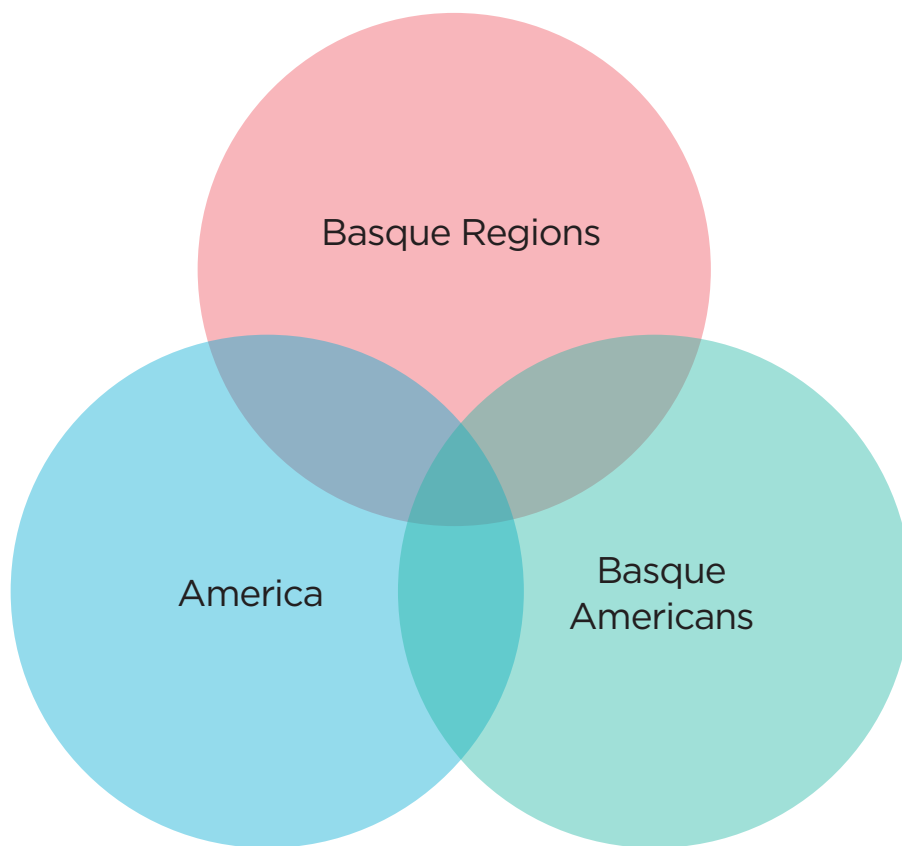
In this mini-unit, students will work in groups to learn more about the cultural identity of the Basque regions and how Basque culture impacts America. By reading multiple articles and conducting additional research, students will use their knowledge to act as summer camp counselors and plan culturally appropriate activities for their campers. The theme for this mini-unit is “Basque in the Sun.”

ENGAGE

READ AND  
COMPARE

APPLY

**ENGAGE:** Use the following graphic organizer to engage students and find out about their background knowledge. Instruct students to explain the relationships represented by the graphic organizer. Before proceeding to Read and Compare, please answer these questions: 1. Where are the Basque regions located? 2. How would the term “Basque American” develop?



Share the essential question:

**What characteristics of the Basque regions help them maintain their unique identity?**



**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 “Basque Country: Tradition and Innovation” (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. What are examples of Basque tradition? Where do you see examples of innovation? 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: The Basque Regions*.

**4) COMPARE ARTICLES:** After students have read multiple articles, guide them to make cross-text connections. Refer to page 15 to compare articles using prompts that help students integrate ideas and information.

## CHOOSE A PURPOSE FOR READING

**SUMMARIZING DETAILS** *CCSS Reading 2* What aspects of Basque culture make it unique and how would you describe aspects of Basque culture to someone who is unfamiliar with it?

**UNDERSTANDING POINT OF VIEW** *CCSS Reading 6* As you read, pay careful attention to descriptive words. How does word choice emphasize meaning and what is the value of learning what life is like through different perspectives (i.e. youth vs. adult)?

**UNDERSTANDING CAUSE & EFFECT** *CCSS Reading 3* How has the history of the Basque Country impacted its culture, not only within the region, but in America as well?





**APPLY: BASQUE IN THE SUN**

In this activity, students will assume the role of camp counselors. In groups, they will review multiple articles and use the information as a springboard to create a series of activities meant to promote team building, cultural awareness, and self-awareness.

**STEP 1:** Divide students into groups of 3 or 4. Allow students to skim the issue and choose three articles that look appealing.

**STEP 2:** Have students read their chosen articles and take notes as they read. What cultural elements are stressed in each article? Ask students to decide how these could be translated into a group activity.

**STEP 3:** Encourage students to conduct additional research on Basque culture and camp-appropriate activities as needed. Have students use the Basque Culture Graphic Organizer to plan one activity for each article chosen. The activities must emphasize the following themes: team-building, cultural awareness, and self-awareness.

**STEP 4:** Ask students to choose one of their activities and present it to the class, using classmates as the campers. “Counselors” should lead the activity. Afterward, ask each group to explain how they integrated the three requirements.

**NAME:** \_\_\_\_\_

## Mini-Unit Graphic Organizer

### BASQUE CULTURE GRAPHIC ORGANIZER

Use this graphic organizer as you plan your camp activities. List the three articles chosen by your group. Then circle the one you want to design an activity around. List any additional resources you use. Under each bullet point, write how your activity will meet each requirement.

Article 1: \_\_\_\_\_

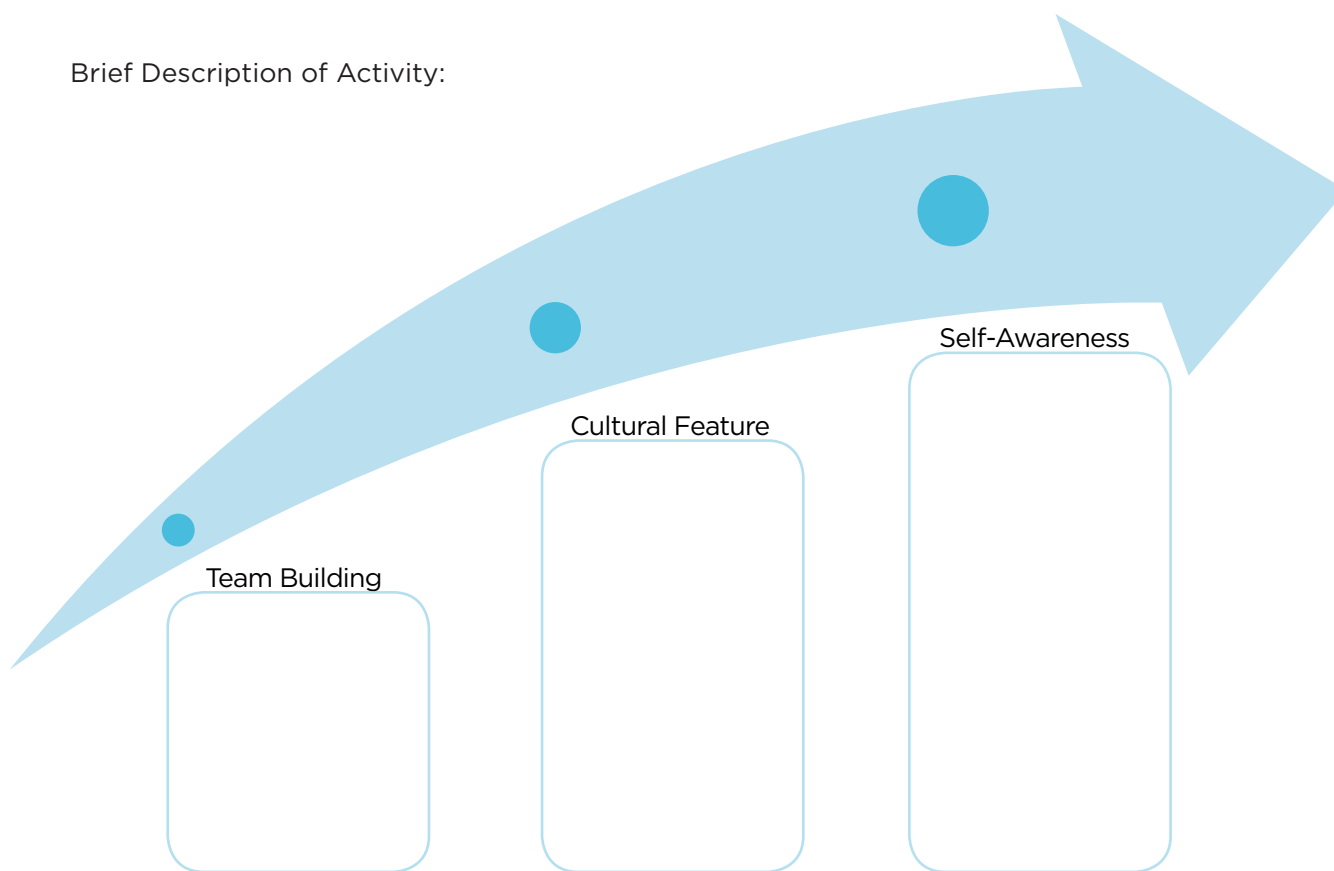
Article 2: \_\_\_\_\_

Article 3: \_\_\_\_\_

Additional Resource: \_\_\_\_\_

Additional Resource: \_\_\_\_\_

Brief Description of Activity:



Team Building=How will we get every camper involved?

Cultural Feature=What aspect of Basque culture will be highlighted by the activity?

Self-Awareness=What do we hope each camper will learn about themselves?

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:**



**aide** a person whose job is to assist someone

*Also, this past year, I attended Udaleku as an **aide**, and I learned what happens “behind the scenes” and also got to watch as some of the younger campers began their camp journeys and friendships, which was very interesting and fun to watch. (p. 36)*

**alternate** when one follows the other in a repeated series

*Players must not fall on the same beat, but instead **alternate** notes. (p. 19)*

**arborglyphs** etchings in aspen trees carved by sheepherders as they passed through an area

*They made **arborglyphs**, or tree carvings, that still can be seen in the woods throughout the West. (p. 31)*

**attire** clothing

*Depending on the dance we use different **attire**. (p. 33)*

**beret** a round hat with a tight band around the head and a top that is flat, soft, and loose

*The winner takes home the txapela, a **beret** embroidered with the year of their victory, and the wonderful feeling of being the champion improviser. (p. 21)*

**boarding house** a house where people pay to live and have daily meals

*They would leave their sheepwagons at the ranch and head toward the nearest town to spend time with other Basque people in Basque **boardinghouses**. (p. 31)*

**bream** a kind of fish that people catch for food

*Local fish include tiny anchovies and sea **bream**. (p. 13)*

**corset** a tight, stiff piece of clothing worn by women under other clothing to make their waists appear smaller

*For the girls, my basic costume consists of white woven knee-high socks tied with elastics to keep up, white bloomers and petticoat, white long-sleeved blouse (picture something a pirate would wear), long red wool skirt, black wool **corset** vest, long black apron, shoulder scarf, hair in a bun underneath a white headscarf, and the traditional leather albarketak. (p. 33)*

**culmination** the end or final result of something

*This gigantic competition is the **culmination** of hundreds of local and regional contests. (p. 20)*

**elaborate** made or done with great care or with much detail

*The Giants are large, hollow figures with detailed papier-mâché heads and arms and **elaborately** costumed bodies measuring up to 13 feet high. (p. 27)*

**emigrate** to leave a country or region to live elsewhere

*Beginning in the 1870s, many young Basque men **emigrated** to the American West to become sheepherders. (p. 10)*

**gastronomy** the art or activity of cooking and eating fine food

***Gastronomy** clubs, called txokos, have existed since the 1870s. (p. 13)*

**gratitude** a feeling of appreciation or thanks

*Take these presents as a sign of our **gratitude** for helping one of us. (p. 44)*

**heritage** the traditions, achievements, beliefs, etc., that are part of the history of a group or nation

*Being a Basque American means so much more than growing up in the United States with Basque **heritage**. (p. 37)*

**improvise** to speak or perform without preparation

*The second player, errena, finds the notes in between the txakun's and is often free to **improvise**. (p. 19)*

**incorporate** to include (something) as part of something else

*All of the campers dress in their traditional Basque dance costumes and perform dances that we have learned in the two weeks, sing traditional songs, play our txistus, and **incorporate** the Basque language that we have learned. (p. 35)*







**innovation** a new idea, device, or method

*If you are lucky enough to visit Basque country, you will find the unique blend of traditional culture and modern **innovation** that has shaped this land. (p. 10)*

**integral** very important and necessary

*Dance has been such an **integral** part of my life. (p. 32)*

**interpretation** a particular way of performing something

*This is a new **interpretation** created by my group of some of the more complicated jotás, and it involves four men and four women performing a weaving and expanding jota. (p. 32)*

**marimba** a wooden musical instrument similar to a xylophone

*Although it doesn't look much different than a **marimba** or a xylophone, the txalaparta has many distinct features and rules. (p. 19)*

**papier-mâché** a material that is made of paper mixed with water, glue, and other substances and that hardens as it dries

*The Giants are large, hollow figures with detailed **papier-mâché** heads and arms and elaborately costumed bodies measuring up to 13 feet high. (p. 27)*

**primitive** seeming to come from the ancient past

*The Basque language, once seen by outsiders as **primitive** and unintelligible, and even once outlawed by the Spanish government, is experiencing a major revival. (p. 16)*

**proverb** a brief popular saying (such as "Too many cooks spoil the broth") that gives advice about how people should live or that expresses a belief that is generally thought to be true

*(Don't believe they exist, but don't say they are not [real].) – Basque **proverb** (p. 42)*

**quince** the yellow fruit of an Asian tree that is used for making jam, jelly, etc.

*Seasonal sidreria (sagardotegi in Basque), or cider houses, serve salt cod dishes, steak, and a dessert of sheep's milk cheese, **quince** jelly, and walnuts, along with cider made from local apples. (p. 13)*

**rebound** the act of bouncing back after hitting something

*In two teams of two players, players alternate hitting the ball into the front wall, where it has to land in a designated area (not too high and not too low) before either bouncing to the floor or **rebounding** off the other wall. (p. 25)*

**regime** a form of government

*The txalaparta faced near-extinction in the 1950s and '60s during the Franco **regime**, but a handful of musicians kept the tradition alive. (p. 19)*

**revival** a period in which something becomes popular again after a long period of time

*The Basque language, once seen by outsiders as primitive and unintelligible, and even once outlawed by the Spanish government, is experiencing a major **revival**. (p. 16)*

**rural** of or relating to the countryside and the people who live there

*These **rural** sports, called Herri Kirolak in the Basque language, are rooted in the farming and fishing industries. (p. 22)*

**spectacle** something that attracts attention because it is unusual or shocking

*Whether wearing the traditional Basque beret or a soccer jersey, their arrival delights the crowd and sends locals and tourists scrambling for their cameras to capture the **spectacle**! (p. 27)*

**spectators** people who watch an event, show, game, activity, etc.

*The stadium is packed with more than 10,000 excited **spectators**. (p. 20)*

**spindle** the long, thin pin on a spinning wheel that is used to make thread

*After having lunch, the lamiak gave her a golden **spindle** and a golden spinning wheel as a special thank-you gift. (p. 44)*





**tolerant** willing to accept feelings, habits, or beliefs that are different from your own

*After Franco died and more **tolerant** leaders came into power, many traditional practices resurfaced. (p. 8)*

**unintelligible** impossible to understand

*The Basque language, once seen by outsiders as primitive and **unintelligible**, and even once outlawed by the Spanish government, is experiencing a major revival. (p. 16)*





### **“Basque Food: From Familiar to Innovative”**

- <http://www.spain-recipes.com/basque-recipes.html>

Learn about an interesting theory describing why the Basques may have reached the Americas before Columbus...but kept it a secret! Also, examine vibrant photos of Basque food.

### **“Euskera Arises! The Basque Language Revival”**

- <https://berkleycenter.georgetown.edu/posts/forging-a-national-identity-through-language>

Read a first person narrative about a linguistics student’s visit to Basque Country.

### **“Basque Rural Sports”**

- <http://www.euskoguide.com/basque-culture/basque-sports/rural-sports-herri-kirolak/>

Watch video clips of competitions and read about additional popular rural sports.

### **“Sheepwagons: Home Away from Home for Basque Sheepherders”**

- <https://www.nps.gov/grba/learn/historyculture/basque-shepherd-aspen-carvings.htm>

Read an article written by Great Basin National Park archaeologist JoAnn Blalack explaining how Basques became sheepherders and what we can learn by preserving arborglyphs.

- <http://www.cpr.org/news/story/etchings-aspens-provide-fading-glimpse-colorados-past>

View a slideshow of arborglyphs and read about why they are endangered.

### **“Basque Dancing on Both Sides of the Atlantic”**

- <http://scholarworks.boisestate.edu/cgi/viewcontent.cgi?article=1012&context=boga>

Learn how and why the Basques came to America.

