

ONEBOOKAZ 2009

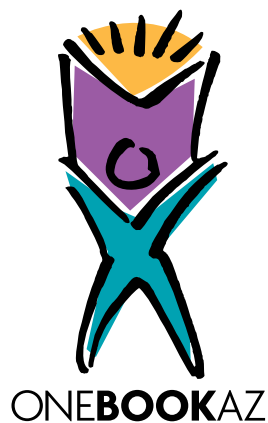
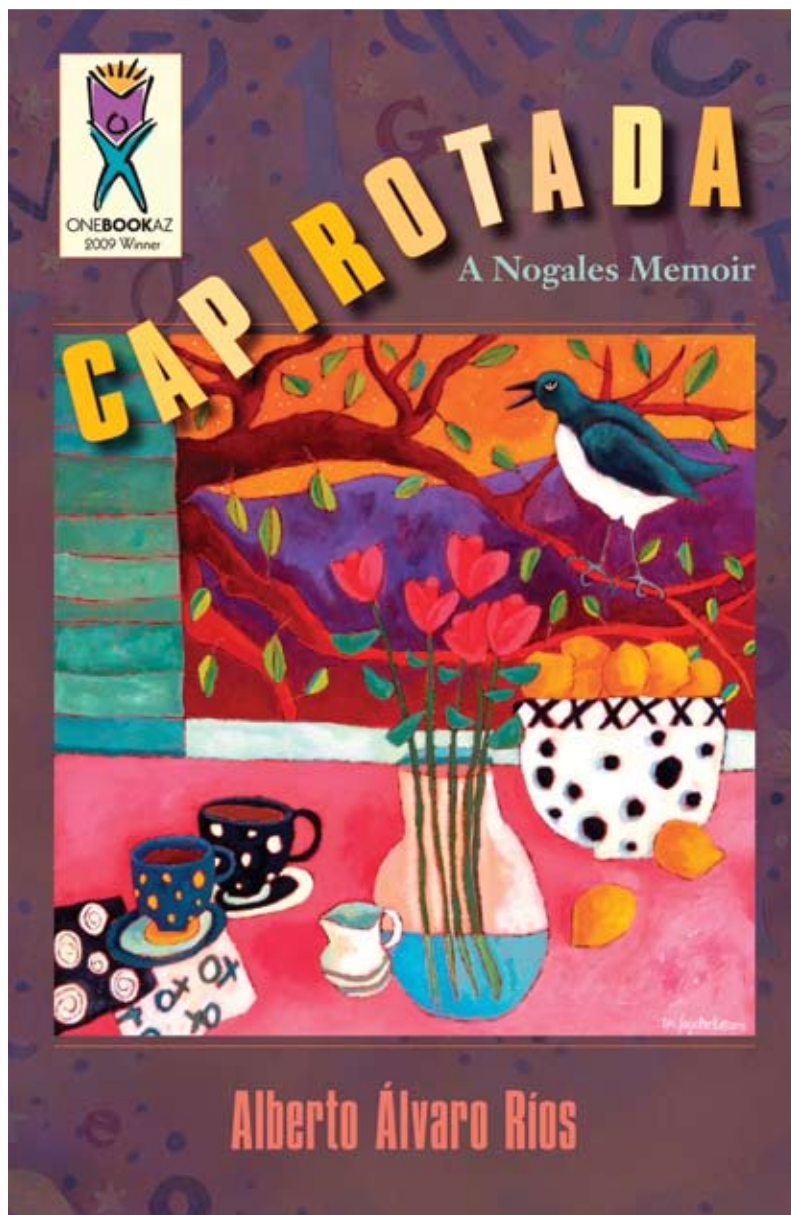
Capirotada: A Nogales Memoir

by Alberto Álvaro Ríos

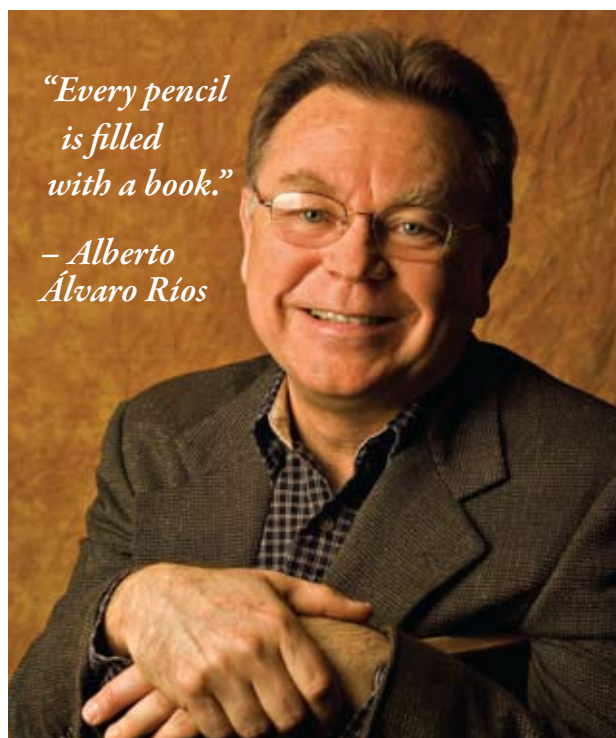
A CURRICULUM GUIDE

Created by Ann Dutton Ewbank, Ph.D.

for the Arizona State Library, Archives and Public Records



PROVIDING ACCESS
Preserving Arizona
Arizona State Library,
Archives and Public Records



OVERVIEW

This curriculum guide consists of activities and lessons for each of the five parts of *Capirotada* by Alberto Álvaro Ríos. Each activity supports the Arizona Academic Standards. The curriculum is designed to be flexibly used by teachers in grades 4-12. Many of the activities can be customized, simplified or enhanced to support the differentiated needs of students, particularly English language learners.

CONTENTS:

Prologue/Part I

- Spatial Awareness Map
- Working with Vocabulary in *Capirotada* (can be repeated for each section)

Part II

- Grand Conversations (can be repeated for each section)

Part III

- Learning About Nogales, Arizona and Nogales, Sonora
- Learning About Current Events in the Nogales Region

Part IV

- Your Family Recipe
- Collecting an Oral History

Part V

- Author Study

Thematic Text and Media Set

Primary Source Set (Teaching with Primary Sources from the Library of Congress)

PROLOGUE/PART I

The Prologue and Part I of *Capirotada* (pp. xii-17) take us on a journey to and through the Nogales of Alberto Álvaro Ríos's childhood. We travel through southern Arizona on old highways and byways into town. We learn about location, culture, and family on this journey. Students are introduced to vocabulary in Spanish and English as they are guided to and through Nogales in the 1950's. Two activities are presented for this section:

1) SPATIAL AWARENESS MAP

Arizona Academic Standards Addressed

Social Studies

Strand 4: Geography

Concept 1: The World in Spatial Terms

The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.

See <http://www.ade.az.gov/standards/ssstudies/articulated/strand4.pdf> for P.O.'s by grade level.

2) WORKING WITH VOCABULARY IN CAPIROTADA

(note: this activity can be used as a “during reading” strategy for each section of the book)

Arizona Academic Standards Addressed

Language Arts: Reading

Strand 1: Reading Process

Concept 4: Vocabulary- Acquire and use new vocabulary in relevant contexts

See <http://www.ade.az.gov/standards/languagearts/RdgStrand1FINAL.pdf> for P.O.'s by grade level.

SPATIAL AWARENESS MAP

Directions: Using the box below, sketch a map that goes from your school to your home. Write a legend that illustrates your important landmarks along the way (stores that you go to, movie theatres, parks, libraries, etc.) After you finish your map, write a paragraph that discusses the important landmarks.

Hint: Use <http://maps.google.com> to help you create your map.

MAP

LEGEND

MY IMPORTANT LANDMARKS:

WORKING WITH VOCABULARY IN *CAPIROTADA*

Directions: Write words from each section of the book in the column that matches your understanding of the word below:

- 4** = Words you know and can use correctly
- 3** = Words you almost know but the meanings are foggy
- 2** = Words you think you have seen or heard before
- 1** = Words you do not know at all

For words with a score of 3, 2, or 1 look the definition up in a dictionary and write the definition on a separate piece of paper.

WORDS	4 Words you know and can use correctly	3 Words you almost know but the meanings are foggy	2 Words you think you have seen or heard before	1 Words you do not know at all
PART I				
PART II				
PART III				
PART IV				
PART V				

PART II

In Part II (pp. 20-44), Ríos discusses several stories from his childhood:

- His experience as an altar boy
- Remembering an old magician
- Remembering the tarantulas after summer rains
- Vikings of America
- Remembering a special department store and the characters that interacted in it

Students read and reflect upon these four stories by comprehending and interpreting literary text through a process called “Grand Conversations.” (Note: The Grand Conversations Process can be repeated for Parts I-V of *Capirotada*.)

Arizona Academic Standards Addressed

Language Arts-Reading

Strand 2: Comprehending Literary Text

Concept 1: Elements of Literature- Identify, analyze and apply knowledge of the structures and elements of literature.

For P.O.s articulated by grade level see <http://www.ade.az.gov/standards/language-arts/RdgStrand2FINAL.pdf>

WHAT IS A GRAND CONVERSATION?

A discussion about a story that includes student exploration of the characters and thoughts and feelings about each story can be acquired through Grand Conversations. Have the students face each other and talk more openly in a circle; they can see each other better. Grand Conversations can be focused on the elements of literature as articulated by the Arizona Academic Standards (plot, setting, characters, etc.). The instructor uses leading questions to help guide the Grand Conversations. See the *Capirotada* Reading Guide for examples of questions.

How to conduct a Grand Conversation:

1. Have the class read the story or read the story to the class.
2. The students will respond with a Quick Write (5 minute write about the story and any questions/thoughts they may have) or they may write their thoughts in a reading journal.
3. Bring all the students together in a group to participate in a discussion about the story. Another option is to split a class into groups of four or five students.
4. During the discussion the students share their ideas about the story.
5. Encourage the students to share their thoughts about the illustrations and the characters.
6. Use questions to begin the conversation. “Who would like to begin? What did you think about this part?”
7. Allow students to read from their Quick Writes or journals.
8. Leave the story available to the students so they may look up a certain point in the story that interested them.

(Adapted from *Grand Conversations: Literature Groups in Action* by Ralph Peterson and MaryAnne Eeds, Scholastic, 1999.)

PART III

In Part III (pp. 45-68), Ríos shares more about his childhood through stories. Ríos begins to explore his pre-teen and teen years and touches upon social and environmental issues as he tells his story. This part of the curriculum will focus on learning about Nogales and the Arizona-Mexico border region, through the lens of geography and current events. Two activities are presented in Part III:

1) LEARNING ABOUT NOGALES, ARIZONA AND NOGALES, SONORA

Arizona Academic Standards Addressed

Social Studies

Strand 3: Civics/Government

Strand 4: Geography

Strand 5: Economics

For Concepts and P.O.s articulated by grade level see <http://www.ade.az.gov/standards/sstudies/articulated/>

Language Arts- Reading

Strand 3: Comprehending Informational Text

Concept 1: Expository Text- Identify, analyze and apply knowledge of the purpose, structures, and elements of expository text.

For P.O.s articulated by grade level see <http://www.ade.az.gov/standards/language-arts/RdgStrand3FINAL.pdf>

2) LEARNING ABOUT CURRENT EVENTS IN THE NOGALES REGION

Arizona Academic Standards Addressed

Social Studies

Strand 1: American History

Concept 10: Contemporary U.S.

Current events and issues continue to shape our nation and our involvement in the global community.

For P.O.s articulated by grade level see <http://www.ade.az.gov/standards/sstudies/articulated/strand1.pdf>

Language Arts- Reading

Strand 3: Comprehending Informational Text

Concept 1: Expository Text- Identify, analyze and apply knowledge of the purpose, structures, and elements of expository text.

For P.O.s articulated by grade level see <http://www.ade.az.gov/standards/language-arts/RdgStrand3FINAL.pdf>

LEARNING ABOUT NOGALES, ARIZONA, UNITED STATES AND NOGALES, SONORA, MEXICO

Resources needed:

Wikipedia entry on Nogales, Arizona: http://en.wikipedia.org/wiki/Nogales,_Arizona

Wikipedia entry on Nogales, Sonora: http://en.wikipedia.org/wiki/Nogales,_Sonora

Information about Nogales, AZ and Nogales, Sonora can be found in the following electronic resources: *Lands and Peoples (Grolier)*, *Encyclopedia Americana (Grolier)*, *Grolier Multimedia Encyclopedia*, and *Grolier Spanish Encyclopedia*.

Compare and contrast both cities using the chart below:

CATEGORY	Nogales, Arizona	Nogales, Sonora
Geography		
Climate		
Demographics		
Economy		
Government		
History		

LEARNING ABOUT CURRENT EVENTS IN THE NOGALES REGION

Resources Needed: An article from the newspaper *Nogales International* (<http://www.nogalesinternational.com>)

Directions: Answer the following questions about your selected article.

Name of Article:

Name of Reporter/Author:

What is the article about?

Who was involved in this event?

Where did this event take place?

When did this event take place?

Why did this happen?

PART IV

In Part IV (pp. 69-116), Ríos provides a recipe for *capirotada* and also recounts his mother's story about meeting his father, moving from England to Nogales, and adjusting to a new life on the Arizona-Mexico border.

Two activities are presented in this section:

1) YOUR FAMILY RECIPE

Arizona Academic Standards Addressed

Social Studies

Strand 4: Geography

Concept 2: Places and Regions

Places and regions have distinct physical and cultural characteristics.

For P.O.s articulated by grade level see <http://www.ade.az.gov/standards/sstudies/articulated/strand4.pdf>

Language Arts- Reading

Strand 3: Comprehending Informational Text

Concept 2: Functional Text- Identify, analyze and apply knowledge of the purpose, structures, and clarity and relevancy of functional text.

For P.O.s articulated by grade level see <http://www.ade.az.gov/standards/language-arts/RdgStrand3FINAL.pdf>

Language Arts-Writing

Strand 3: Writing Applications

Concept 3: Functional Writing

For P.O.s articulated by grade level see <http://www.ade.az.gov/standards/language-arts/writing/strand3.pdf>

2) COLLECTING AN ORAL HISTORY

Social Studies

Strand 4: Geography

Concept 2: Places and Regions

Places and regions have distinct physical and cultural characteristics.

For P.O.s articulated by grade level see <http://www.ade.az.gov/standards/sstudies/articulated/strand4.pdf>

Language Arts- Writing

Strand 3: Writing Applications

Concept 1: Expressive Writing

For P.O.s articulated by grade level see <http://www.ade.az.gov/standards/language-arts/writing/strand3.pdf>

YOUR FAMILY RECIPE

Directions: Read pp. 86-88. This is the recipe for *capirotada* in paragraph form. Change the recipe into a list of ingredients and directions, like a recipe in a cookbook, using the form below. (Hint: when you are finished with your recipe compare it to the recipe printed on pp. 146-147.)

Use this glossary to help you write your recipe:

http://www.foodservices.uwaterloo.ca/foodbuzz/modules/pdfs/HowToFollowRecipe_osu.pdf

Ingredients:

Directions:

Now ask a family member to help you locate a recipe that is used in your family. It does not have to be a fancy recipe, just a dish that your family eats or has eaten in the past. Write the recipe in the same format as above on a separate sheet of paper. Use the food glossary to help you if needed.

Ingredients:

Directions:

COLLECTING AN ORAL HISTORY

Directions: Write down at least ten interview questions to gather information from a family member about his/her childhood or another story from the past. Think of things people can tell you about their first-hand experiences as a child or in the past. Write questions that will require more than a Yes or No answer. Locate a family member for the interview. Use a recording device such as a video camera or sound recorder if possible.

Write your questions below:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Writing up the interview: You can write the interview in narrative (paragraph) form or in question-answer form. Write up the interview on a separate sheet of paper or use a word processing program to type your interview.

PART V

The book *Capirotada* wraps up with more stories about the author's parents as well as his son, Joaquin.

THE ACTIVITY FOR THIS SECTION IS AN AUTHOR STUDY OF ALBERTO ÁLVARO RÍOS.

Arizona Academic Standards Addressed

Language Arts- Reading

Strand 3: Comprehending Informational Text

Concept 1: Expository Text- Identify, analyze and apply knowledge of the purpose, structures, and elements of expository text.

For P.O.s articulated by grade level see <http://www.ade.az.gov/standards/language-arts/RdgStrand3FINAL.pdf>

Language Arts- Writing

Strand 3: Writing Applications

Concept 2: Expository- Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

For P.O.s articulated by grade level see <http://www.ade.az.gov/standards/language-arts/writing/strand3.pdf>

AUTHOR STUDY OF ALBERTO ÁLVARO RÍOS

Resources:

Alberto Álvaro Ríos home page: <http://www.public.asu.edu/~aarios/>

Wikipedia page on Alberto Álvaro Ríos: http://en.wikipedia.org/wiki/Alberto_Rios

Additional resources on Alberto Álvaro Ríos can be found in *Literature Resource Center (Gale)* and *Masterfile Premier (EBSCO)*.

Directions: Use the following questions to guide the author study. The final product of the author study can take many forms, dependent on the teacher's objectives. Some examples are a written report; a poster; a brochure advertising the author's presentation at a mock conference; a PowerPoint presentation; or a web site.

What type of books/stories does Alberto Álvaro Ríos write?

Who are the characters? Are the main characters the same or different in the books that you found/read?

Is the setting similar in all or some of the books? If so, why do you think Ríos chose this particular setting?

Does Alberto Álvaro Ríos publish works in more than one genre?

Are there particular messages that Alberto Álvaro Ríos wants to voice?

Are the characters similar? Compare and contrast the main characters in 2 of the books or stories.

If you put Alberto Álvaro Ríos's books in chronological order by copyright date, does a pattern emerge? If so, what does this tell you about his writing development or sequence?

What in Alberto Álvaro Ríos's life might have influenced his writing?

What do Alberto Álvaro Ríos's books and stories tell you about his culture?

THEMATIC TEXT AND MEDIA SET

The following books and media resources can be used for extension activities, literature circles, personal reading, and enrichment. There is evidence that thematic text sets can increase academic achievement (see <http://tinyurl.com/bojwsg>).

ILLUSTRATED BOOKS

Ada, Alma Flor, 2002, *I Love Saturdays y domingos*, Ill. E. Savadier, Atheneum.
Bunting, Eve, 1997, *A Day's Work*, Sandpiper.
Hammond, Anna, 1993, *This Home We Have Made/Esta Casa Que Hemos Hecho*, J. Matunis; Crown.
Herrera, J.F., 2000, *The Upside Down Boy/El niño de cabeza*, Ill. E. Gómez, Children's Book Press.
Hoffman, M., 2002, *The Color of Home*, Phyllis Fogelman Books.
Jiménez, Francisco, 1998, *La Mariposa*, Houghton Mifflin.
Keegan, Marcia, 1991, *Pueblo Boy: Growing Up in Two Worlds*, Cobblehill Books.
Kuklin, Susan, 1992, *How My Family Lives in America*, Bradbury Press.
Lacapa, Kathleen and Michael, 1994, *Less Than Half, More Than Whole*, Northland.
Levine, Ellen, 1989, *I Hate English!*, Scholastic.
Medina, J., 1999, *My Name is Jorge*, Wordsong/Boyd's Mills Press.
Miller, William, 1997, *Richard Wright and the Library Card*, Lee & Low.
Mora, Pat, 1999, *Tomas and the Library Lady*, Dragonfly Books.
Say, Allen, 1990, *El Chino*, Houghton Mifflin.
Soto, Gary, 1996, *Too Many Tamales*, Putnam Juvenile.

CHAPTER BOOKS

Cantu, Norma, 1997, *Canicula: Snapshots of a Girlhood En La Frontera*, University of New Mexico Press.
Cisneros, Sandra, 1984, *The House on Mango Street*, Vintage Contemporaries Press.
George, Jean Craighead, 1994, *One Day in the Desert*, Harper Collins.
O'Connor, Sandra Day, 2001, *Lazy B: Growing Up on a Cattle Ranch in the American Southwest*, Random House.
Ryan, Pam Muñoz, 2000, *Esperanza Rising*. Scholastic.
Stavens, Ilan (Ed.), 2001, *Wachale! Poetry and Prose about Growing Up Latino*, Cricket Books.

MEDIA RESOURCES

Many westerns in the 1940's-1970's were filmed in and around Nogales. Viewing snippets of these films may help students to visualize Nogales and southern Arizona.

Movies Filmed in Santa Cruz County (courtesy of the Pimeria Alta Historical Society, Nogales)

Ulzana's Ride (1972) • Burt Lancaster & Barbara Davidson. *Rio Rico & Nogales*.
Wild Rovers (1971) • William Holden & Ryan O'Neal. *Nogales & Patagonia*.
Pocket Money (1959) • Paul Newman. *Nogales & Patagonia*.
Hombre (1958) • Paul Newman. *The Santa Rita Mountains & Greaterville*.
Bottom Of The Bottle (1956) • Van Johnson & Joseph Cotton. *Nogales, Tubac & the Santa Cruz Valley*.
Battle Hymn (1956) • Rock Hudson & Martha Hyer. *Nogales*.
Backlash (1956) • Richard Widmark & Donna Reed. *Nogales*.
War Arrow (1954) • Jeff Chandler & Maureen O'Hara. *Nogales*.
Broken Lance (1954) • Spencer Tracy & Robert Wagner. *Patagonia*.
Hondo (1953) • John Wayne, Geraldine Page, James Arness & Ward Bond. *Patagonia*.
David & Bathsheba (1951) • Gregory Peck & Susan Hayward. *Nogales*.
Winchester 73 (1950) • James Stewart. *Rain Valley & Sonoita*.
Red River (1948) • John Wayne & Montgomery Clift. *Elgin*.
Duel In The Sun (1948) • Jennifer Jones, Gregory Peck & Joseph Cotton. *Sonoita & Tumacacori*.
Red River Valley (1941) • Roy Rogers, Gale Storm & Son of the Pioneers. *Patagonia*.

PRIMARY SOURCE SET FROM THE LIBRARY OF CONGRESS



Content Theme: *Capirotada: A Nogales Memoir*
Developed by: Ann Dutton Ewbank, Ph.D.

CONTEXTUAL PARAGRAPH FOR RESOURCE SET:

Capirotada is Alberto Álvaro Ríos's highly regarded and praised memoir of growing up in the 1950's and 60's border town of Nogales, Arizona. It is the 2009 selection for ONEBOOKAZ (www.onebookaz.org), a community reading program. This annotated resource set is part of an interdisciplinary curriculum for students in grades 4-12, aligned with the Arizona Academic Standards in Social Studies and Language Arts (<http://www.ade.az.gov/standards/contentstandards.asp>).

RESOURCE SET

Panorama of **Nogales**, Arizona.
<http://hdl.loc.gov/loc.pnp/pan.6a00639>



Panorama (2) of **Nogales**, Arizona.
<http://hdl.loc.gov/loc.pnp/pan.6a17199>



San Cayetano de Calabasas (Mission, Ruins),
Santa Cruz River Vicinity,
Nogales vicinity, Santa Cruz County, AZ
<http://hdl.loc.gov/loc.pnp/hhh.az0127>



Pete Kitchen Ranch House,
Portrero Creek Vicinity,
Nogales vicinity, Santa Cruz County, AZ
<http://hdl.loc.gov/loc.pnp/hhh.az0194>



Bouteloua and Hilaria [with] Quercus emoryi,
Quercus arizonica, [and] Yucca spp.,
Nogales, Arizona
<http://hdl.loc.gov/loc.award/icuaep.azs101>



[Between] Patagonia and **Nogales**, Arizona
[a view of] Prosopis velutina [and] Quercus spp.
[growing] in Bouteloua and Hilaria
<http://hdl.loc.gov/loc.award/icuaep.azs115>



Bouteloua and Hilaria [with] Quercus sp.
and Yucca spp., **Nogales**, Arizona
<http://hdl.loc.gov/loc.award/icuaep.azs102>



Fort Crittenden (Ruins), Patagonia vicinity,
Santa Cruz County, AZ
<http://hdl.loc.gov/loc.pnp/hhh.az0195>



San Gabriel de Guevavi, Santa Cruz River,
Nogales vicinity, Santa Cruz County, AZ
<http://hdl.loc.gov/loc.pnp/hhh.az0128>



Mexican House, Tubac,
Santa Cruz County, AZ
<http://hdl.loc.gov/loc.pnp/hhh.az0197>



San Jose de Tumacacori (Mission, Ruins),
Tubac vicinity, **Santa Cruz County, AZ**
<http://hdl.loc.gov/loc.pnp/hhh.az0129>



Santa Gertrudes de Tubac (Church),
Tubac, **Santa Cruz County, AZ**
<http://hdl.loc.gov/loc.pnp/hhh.az0198>



Commercial Hotel, State Route 82 Vicinity,
Patagonia, **Santa Cruz County, AZ**
<http://hdl.loc.gov/loc.pnp/hhh.az0196>

