

Unit 6

The Squatter and the Don

by María Ruiz de Burton

Teacher Guide



Core Knowledge®

GRADE 8 Core Knowledge Language Arts®





Unit 6

The Squatter and the Don

María Ruiz de Burton

Teacher Guide

GRADE 8

Core Knowledge Language Arts®



Core Knowledge®

Creative Commons
Licensing This work is licensed under a
Creative Commons Attribution-NonCommercial-ShareAlike
4.0 International License.



You are free:

- to Share—to copy, distribute, and transmit the work
- to Remix—to adapt the work

Under the following conditions: Attribution—You
must attribute the work in the following manner:

*This work is based on an original work of the Core Knowledge®
Foundation (www.coreknowledge.org) made available through
licensing under a Creative Commons Attribution-NonCommercial-
ShareAlike 4.0 International License. This does not in any way
imply that the Core Knowledge Foundation endorses this work.*

Noncommercial—You may not use this work
for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you
may distribute the resulting work only under the same or similar
license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to
others the license terms of this work. The best way to
do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright © 2023 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts™, CKLA™
Core Knowledge®, Core Knowledge Curriculum
Series™, Core Knowledge History and Geography™
and CKHG™ are trademarks of the Core Knowledge
Foundation.

Trademarks and trade names are shown in this book strictly for
illustrative and educational purposes and are the property of their
respective owners. References herein should not be regarded as
affecting the validity of said trademarks and trade names.

ISBN: 978-1-68380-965-4

Contents

The Squatter and the Don

Teacher Guide

Alignment Chart	1
Unit Introduction	10
Lesson 1	16
Lesson 2	27
Lesson 3	40
Lesson 4	51
Lesson 5	64
Lesson 6	75
Lesson 7	85
Lesson 8	92
Lesson 9	96
Pausing Point	101
Teacher Resources	103

Alignment to the Common Core State Standards

The following chart indicates which lessons in the *The Squatter and the Don* unit address content from the Common Core State Standards (CCSS).

Unit 6: <i>The Squatter and the Don</i>		Lessons							
		1	2	3	4	5	6	7	8
Reading Standards for Literature									
Key Ideas and Details									
STD RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓		
STD RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	✓	✓	✓	✓	✓	✓		
STD RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	✓	✓		✓	✓	✓		
STD RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	✓	✓	✓	✓	✓	✓		
STD RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.								
STD RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.			✓	✓	✓			
STD RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.								
STD RL.8.8	(Not applicable to literature)								
STD RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.								
Range of Reading and Level of Text Complexity									
STD RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	✓	✓	✓	✓	✓	✓		
Reading Standards for Informational Text									
STD RI.8.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.								

Unit 6: The Squatter and the Don		Lessons							
		1	2	3	4	5	6	7	8
STD RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.								
STD RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).								
STD RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.								
STD RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.								
STD RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.								
STD RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.								
STD RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.								
STD RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.								
STD RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.								
Writing Standards									
Text Types and Purposes: Argument									
STD W.8.1	Write arguments to support claims with clear reasons and relevant evidence.								
STD W.8.1.a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.								
STD W.8.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.								
STD W.8.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.								
STD W.8.1.d	Establish and maintain a formal style.								
STD W.8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.								

Unit 6: The Squatter and the Don		Lessons							
		1	2	3	4	5	6	7	8
Text Types and Purposes: Informative/Explanatory									
STD W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					✓	✓	✓	✓
STD W.8.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.							✓	✓
STD W.8.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.							✓	✓
STD W.8.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.							✓	✓
STD W.8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.							✓	✓
STD W.8.2.e	Establish and maintain a formal style.							✓	✓
STD W.8.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.								✓
Text Types and Purposes: Narrative									
STD W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.								
STD W.8.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.								
STD W.8.3.b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.								
STD W.8.3.c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.								
STD W.8.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.								
STD W.8.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.								
STD W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)					✓	✓	✓	✓

Unit 6: The Squatter and the Don		Lessons							
		1	2	3	4	5	6	7	8
STD W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)					✓	✓	✓	✓
STD W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.					✓	✓	✓	✓
Research to Build and Present Knowledge									
STD W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.					✓	✓	✓	✓
STD W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.						✓	✓	✓
STD W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.						✓	✓	✓
STD W.8.9.a	Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).								
STD W.8.9.b	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).						✓	✓	✓
Range of Writing									
STD W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓	✓	✓	✓	✓	✓	✓	✓
Speaking and Listening Standards									
Comprehension and Collaboration									
STD SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.8.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓	✓	✓	✓	✓	✓	✓	✓

Unit 6: The Squatter and the Don		Lessons							
		1	2	3	4	5	6	7	8
STD SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.								
STD SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.								
STD SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.								
STD SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)	✓	✓	✓	✓	✓	✓	✓	✓
Language Standards									
Conventions of Standard English									
STD L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓
STD L.8.1.a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.								
STD L.8.1.b	Form and use verbs in the active and passive voice.								
STD L.8.1.c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.					✓		✓	
STD L.8.1.d	Recognize and correct inappropriate shifts in verb voice and mood.*								
STD L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓
STD L.8.2.a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.								
STD L.8.2.b	Use an ellipsis to indicate an omission.								

Unit 6: The Squatter and the Don		Lessons							
		1	2	3	4	5	6	7	8
STD L.8.2.c	Spell correctly.	✓	✓	✓	✓	✓	✓	✓	✓
Knowledge of Language									
STD L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓
STD L.8.3.a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).					✓		✓	
STD L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓
STD L.8.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓	✓
STD L.8.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).						✓	✓	
STD L.8.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.								
STD L.8.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).							✓	
STD L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.							✓	
STD L.8.5.a	Interpret figures of speech (e.g. verbal irony, puns) in context.								
STD L.8.5.b	Use the relationship between particular words to better understand each of the words.	✓	✓	✓	✓	✓	✓	✓	✓
STD L.8.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).								
STD L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓	✓	✓	✓	✓	✓	✓	✓
Reading Standards for Literacy in History/Social Studies									
Key Ideas and Details									
STD RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.								
STD RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.								

Unit 6: The Squatter and the Don		Lessons							
		1	2	3	4	5	6	7	8
STD RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).								
STD RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.								
STD RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).								
STD RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).								
STD RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.								
STD RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.								
STD RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.								
Range of Reading and Level of Text Complexity									
STD RH.6-8.10	By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.								
Reading Standards for Literacy in Science and Technical Subjects									
STD RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.								
STD RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.								
STD RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.								
STD RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .								
STD RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.								
STD RST.6-8.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.								
Integration of Knowledge and Ideas									
STD RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).								

Unit 6: The Squatter and the Don		Lessons							
		1	2	3	4	5	6	7	8
STD RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.								
STD RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.								
STD RST.6-8.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.								
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects									
STD WHST.6-8.1	Write arguments focused on discipline-specific content.								
STD WHST.6-8.1.a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.								
STD WHST.6-8.1.b	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.								
STD WHST.6-8.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.								
STD WHST.6-8.1.d	Establish and maintain a formal style.								
STD WHST.6-8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.								
STD WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.								
STD WHST.6-8.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.								
STD WHST.6-8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.								
STD WHST.6-8.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.								
STD WHST.6-8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.								
STD WHST.6-8.2.e	Establish and maintain a formal style and objective tone.								
STD WHST.6-8.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.								

Unit 6: The Squatter and the Don		Lessons							
		1	2	3	4	5	6	7	8
STD WHST.6-8.3	(See note; not applicable as a separate requirement) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.								
Production and Distribution of Writing									
STD WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.								
STD WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.								
STD WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.								
Research to Build and Present Knowledge									
STD WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.								
STD WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.								
STD WHST.6-8.9	Draw evidence from informational texts to support analysis reflection, and research.								
Range of Writing									
STD WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.								

Introduction

Unit 6: The Squatter and the Don

Welcome

This introduction includes the necessary background information to teach the unit on the novel *The Squatter and the Don*. **For detailed information about the Core Knowledge Language Arts (CKLA) approach to instruction, including reading, writing, grammar, morphology, speaking and listening, differentiation of instruction, and resources available in Grade 8 CKLA, see the Introduction to CKLA on pages 10–20 of the Unit 1 Teacher Guide.**

Lessons and activities address various aspects of a comprehensive language arts curriculum aligned to the Common Core State Standards–English Language Arts (CCSS–ELA): reading, writing, grammar, and morphology. When applicable, Grade 8 also covers Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects (CCSS–RH and CCSS–RST). **Unit 6 contains nine daily lessons, each of which will require a total of ninety minutes, i.e., in schools in which forty-five minutes daily is allocated for English instruction, teachers will typically need to allocate two instructional days for each lesson.** Lesson 9 contains a Unit Assessment that assesses all of the skills taught in the unit. The Unit Assessment at the end of the unit will require one forty-five-minute session.

This unit contains two Pausing Points that may be used for differentiated instruction and have been included on the Pacing Guide on pages 11–12. Following the completion of the *The Squatter and the Don* lessons, several culminating activities are suggested from which teachers may choose.

It is recommended that you spend no more than nineteen instructional days total on this unit. Please refer to the Pacing Guide on pages 11–12 for guidance.

Why *The Squatter and the Don* Is Important

This unit focuses on examining culture and identity within events following the Mexican-American War and the Treaty of Guadalupe Hidalgo. In terms of literary skills, students will focus on analyzing literary elements such as setting, plot, and characterization; making inferences; and identifying themes and their development over the course of a novel.

Students will read selections from an adapted Core Knowledge edition of *The Squatter and the Don* by María Ruiz de Burton.

María Ruiz de Burton was the first Mexican American woman to publish novels in the English language. Ruiz de Burton was born in 1832 to an elite Mexican family living in Baja California. The Mexican-American War broke out in 1846 as a series of skirmishes along the border between Texas and Mexico. In the 1848 Treaty of Guadalupe Hidalgo that ended the war, Mexico ceded to the United States 55 percent of its territory, including present-day California, Nevada, Utah, New Mexico, most of Arizona and Colorado, and parts of Oklahoma, Kansas, and Wyoming. The peninsula of Baja California remained part of Mexico while Alta California became part of the United States. Ruiz de Burton's family, like many others at the time, moved to Alta California and became U.S. citizens.

At age seventeen, Ruiz de Burton married thirty-one-year-old General Henry S. Burton. They settled on a ranch outside San Diego, California, but then moved to the East Coast. After Henry died, Ruiz de Burton returned to her ranch to find that it was occupied by squatters who first came during the Gold Rush around 1849. These experiences provide the basis for Ruiz de Burton's 1885 book, *The Squatter and the Don*. The book features a Mexican-American romance, but Ruiz de Burton was at the time highly critical of U.S. colonialism and racism.

Sharing Experiences in the Classroom

Some students in the classroom who come from varying backgrounds or are perceived as outsiders or different from others may enjoy the opportunities this unit provides to relate and share their own experiences with the class, but others may not. Teachers are encouraged to use their own judgment and may wish to speak ahead of time with students and parents to discover how students feel about sharing their own experiences in class.

Advance Preparation for Unit 6

Review the About the Author section of the Student Reader (pages v–vi). This information can be supplemented with online biographical sources.

Do additional research about the Mexican-American War and the Treaty of Guadalupe Hidalgo to provide context for the book.

Use this link to download the CKLA Online Resources for this unit, where the specific links needed for Advance Preparation may be found: <https://www.coreknowledge.org/free-resource/ckla-unit-6-Squatter-and-the-Don/OnlineResources>

Pacing Guide

The following is an overview and pacing guide to teaching the lessons of this unit.

Lesson 1		Lesson 2		Lesson 3
Day 1	Day 2	Day 3	Day 4	Day 5
Core Connections 45 min Core Connections: Review Prior Knowledge Review Historical Context Introduce the Book	Reading 45 min Read-Aloud: Chapters 1 and 2 Homework: Chapter 3	Reading 45 min Whole Group: Chapters 4 and 5 Homework: Chapter 6	Reading 45 min Small Group: Chapters 7 and 8 Homework: Chapter 9	Reading 45 min Small Group: Chapters 10 and 11 Homework: Chapters 12 and 13

Lesson 3	Lesson 4		Lesson 5	
Day 6	Day 7	Day 8	Day 9	Day 10
Reading 45 min Partners: Chapters 14 and 15	Reading 45 min Close Reading: Chapter 17 Homework: Chapter 18	Reading 45 min Independent: Chapters 19 and 20 Homework: Chapter 21	Reading 45 min Independent: Chapters 22 and 23	Grammar 15 min Introduce Verb Moods Writing 30 min Write an Informative Essay: Plan

Lesson 6		Lesson 7		Lesson 8
Day 11	Day 12	Day 13	Day 14	Day 15
Reading 45 min Small Group: Chapters 24 and 25	Morphology 15 min Introduce Latin and Greek Roots <i>totus</i> , <i>tractum</i> , <i>usus</i> , <i>vacuus</i> , <i>verto</i> , and <i>via</i>	Grammar 15 min Practice Verb Moods	Morphology 15 min Practice Latin and Greek Roots <i>totus</i> , <i>tractum</i> , <i>usus</i> , <i>vacuus</i> , <i>verto</i> , and <i>via</i>	Writing 45 min Write an Informative Essay: Edit and Polish
	Writing 30 min Write an Informative Essay: Plan	Writing 30 min Write an Informative Essay: Draft	Writing 30 min Write an Informative Essay: Share, Evaluate, Revise	

Lesson 8	Lesson 9
Day 16	Day 17
Writing 45 min Write an Informative Essay: Publish	Unit Assessment 35 min Unit Feedback Survey 10 min

Pausing Points	
Day 18	Day 19
Culminating Activity 45 min	Culminating Activity 45 min

Core Connections

The Core Connections section of Lesson 1 provides a broad overview of relevant background knowledge for *The Squatter and the Don*. Considering prior knowledge needed for comprehension is consistent with the CCSS three-part model concerning text complexity (specifically with regard to the qualitative dimension of knowledge demands). Students who had CKLA in earlier grades have had exposure to this relevant background knowledge. For those students, the Core Connections lesson will serve largely as a review of important related content. Students who did not have CKLA in earlier grades might not have prior knowledge of this related content. For those students, the Core Connections lesson provides foundational background knowledge about topics addressed in this unit. The Core Connections lesson ensures that all students have adequate background knowledge for the unit.

During the Core Connections lesson for Unit 6, students will learn about historical events that provide the context for *The Squatter and the Don*, including the Mexican-American War, the Treaty of Guadalupe Hidalgo, the growth of American capitalism, and the settlement of the West. Students will also consider themes of culture and identity, which run through the Grade 8 readings.

Reading

The Squatter and the Don

Unit 6 Reading lessons include comprehensive instruction in reading comprehension, vocabulary, and word work. For detailed information about these components, including reading groupings and comprehension question types, see the Introduction to CKLA on pages 13–17 of the Unit 1 Teacher Guide.

This unit is one of eight CKLA Grade 8 units. It uses a Reader that includes complex text and prepares students in Grade 8 for the increased vocabulary and syntax demands aligned texts will present in later grades.

The CKLA Grade 8 materials are designed to address all CCSS ELA standards at this grade level.

Writing

In this unit, students write and publish an informative essay.

For detailed information about the CKLA approach to Writing and the writing process, see pages 17–18 of Introduction to CKLA in the Unit 1 Teacher Guide.

Grammar

In this unit, students will work on grammar skills involving verb moods.

Students are expected to apply these grammar skills to oral activities, the unit writing project, and other writing throughout Grade 8.

Morphology

In this unit, students will study Greek and Latin roots *totus*, *tractum*, *usus*, *vacuus*, *verto*, and *via*.

Students are expected to apply these morphology skills to oral activities, the unit writing project, and other writing throughout Grade 8.

Speaking and Listening

This unit allows for numerous speaking and listening opportunities, including read-alouds, class discussions, and small-group and partner activities. **For detailed information about the CKLA approach to Speaking and Listening, see page 19 of Introduction to CKLA in the Unit 1 Teacher Guide.**

Assessment

This unit includes a variety of assessment tools, including formative and summative assessments and progress-monitoring assessments targeting specific skills. **For an overview of assessment in CKLA, see pages 19–20 of Introduction to CKLA in the Unit 1 Teacher Guide.**

Activity Book

The Unit 6 Activity Book provides additional practice for students in reading comprehension, writing, grammar, and morphology, as well as student resources, enrichment pages, and opportunities for you to conduct formative assessments. Students will complete some activity pages in class as part of the lessons and other activity pages for homework. Homework is assigned regularly and takes various forms.

The Activity Book also includes Student Resources, which has a glossary of words in the Unit 6 reading selections and resources for the unit writing project.

For detailed information about resources in the Activity Book, see pages 12–13 of Introduction to CKLA in the Unit 1 Teacher Guide.

Teacher Resources

At the back of this Teacher Guide, you will find a section titled “Teacher Resources.” In this section, information is included about the following:

- Glossary for *The Squatter and the Don*
- The Writing Process
- Write an Informative Essay Rubric
- Write an Informative Essay Peer Review Checklist
- Write an Informative Essay Editing Checklist
- Proofreading Symbols
- Activity Book Answer Key

Online Resources

This unit provides links to free Online Resources to support and enrich teaching. You will see references to these resources at point of use throughout the unit. Use this link to download the CKLA Online Resources for this unit, where the specific links for each lesson may be found: <https://www.coreknowledge.org/free-resource/ckla-unit-6-Squatter-and-the-Don/OnlineResources>

Recommended Resources

You should consider various times throughout the day when you might infuse the curriculum with authentic domain-related literature and resources from Core Knowledge providing additional background and context. If you are able to do so, you may recommend students select books from this list.

You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

- CKLA Grade 6 *Independence for Latin America*, <https://www.coreknowledge.org/free-resource/ckhg-unit-6-independence-for-latin-america/student-reader-independence-for-latin-america/>
- CKLA Grade 7 and 8 *A History of the United States*, Volumes 1 & 2, <https://www.coreknowledge.org/free-resource/ckhg-a-history-of-the-united-states/>
- Howells, William Dean. *The Rise of Silas Lapham*. CreateSpace Independent Publishing Platform, 2015. ISBN 978-1512284287
- Ruiz de Burton, María. *Conflicts of Interest: The Letters of María Amparo Ruiz de Burton*. Arte Publico Press, 2001. ISBN 978-1558853286
- Ruiz de Burton, María Amparo. *Who Would Have Thought It?* Penguin Classics, 2009, ISBN 978-0143105879
- Troncoso, Sergio. *A Peculiar Kind of Immigrant's Son*. Cinco Puntos Press, 2019, ISBN 978-1947627338
- Troncoso, Sergio. *Nepantla Families: An Anthology of Mexican-American Literature on Families in Between Worlds*. Texas A&M University Press, 2021. ISBN 978-1623499631

Related Resources for Culturally Responsive Teaching

The following organizations and resources have been identified to support culturally responsive, inclusive, and accurate teaching of the material in this unit. Use this link to download the CKLA Online Resources for this unit, where the specific links to the resources below may be found: <https://www.coreknowledge.org/free-resource/ckla-unit-6-Squatter-and-the-Don/OnlineResources>

Civil Rights Teaching This organization offers lesson materials and readings that promote various interpretations of the civil rights movement and frame it as the long-term efforts of many committed activists and other participants. These resources challenge ideas of civil rights as the product of a few gifted leaders and instead promote it as a movement made up by many people fighting for a common cause.

Embrace Race This organization provides free resources, including video clips, blog posts, and “tip sheets,” for talking with students about race, racism, and how to make changes. There are live and recorded video clip conversations with individuals who have experience and expertise in talking with students about race. You can register for upcoming conversations, as well as watch previously recorded clips.

Facing History and Ourselves This organization provides several free resources, including teaching strategies, to support history education that helps students and educators to think and talk about historical injustices and the relationship between history and our lives.

Learning for Justice The mission of Learning for Justice is to help teachers and schools educate children and youth to be active participants in a diverse democracy. Their website provides free resources to educators—teachers, administrators, counselors, and other practitioners—who work with children from kindergarten through high school.

- **Social Justice Standards** provide a roadmap for antibias education.
- **Let’s Talk** facilitates discussions about race, racism, and other difficult topics with students to provide strategies and facilitate difficult conversations about race and racism that you can also use to build competency when discussing other types of discrimination, such as gender bias, ableism, and religious or anti-LGBT persecution.
- **Teaching the Movement** provides resources for teaching about the civil rights movement in the United States.
- **Critical Practices** offers practical strategies for accomplishing academic and social-emotional goals side by side.
- **Civil Rights Done Right** is a set of resources and curriculum improvement strategies to support educators in cultivating a deeper understanding of civil rights history.

Lesson 1

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Core Connections	45 min	Review Prior Knowledge Review the Historical Context Introduce the Book	<i>The Squatter and the Don</i> Map showing land ceded in the Treaty of Guadalupe Hidalgo Videos of Mexican-American War and the Treaty of Guadalupe Hidalgo
DAY 2: Reading	45 min	Read-Aloud: Chapters 1 and 2	<i>The Squatter and the Don</i> Activity Pages 1.2, 1.3
Take-Home Material	*	Reading	Activity Pages 1.1, 1.4, SR.1

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Connections

Explain the impact of the Mexican-American War and the Treaty of Guadalupe Hidalgo.

Explain how the experiences of María Ruiz de Burton contributed to her perspective and point of view in *The Squatter and the Don*.

Reading

Cite textual evidence to support an analysis of what the text says explicitly and inferences drawn from the text. (RL.8.1)

Describe the setting of the story. (RL.8.2)

Identify main characters of the story and make predictions of how they will influence the plot. (RL.8.3)

Determine the meaning of words and phrases as they are used in the text. (RL.8.4)

Speaking and Listening

Ask and answer questions about the text. (SL.8.1, SL.1.a-d, SL.8.2)

Adapt speech to a variety of contexts and tasks, including the appropriate use of formal English. (SL.8.6)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, including punctuation and spelling. (L.8.1, L.8.2, L.8.2.c, L.8.3)

Determine or clarify the meaning of words using a range of strategies. (L.8.4, L.8.4.a, L.8.5.b, L.8.6)

Academic Vocabulary

Academic vocabulary words support reading comprehension and may appear across a variety of materials, in language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions. Where applicable, general academic words are used throughout the unit, as they refer to all subjects—reading, writing, grammar, and morphology. They may appear in directions, assessments, activity pages, and discussion questions, among other places.

These words are underlined the first time they appear in a lesson. You may wish to define these words and use them intentionally throughout the unit so students hear them used in multiple ways; it is not necessary to teach the words ahead of time.

Following the word list is a chart of applicable Spanish cognates. Providing Spanish cognates may support Spanish-speaking students in comprehending the words in English.

1. **character arc**, *n.* the transformation of a character over the course of a story
2. **characterization**, *n.* how the author presents and develops a character's traits
3. **conflict**, *n.* a literary element that involves a struggle between two opposing forces that is central to the plot
4. **dialogue**, *n.* words spoken by characters in a story
5. **dramatic irony**, *n.* a literary device through which the audience knows something that the character does not
6. **figurative language**, *n.* language that goes beyond the literal meaning of words or phrases
7. **foreshadowing**, *n.* a literary device in which the author hints at what will happen later in the story
8. **literary device**, *n.* any technique that an author uses to produce a specific effect and to convey their message
9. **metaphor**, *n.* a figure of speech that makes a comparison by relating one thing to another
10. **mood**, *n.* the overall feeling of a story
11. **plot**, *n.* the sequence of events in a story
12. **point of view**, *n.* the perspective from which a narrative is told; what the narrator sees in relation to the events of the story
13. **simile**, *n.* a figure of speech comparing two unlike things, using the words *like* or *as*
14. **theme**, *n.* the central idea, message, or lesson that the author wants to convey to readers

Spanish Cognates for Academic Vocabulary in *The Squatter and the Don*

conflicto

ironía dramática

diálogo

tema

ADVANCE PREPARATION

Core Connections

- Find a map showing the Mexican Cession in the Treaty of Guadalupe Hidalgo.
- Cue up the video that provides an overview of the Mexican-American War and the Treaty of Guadalupe Hidalgo (optional).

Reading

- Write the purpose for reading on the board/chart paper: *To understand how the author establishes the setting of The Squatter and the Don.*

Use this link to download the CKLA Online Resources for this unit, where the specific links to the map and video can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-6-Squatter-and-the-Don/OnlineResources>

DAY 1

CORE CONNECTIONS

45 minutes

Introduce the Text

10 minutes

- Tell students that they will be reading *The Squatter and the Don*, a novel written by María Ruiz de Burton and published in 1885. Explain that Ruiz de Burton was the first Mexican American woman to publish books in the English language in the United States.
- Explain that *The Squatter and the Don* connects to the theme of *identity* that runs through the Grade 8 readings. For example, Unit 1, *Us in Progress*, shared the perspective of young Latinos in modern America.
- Remind students of the “windows and mirrors approach” to fiction that they learned in Unit 1. Fiction offers a window into the experiences and culture of others, as well as a mirror in which we can see ourselves reflected. Encourage students to think about how windows and mirrors help us to think about identity as a theme.
 - o Remind students that *identity* encompasses who a person is. It includes their characteristics and personality traits. Lead the class in a brief discussion of the traits that create one’s identity. Ask students to give some examples and write them on the board. (*Possible responses: ethnicity, gender, age, sexual orientation, physical abilities, and personal values*)
 - o Tell students that our identities are impacted by what we think of ourselves, our environment, our actions, and the people who surround us.
 - o As they read *The Squatter and the Don*, encourage students to think about the factors that shape the identities of the characters they encounter.
- Explain that *The Squatter and the Don* is historical fiction. As a genre, historical fiction takes place in the past.

- Explain that the novel deals with social issues. Point out that María Ruiz de Burton was highly critical of the U.S. government and used her fiction as a platform to bring social issues to light. Ask students to think about why the novel (or novels in general) might be a vital medium for this purpose. (*Possible responses: A novel may reach new audiences; it may help readers to think about experiences, perspectives, and ideas that are not their own.*)

Introduce the Historical Context

15 minutes

- *The Squatter and the Don* places fictional characters in historical context. It takes place in Southern California in the decades following the Mexican-American War. It also introduces real historical figures, including railroad entrepreneurs and politicians Leland Stanford and Tom Scott. Understanding the historical context is helpful in understanding the challenges that the characters face.
- Invite students to share what they know about the Mexican-American War and the growth of the railroads in this time period.
- Pioneers used the California Trail to move west from about 1845 to 1869. Among the things that attracted new settlers to California was the California Gold Rush, which began in 1849.
- The Homestead Act of 1862 gave any adult citizen who had never fought against the U.S. government the right to claim 160 acres of land, as long as they agreed to live on and cultivate, or improve, the land.
- The legislation displaced many people already living on the land, including Native Americans and Mexican Americans. The latter is the subject of *The Squatter and the Don*.
- The Transcontinental Railroad was completed in 1869. The railroad made it possible to travel from New York to San Francisco in a single week. It also pioneered government-financed capitalism.
- Major railroads, including the Central Pacific, were funded by land grants, government loans, and government-guaranteed bonds. When the loans came due, the investors refused to pay. This is what earned the early railroad pioneers the moniker “robber barons.”

Note to the Teacher: You may consider having students begin a word web of ideas of 1800s America. Have them work together as a class or in small groups to brainstorm words that they associate with this time period. Some ideas might include *expansionism*, *robber barons*, *monopolies*, *big business*, *railroad magnates*, etc. Have students add ideas as they read the novel.

Think-Pair-Share Have students think about what they have learned about American history. Ask students to turn to a partner and share how they think the historical context may impact the story. As students share what they learned, record the information. Accept reasonable answers.

Introduce the Reader

15 minutes

- Ensure each student has a copy of the Core Knowledge Reader *The Squatter and the Don*.
- Read the title with students. Ask students what they think of when they hear the word *squatter* and what they think of when they hear the word *don*. Guide students to recognize

that these are on either end of the class structure: a *squatter* is a person who lives on someone else's land without paying. A *don* is a Spanish term for a gentleman.

- Have students turn to the table of contents. Either read several chapter titles aloud, or have students read them. Ask students to use the table of contents to predict what they think the story will be about.
- Give students a few moments to flip through the Reader and comment on the images they see.
- Read aloud the About the Author on pages v and vi as students follow along.
- Then, read or ask several students to read through the “List of Characters” on pages 1–6. The characters are listed alphabetically, and short descriptions are provided. Remind students that they can refer back to this character list as they read the novel. Instruct students to take a few minutes to read and identify particular character traits (relationships, jobs, other identifying details) mentioned in the “List of Characters” and predict what role these characters and characteristics may play in the novel to come. Then call on a few volunteers to share their thoughts.

Turn and Talk: Ask students to discuss María Ruiz de Burton's life story, the impetus for the novel, and what they have learned about Ruiz de Burton's influences in a Turn and Talk activity. Ask students to consider how this information might be reflected in the novel they are about to read. Have students turn to a partner and discuss their thoughts and ideas. As time allows, invite a few students to share what they discussed with their partner with the rest of the class.

Wrap Up

5 minutes

- **Think-Pair-Share** Have students think about what they learned about María Ruiz de Burton's life, the historical setting of her novel, and the concept of identity. Have students jot down some ideas, as well as any questions they may have about the novel or the historical context. Students should then turn to a partner and share their thoughts. If there is time, have students share some of their ideas with the rest of the class.
- Tell students they will read the first two chapters of *The Squatter and the Don* in the next class and think more about identity and justice in the United States in the 1800s.

DAY 2

READING

45 minutes

Read Aloud: Chapters 1 and 2 [pages 7–20]

Introduce the Chapters

10 minutes

- Tell students you will read aloud Chapters 1 and 2 of *The Squatter and the Don*. They should follow along in their book as you read.
- Have students turn to page 7, where Chapter 1 begins.

Core Vocabulary

Note to Teacher: In the Reader, other challenging vocabulary may be depicted with a bold font and then defined at the bottom of the page. Some teachers may prefer to also preview core vocabulary as it is encountered on each page.

- Preview the core vocabulary words before reading each chapter.
- Begin by telling students that the first vocabulary word they will encounter in the chapter is *fatality*.
- Have students find the word on page 8 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity Page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 1.2 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

Chapter 1

1. **fatality, *n.*** death caused by an accident or violence (**8**)
2. **disapprove, *v.*** to have an unfavorable opinion of (**9**)
3. **precisely, *adv.*** exactly; without vagueness (**11**)

Chapter 2

4. **meditations, *n.*** thoughts (**13**)
5. **attorney general, *n.*** the lead person representing a state or country in legal proceedings (**14**)
6. **remand, *v.*** to return to a lower court to reconsider (**16**)
7. **litigation, *n.*** the process of taking legal action (**17**)
8. **reflection, *n.*** serious thought or consideration (**18**)
9. **genial, *adj.*** friendly; good-natured (**18**)

Vocabulary Chart for Chapters 1 and 2

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	attorney general remand litigation	fatality disapprove precisely meditation reflection genial
Spanish Cognates for Core Vocabulary		<i>fatalidad</i> <i>desaprobar</i> <i>meditación</i> <i>reflexión</i>
Multiple-Meaning Core Vocabulary Words		meditation reflection
Sayings and Phrases	set his teeth tightly made the acquaintance of	

- Read the purpose for reading from the board/chart paper:

To understand how the author establishes the setting of *The Squatter and the Don*.

Read the Chapters

25 minutes

Read the chapters aloud as students follow along in their Readers. Then, read and discuss the corresponding guided reading supports, rereading text as necessary to support the discussion. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

Throughout this lesson and other lessons in the Teacher Guide, you will see certain questions or activities labeled either **SUPPORT** or **CHALLENGE**. These questions and activities are not intended to be used in all situations. The items labeled **SUPPORT** provide additional scaffolding and should be used with classes that would benefit from additional support. The items labeled **CHALLENGE** should be used with classes that would benefit from additional enrichment opportunities.

[pages 9–10]

Inferential How do Mr. and Mrs. Darrell view their situation differently? What do they say that helps you understand this?

- o Mr. Darrell is much more critical of the family’s situation than is Mrs. Darrell. He says that they are “poor” and that he hates being called a “squatter.” Mrs. Darrell focuses on the fact that they are still together. Another difference is that Mrs. Darrell views the family as squatters while Mr. Darrell believes he acquired the land legally, so they should not be viewed as squatters.

Literal What advice does Mrs. Darrell give Mr. Darrell to learn from past mistakes?

- o She wants him to get land that is clearly not owned by anyone else. She tells him not to buy any land that is still in litigation.

[pages 11–12]

Literal What happened in the Napa and Sonoma Valleys?

- o The land that Mr. Darrell acquired from a Mexican grant for his family to live on was taken away, so he had to abandon it. They had lived there for twenty years before they were forced to leave.

Literal Why does Mr. Darrell think that San Diego will be a good location to move his family?

- o He believes that the railroad will be coming to San Diego and will provide a direct route to the East, which will increase the value of the land.

Inferential How does understanding the setting help you understand the conversation between Mr. and Mrs. Darrell?

- o The story takes place in California in the late 1800s, after Mexico has ceded this land to the United States and California has become a state. The country is still growing. The railroads are being built, bringing settlers to the West. People are settling on land that was once part of Mexico; the courts are settling ownership, but this sometimes takes many years. This is the context in which Mr. and Mrs. Darrell discuss the loss of land in the past and their hopes of acquiring land in the future.

SUPPORT: Note that the characters and setting are shown through the dialogue between the two characters. As you read, consider how the author uses dialogue to advance the plot.

Stop and Jot Have students stop and jot a *who, what, when, where, why, or how* question about the setting and Mr. and Mrs. Darrell’s situation. As time allows, invite a few students to share their questions and discuss answers. Explain that sometimes they will need to keep reading in order to find an answer.

[page 13–15]

SUPPORT: [Read aloud the title of Chapter 2. Refer to the list of characters on page 1 to remind students that Don Mariano Alamar is the wealthy owner of the Alamar rancho.]

Turn and Talk Point out the title of Chapter 2. Have students turn to a partner and predict what they think this chapter will reveal. Ask: “How do you think the don’s view will differ from that of the squatter?” After you read the chapter, have students reflect on their predictions.

Literal What is troubling Don Mariano?

- o He is worried about the fact that more squatters are coming onto his land.

Inferential What does the fact that Doña Josefa guesses what has upset the don reveal about the situation?

- o This is an ongoing or recurring conflict that preoccupies the don often.

SUPPORT: The sentence “There will be more rifles for my cattle” refers to the fact that the squatters are killing the cattle. This introduces a conflict between the don and the squatters and the reason that he is so frustrated by the situation. In addition to having the right to his land questioned, he is losing his cattle—even before the situation is settled by the courts.

Literal Who is George Mechlin? Why do the Alamars think he might be able to help?

- o George is a friend of the Alamars and is engaged to Elvira. He has an influential uncle.

[pages 16–17]

Inferential Why is Don Mariano concerned about having the case remanded for a new trial?

- o A new trial will take a long time. As Don Mariano awaits a decision, the settlers will plant crops and kill his cattle. The settlers have already killed off much of his herd, and he is concerned that not getting an answer quickly will result in the loss of many more cattle. He also discusses the fact that, alternatively, the settlers force him to pay to get his cattle back.

SUPPORT: The attorney general is the person in charge of determining what to do with competing claims on land once owned by Mexicans in California. The attorney general can dismiss a case that rejects Don Mariano’s claim on the land, or he can remand it, which means it would return to a lower court for reconsideration.

Literal What evidence in the text shows that the Alamars feel that the United States has not treated them well?

- o Doña Josefa refers to the United States as having “no sympathies for us.” Don Mariano recounts how the law works against the owners of the ranchos in favor of the squatters.

Inferential Don Mariano says, “I felt bitter against my people.” Whom does he mean by “my people”? What does this reveal about his identity?

- o By “my people,” Don Mariano means Mexicans. He identifies as a Mexican.

SUPPORT: In 1848, the signing of the Treaty of Guadalupe Hidalgo brought an official end to the Mexican-American War. Through the treaty, Mexico ceded to the United States over half of its territory. The people living on the land could choose American citizenship. However, the United States did not always honor or protect the claims that those people had made to the land when it was part of Mexico.

[pages 18–19]

Inferential George says he “never imagined we had acted so badly.” Whom does George mean by “we”? What does this reveal about George’s identity?

- o By “we,” George means his country, the United States. He identifies as an American. [This is also evident on page 17, when George refers to “our treaty with Mexico.”]

Evaluative What do you think about George’s assessment that the United States had “acted so badly”? Do you agree?

- o Answers may vary, but most students will likely sympathize with the don's predicament in not having the United States protect his title to the land.

[pages 19–20]

Literal Why have the Mechlins moved to California?

- o James Mechlin, George's father, was not well when he visited San Diego, but he responded so well to the climate there that he bought a country house.

Literal How did the Mechlins and Alamars become acquainted?

- o Caroline and Lizzie Mechlin get to know the Alamars, and Lizzie marries Gabriel, the Alamars' older son. George Mechlin is engaged to marry Elvira, one of the Alamars' daughters.

New Concept: Just as stories have predictable plot elements, so too they often have character arcs. A character arc describes the transformation of a character over the course of a story. The change is often fundamental, such that a character's traits, goals, and other qualities may be very different by the end of the story. The character arc begins with the introduction of the character and reveals changes in response to events during the story.

Turn and Talk: Have students choose one of the main characters. Ask students to discuss these questions with a partner: What adjectives would you use to describe this character? How do you think the character will change over the course of the story?

SUPPORT: There are a lot of characters to keep track of. Suggest that students routinely refer to the list of characters on pages 1–6. They may also benefit from creating a graphic organizer. This might include a T-chart with the don and his family on one side and the squatters on the other and/or one or more family trees or word webs to show key relationships.

Discuss the Chapters and Wrap Up the Lesson

10 minutes

Remind students of the purpose for reading:

To understand how the author establishes the setting of *The Squatter and the Don*.

For each question, have students cite the specific passage in the text that provides the information needed to answer the question. If students have difficulty responding to the questions, reread pertinent passages. If students give one-word answers and/or fail to use appropriate vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Have students answer in complete sentences by restating the question in their responses. It is highly recommended that students answer at least one question in writing and that several students share their writing as time allows.

- Use the following questions to discuss the chapter.
1. **Literal** What conflict is introduced in these opening chapters? How does author María Ruiz de Burton introduce the two sides of the conflict?
 - o The conflict is between the Mexican owners of ranchos and Americans who stake claims on this land under U.S. law. More specifically, it is between Don Mariano, the owner of the rancho, and Mr. Darrell, the squatter. Chapter 1 provides the perspective of the Darrells, and Chapter 2 provides the perspective of the Alamars.

2. **Inferential** Based on the first two chapters, what can you infer about the author’s opinion of the Treaty of Guadalupe Hidalgo?
 - o She is highly critical of the treaty because it did not protect the rights of Mexicans on land that was ceded to the United States.
3. **Evaluative** At this point in the story, would you say that the author gives equal voice to each side of the conflict—that is, the squatters and the dons? Why or why not?
 - o Answers may vary. Students should note that each of the two chapters focuses on the viewpoint of one side, in which the characters reveal past difficulties as well as current concerns.
4. **Evaluative** How do you believe the historical context will be explored in the story, through themes, events, and characters?
 - o Answers will vary. Accept all reasonable answers.

Take-Home Material

Reading

- Distribute copies of Letter to Family on Activity Page 1.1 for students to share with their families.
- Have students take home the glossary on Activity Page SR.1 for use as a reference during this unit.
- Assign students Activity Page 1.4 to complete as homework as they read Chapter 3 (pages 21–29).

Lesson 2

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Whole Group: Chapters 4 and 5	<i>The Squatter and the Don</i> Activity Pages 2.1, 2.2, 2.3
DAY 2: Reading	45 min	Small Group: Chapters 7 and 8	<i>The Squatter and the Don</i> Activity Pages 2.5, 2.6
Take-Home Material	*	Reading	Activity Pages 2.4, 2.5, 2.7

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Cite textual evidence to support an analysis of what the text says explicitly and inferences drawn from the text. (RL.8.1)

Determine the themes in the text. (RL.8.2)

Explain how dialogue drives the action in the text. (RL.8.3)

Determine the meaning of words and phrases as they are used in the text. (RL.8.4)

Speaking and Listening

Ask and answer questions about the text. (SL.8.1, SL.8.1.a-d, SL.8.2)

Adapt speech to a variety of contexts and tasks, including the appropriate use of formal English. (SL.8.6)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, including punctuation and spelling. (L.8.1, L.8.2, L.8.2.c, L.8.3)

Determine or clarify the meaning of words using a range of strategies. (L.8.4, L.8.4.a, L.8.5.b, L.8.6)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *To determine themes in The Squatter and the Don.*

Whole Group: Chapters 4 and 5 [pages 30–41]

Review

5 minutes

- Begin by reviewing the previous lesson's homework (Activity Page 1.4). Ask a volunteer to summarize what has happened so far. Ask another volunteer to predict what will happen next.

Introduce the Chapters

5 minutes

- Tell students they will read Chapters 4 and 5.
- Have students turn to page 30, where Chapter 4 begins.

Core Vocabulary

- Preview the core vocabulary words before reading each chapter.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *stance*.
- Have students find the word on page 31 of the Reader.
- Have students reference Activity Page 2.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

Chapter 4

1. **stance, *n.*** an attitude toward or opinion of something **(31)**

Chapter 5

2. **proposition, *n.*** a suggested plan of action, as in a business deal **(34)**
3. **anecdotes, *n.*** brief accounts of a real event **(34)**
4. **salutation, *n.*** a gesture or comment made to recognize someone's arrival or departure **(35)**
5. **indifferent, *adj.*** lacking interest or concern **(35)**
6. **irony, *n.*** a situation that is the opposite of what one expects **(35)**
7. **rejoinder, *n.*** a witty reply **(35)**
8. **impoverish, *v.*** to make poor or bring into poverty (**impoverished**) **(39)**

Vocabulary Chart for Chapters 4 and 5		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	salutation irony rejoinder	stance proposition anecdotes indifferent impoverished
Spanish Cognates for Core Vocabulary	<i>ironía</i>	<i>proposición</i> <i>anécdotas</i> <i>indiferente</i>
Multiple-Meaning Core Vocabulary Words	salutation irony	proposition
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

To determine themes in *The Squatter and the Don*.

Read the Chapters

25 minutes

Turn and Talk: Before beginning the chapter, have students turn to a partner and discuss the meaning of the title to Chapter 4: “Efforts to Right the Wrong.” To what does the “wrong” refer? Have students predict what they think will happen in this chapter. After reading the chapter, have partners return to discuss their predictions.

Have individual students take turns reading the chapters aloud. You may also alternate between having students read aloud and read silently. Occasionally pause to ask questions in order to check for understanding and draw students’ attention to key vocabulary and concepts. Use the guided reading supports listed below for this purpose.

[pages 30–31]

Literal What does Mrs. Darrell ask Clarence to do?

- o She asks him to ask if the land has been rejected and is free and, if it is not, to pay for the land.

Literal To what litigation is Mrs. Darrell referring?

- o Mrs. Darrell is referring to the legal proceedings in which the title to the land is questioned.

Inferential What does the conversation between Mrs. Darrell and her son reveal?

- o Mrs. Darrell doesn't trust her husband to make sure that the land is free of litigation.

SUPPORT: Mrs. Darrell made the same request of her husband when he went to look at the land. See the conversation between them in Chapter 1.

[pages 32–33]

Literal What problem does the litigation present for Mr. Darrell?

- o If the court sides with Don Mariano, Mr. Darrell would lose his claim to the land.

Literal How does Mr. Darrell resolve this problem?

- o He agrees to vacate or to pay Don Mariano for the land if the court decides that the land rightfully belongs to the Don.

Turn and Talk: Present the following question: “Toward whom do you feel more sympathy: Don Mariano or Mr. Darrell?” Have students turn to a partner and talk about their thoughts and ideas. As time allows, invite a few students to share what they discussed with their partner.

[pages 34–37]

Inferential Why were the settlers likely to view Clarence differently than Don Mariano or Mr. Mechlin?

- o They believed that Clarence had claimed his land in the same way that they had. He was of a similar background and socioeconomic class.

Literal What is Don Mariano's goal in meeting with the settlers?

- o He wants to find a way to protect his cattle.

Literal What does Don Mariano propose to the settlers?

- o He suggests they grow vineyards or fruit trees or tend to cattle rather than growing grain. He offers to provide each of the settlers with several cattle that they can pay for in a few years, after they have made money. He also offers a quitclaim deed ceding his rights to the land they have claimed. In return, he asks that they stop capturing or killing his cattle and fence in their land.

SUPPORT: Gasbang's comment that there is no capital means that none of the settlers have money to invest in buying cattle. Planting crops on the land is affordable, but the settlers also have no money to build fences around their crops, so there is no way to keep the cattle from damaging their crops. This is a main conflict between the squatters and the don.

Literal What evidence is there that the settlers are suspicious of Don Mariano's motives?

- o They suggest that he plans to take their homesteads in return and argue that this is a ploy to force them to fence their land.

[pages 38–39]

SUPPORT: The “stock business” refers to livestock, or cattle ranching.

Literal How does Don Mariano appeal to the settlers' desire to make money?

- o He argues that a fruit orchard or vineyard will be more profitable than grains. Because an orchard or vineyard takes up less land, it can also be fenced affordably. He uses the example of Miller to show that planting crops is risky. He guides the men to see that killing the cattle is in no one's interest and will impoverish the entire county.

Literal How does Don Mariano propose to irrigate the land and divide up the cattle?

- o He agrees to pay for half of the expense to irrigate the land. He proposes to keep half of his cattle and divide the other half among the settlers.

[pages 40–41]

SUPPORT: Tell students that *vaquero* is the Mexican word for “cowboy.”

Literal What evidence is there that the conflict is—at least in part—a conflict between classes or cultures?

- o The settlers say that they are not *vaqueros*. They have no experience with cattle. They accuse Clarence of favoring the aristocracy.

Inferential What does Clarence mean when he says: “It would be wiser to make laws to suit the county and not expect that the county will change its character to suit absurd laws”?

- o He believes the laws should respect the county's history. This means defending the interests of ranchers over those of grain farmers.

Discuss the Chapters and Wrap Up the Lesson

10 minutes

Remind students of the purpose for reading:

To determine themes in <i>The Squatter and the Don</i> .
--

Explain that *The Squatter and the Don* explores several themes. Guide the class to brainstorm a list of ideas or simple sentences about these themes. Record their responses on the board. Students may offer the following ideas:

- loyalty/respect
- justice
- family
- morality
- romantic love/love at first sight
- power
- change
- multiculturalism vs. cultural differences

Have students use Activity Page 2.3 to record their ideas about two or three of these themes. As they read further, students should add notes about how the theme is developed. Explain that you will return to discuss the book's themes in future lessons.

Take-Home Material

Reading

- Have students take home Activity Page 2.4 to complete as they read Chapter 6 (pages 42–51).

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *To examine how dialogue drives the action in The Squatter and the Don.*

DAY 2

READING

45 minutes

Small Group: Chapters 7 and 8 [pages 52–77]

Review

5 minutes

- Begin by reviewing the previous lesson's homework (Activity Page 2.4).
- Focus on how Chapter 6 develops the book's themes. Suggest that students continue to reflect on the development of these themes as they read.

Introduce the Chapters

5 minutes

- Tell students they will read Chapters 7 and 8.
- Have students turn to page 52, where Chapter 7 begins.

Core Vocabulary

- Preview the core vocabulary words before reading each chapter.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *aloof*.
- Have students find the word on page 55 of the Reader.
- Have students reference Activity Page 2.5 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

Chapter 7

1. **aloof, *adj.*** cool and distant (55)
2. **suppress, *v.*** to restrain; to hold back (56)
3. **resolve, *n.*** determination; single-mindedness (57)
4. **redouble, *v.*** to make twice as great; to intensify (59)
5. **renounce, *v.*** to refuse; to repudiate (61)
6. **agitated, *adj.*** disturbed and upset (62)
7. **dishonorable, *adj.*** shameful (65)
8. **exquisite, *adj.*** intense (65)
9. **expanse, *n.*** something that is wide and spread out (66)

Chapter 8

10. **mute, *adj.*** silent (67)
11. **inclination, *n.*** a tendency toward something (69)
12. **authorize, *v.*** to officially endorse or permit (70)
13. **clarify, *v.*** to make clear (72)
14. **solicitor general, *n.*** the law officer directly below the attorney general (73)
15. **singular, *adj.*** highly unusual (73)
16. **despoil, *v.*** to strip of (**despoiled**) (74)
17. **comply, *v.*** to conform or follow as required or requested (76)
18. **convene, *v.*** to gather; to come together (**convenes**) (76)
19. **survey, *v.*** to have measurements taken in order to determine the form, extent, and position of land or property (**surveyed**) (76)

Vocabulary Chart for Chapters 7 and 8

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	redouble solicitor general singular despoiled surveyed	aloof suppress resolve renounce agitated dishonorable exquisite expanse mute inclination authorize clarify comply convenes
Spanish Cognates for Core Vocabulary	<i>singular</i>	<i>resolver</i> <i>agitado</i> <i>exquisito</i> <i>mudo</i> <i>inclinación</i> <i>autorizar</i> <i>clarificar</i>
Multiple-Meaning Core Vocabulary Words	singular surveyed	suppress resolve agitated exquisite mute inclination clarify

Vocabulary Chart for Chapters 7 and 8	
Sayings and Phrases	faint heart never won fair lady made up for lost time put her at her ease on the contrary in vain does him justice black sheep

- Read the purpose for reading from the board/chart paper:

To examine how dialogue drives the action in <i>The Squatter and the Don</i> .
--

Establish Small Groups

Before reading the selections, divide students into two groups using the following guidelines:

- **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text and completing Activity Page 2.6 together. This is an excellent time to make notes in your anecdotal records.
- **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the text, discuss it with others in Small Group 2, and then complete Activity Page 2.6. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 2.6 correctly. You may choose to do one of the following to address this:
 - o Collect the pages and correct them individually.
 - o Provide an answer key for students to check their own or a partner’s work after they have completed the activity page.
 - o Confer with students individually or as a group at a later time.

Read the Chapters

25 minutes

The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim. After students read several lines of text, ask students if they have any questions, if anything was confusing, or if anything was hard to understand.

[page 52]

Inferential How does Don Mariano feel about the weddings of his sons to Lizzie and Elvira Melchin? Why?

- o He is happy for them. He may be glad to tie his family to the Melchins, who are an elite and influential family.

[pages 53–54]

Literal What do you learn about Doña Josefa’s concerns from her conversation with her daughters?

- o She is concerned about Mercedes because she knows that Mercedes is in love with Clarence.

Literal Why do Carlota and Rosario urge their mother to send Mercedes away?

- o They are opposed to a romance between Mercedes and a squatter.

Inference Why does Don Mariano have a different opinion about Clarence than the rest of his family?

- o Don Mariano is the only one who knows that Clarence has paid for his land. The rest of the family view him as a squatter.

CHALLENGE: Forbidden love is a common literary theme. What makes this love forbidden? How does this compare to other stories and films about forbidden love that you may know of, such as *Romeo and Juliet*, *West Side Story*, or *Titanic*?

[pages 55–58]

Inferential What does the fact that Clarence is standing aloof from the crowd suggest?

- o His unhappiness makes it difficult for him to interact. He wants to be alone.

Literal How does the conversation between Don Mariano and Clarence affect the plot?

- o After Clarence confesses his love for Mercedes, Don Mariano encourages him to pursue her. Clarence is bolstered by Don Mariano’s support and confidence and decides to board the steamer to seek out Mercedes.

SUPPORT: *Faint heart never won fair lady* is a proverb that originated in the Middle Ages. It means that one must take risks in order to achieve a goal.

[pages 59–60]

Inferential Why are Elvira’s “beautiful eyes . . . filled with tears”? What do you learn about Elvira from this paragraph? What do you learn about George?

- o She is upset to be leaving home. She loves her home and family. George also does not like the idea of moving away and wants to make Elvira happy.

Evaluative What do you think influenced Clarence to board the steamer: the telegrams he received or his wish to be with Mercedes? What evidence in the text supports your response?

- o Answers will vary. Some students will note that he received telegrams immediately before boarding. Others will note that he is clearly infatuated by Mercedes, lamented the fact that he hadn’t had an opportunity to speak with her before she boarded, and was inspired by Don Mariano’s words.

[pages 61–64]

Inferential Read the dialogue between Clarence and Mercedes on pages 61–63. How does their conversation move the plot forward?

- o Clarence declares his love for Mercedes, who explains that it was her mother's objection that sent her away.

New Concept: *Dramatic irony* is a literary device used to build suspense or humor. It describes a situation in which the audience knows something that one or more characters do not.

Inferential Why does Doña Josefa disapprove of Clarence? Why is this an example of dramatic irony?

- o She believes he is a squatter. Doña Josefa would no doubt very much approve of Clarence if she knew the real situation. This is an example of dramatic irony because the reader knows he is not a squatter, but Josefa does not.

SUPPORT: Clarence is worried that Doña Josefa disapproves of him making money in mining stocks because some people believed investing in the stock market was like gambling and was not an honest way to make a living. The conversation suggests that this is a view the author may have shared.

[pages 65–66]

Literal Why does Mercedes hold back from telling Clarence how she really feels?

- o She has promised her mother not to encourage him.

Evaluative Do you think the use of dialogue in this chapter is effective? Why or why not?

- o Answers may vary. Students should note that the dialogue enables the author to introduce the thoughts and feelings of various characters and to convey their feelings about one another through their interactions. Some students may feel that the dialogue does not feel authentic.

[page 67]

Inferential What is Mercedes's dilemma?

- o She loves Clarence but has promised not to encourage him because her mother disapproves.

[pages 68–70]

Literal Why does Clarence not tell his father about paying Don Mariano for the land?

- o He doesn't tell his father out of respect for him.

Evaluative What is ironic about Clarence's situation?

- o The fact that he has shown respect to his father is what makes Clarence appear to be dishonorable to Doña Josefa and Mercedes. Yet Mercedes has shown she values respect and obedience to one's parents by being obedient to her mother's wishes even when it makes her unhappy.

[page 71]

Literal How does Clarence feel about squatters? How do you know?

- o He looks down on the squatters. He agrees with Doña Josefa's viewpoint and says, "I would not let a daughter of mine marry a squatter."

[pages 72–73]

Inferential Read this sentence on page 72: "Young Darrell was interested to hear all the details about the appeal and the legal situation of Don Alamar; after all, this could also clarify things about his own land." What does *clarify* mean in this context? What is it that Clarence wants clarified? Why is this important to him?

- o *Clarify* means to make something clear or easier to understand. Clearly determining the title to the land would enable Clarence to claim ownership of his parcel without worrying about how it looked to his father or to anyone else.

Inferential The word *singular* has multiple meanings. What does it mean in the sentence "It is very singular that the case has not been dismissed before by my predecessor"?

- o In this context, *singular* means highly unusual.

[pages 74–77]

SUPPORT: Note that the author uses the conversation between George and Clarence on page 74 to summarize the fundamental problem at the heart of the book: "The Californians of Spanish descent, who were the landowners when we took California, were virtually despoiled of their lands, their cattle and horses."

Stop and Jot: Have students stop and jot a *who*, *what*, *when*, *where*, *why*, or *how* question about Don Mariano's case. As time allows, invite a few students to share their questions and discuss answers. Explain that sometimes they will need to keep reading in order to find an answer.

Literal Why does George say that Washington is a corrupt place?

- o George was told that the case would be dismissed, but it was not. The solicitor general reversed the attorney general's decision.

SUPPORT: The solicitor general reports to the attorney general. As indicated in the conversation between George and Clarence, the attorney general should have authority to make this decision in this situation.

Discuss the Chapters and Wrap Up the Lesson

10 minutes

Remind students of the purpose for reading:

To examine how dialogue drives the action in *The Squatter and the Don*.

Lead a discussion of what the author wants readers to know or learn. Discuss the following questions:

1. **Evaluative** Do you think the government's approach to determining land ownership was effective? Was it fair?

- o Answers will vary. Most students will note that the government's approach was neither effective nor fair because the owners of the ranchos lost valuable property (cattle) while they waited for their cases to be heard.
2. **Evaluative** Do you think the same conflict over land would have existed if it had been owned by Americans instead of Mexicans? Why or why not?
- o Answers will vary. Most students will note that the problem resulted from the U.S. government's unwillingness to recognize the rights of Mexican landowners. It was to the U.S. government's advantage to claim this land was unowned because that brought it under the government's ownership.
3. **Evaluative** Do you think the author's approach to educating readers about the Treaty of Guadalupe Hidalgo and the events that followed is effective? Would a nonfiction historical account have been more effective? Why or why not?
- o Answers will vary. Some students may note that a nonfiction historical account might have been more effective. Others might say that a novel enabled the author to show the impact on a specific group of people.

Take-Home Material

Reading

- If students did not complete Activity Page 2.6 during the Reading lesson, have them complete it for homework.
- Have students take home Activity Page 2.7 to complete as they read Chapter 9 (pages 78–85).

Lesson 3

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Small Group: Chapters 10 and 11	<i>The Squatter and the Don</i> Activity Pages 3.1, 3.2
DAY 2: Reading	45 min	Partners: Chapters 14 and 15	<i>The Squatter and the Don</i> Activity Pages 3.4, 3.5, 3.6
Take-Home Material	*	Reading	Activity Pages 3.3, 3.4, 3.7

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Cite textual evidence to support an analysis of what the text says explicitly and inferences drawn from the text. (RL.8.1)

Describe how themes are developed in the text. (RL.8.2)

Determine the meaning of words and phrases as they are used in the text. (RL.8.4)

Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor. (RL.8.6)

Speaking and Listening

Ask and answer questions about the text. (SL.8.1, SL.8.1.a-d, SL.8.2)

Adapt speech to a variety of contexts and tasks, including the appropriate use of formal English. (SL.8.6)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, including punctuation and spelling. (L.8.1, L.8.2, L.8.2.c, L.8.3)

Determine or clarify the meaning of words using a range of strategies. (L.8.4, L.8.4.a, L.8.5.b, L.8.6)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *To examine how themes are developed in The Squatter and the Don.*

Small Group: Chapters 10 and 11 [pages 86–101]

Review

5 minutes

- Begin by reviewing the previous lesson's homework (Activity Page 2.7). Ask a volunteer to summarize the plot to date.
- Remind students that George, Elvira, Mercedes, and Clarence have traveled aboard a steamer to San Francisco, where they ran into a group of New Yorkers. George, Elvira, and Mercedes are on their way to New York; Clarence is to return to San Diego.

Introduce the Chapters

5 minutes

- Tell students they will read Chapters 10 and 11.
- Have students turn to page 86, where Chapter 10 begins.

Core Vocabulary

- Preview the core vocabulary words before reading each chapter.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *implored*.
- Have students find the word on page 87 of the Reader.
- Have students reference Activity Page 3.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

Chapter 10

1. **implore**, *v.* to ask earnestly (**implored**) (87)
2. **disengaged**, *adj.* vacant; not in use (87)
3. **bewitching**, *adj.* seductively attractive (88)
4. **composure**, *n.* calm manner or bearing (88)
5. **amiably**, *adv.* in a genial and agreeable way (89)

Chapter 11

6. **attentively**, *adv.* while giving close attention; observantly (91)
7. **adhere**, *v.* to cling to (**adhering**) (91)
8. **judicious**, *adj.* exercising good judgment (97)
9. **exhilarating**, *adj.* causing strong feelings of happiness or excitement (98)
10. **construe**, *v.* to interpret in a specific way (**construed**) (100)

Vocabulary Chart for Chapters 10 and 11

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	disengaged bewitching construed	implored composure amiably attentively adhering judicious exhilarating
Spanish Cognates for Core Vocabulary		<i>implorar</i> <i>adherir</i> <i>juicioso</i>
Multiple-Meaning Core Vocabulary Words	disengaged	adhere
Sayings and Phrases	well off	

- Read the purpose for reading from the board/chart paper:

To examine how themes are developed in *The Squatter and the Don*.

Establish Small Groups

Before reading the selections, divide students into two groups using the following guidelines:

- Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text and completing Activity Page 3.2 together. This is an excellent time to make notes in your anecdotal records.
- Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the text, discuss it with others in Small Group 2, and then complete Activity Page 3.2. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 3.2 correctly. You may choose to do one of the following to address this:
 - Collect the pages and correct them individually.
 - Provide an answer key for students to check their own or a partner's work after they have completed the activity page.
 - Confer with students individually or as a group at a later time.

The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim. After students read several lines of text, ask students if they have any questions, if anything was confusing, or if anything was hard to understand.

[pages 86–87]

Inferential What does Elvira expect to hear in the “long letter” from Clarence?

- o She expects to hear that her parents approved of the romance between Clarence and Mercedes.

Inferential Why does Mercedes ask George to get a compartment on the train?

- o She does not want to attract the interest of Selden or Gunther. She is not interested in them and would prefer to be alone with her thoughts of Clarence.

[pages 88–89]

Inferential The first line on page 88 says that Mercedes “did not gladden the hearts of their traveling companions.” What does this mean?

- o Mercedes stayed away, probably because she was thinking of Clarence.

Inferential How does Mercedes feel about Selden and Gunther? What evidence supports your answer?

- o She likes them but is not interested in a romantic relationship. She is willing to spend time with them and seems to enjoy their company, but she also makes sure that she is never left alone with either of them. The text says, “She had found that both young gentlemen were a most excellent protection against one another, as neither one was ever willing to go leaving her alone with the other.”

Evaluative What message does the story communicate about romantic love? How does the relationship among Selden, Gunther, and Mercedes develop this theme?

- o Throughout the book, romantic love is portrayed as being something that is immediate and somewhat beyond one’s control. Both men seem to instantly fall in love with Mercedes, just as Mercedes immediately fell for Clarence.

[pages 90–93]

Inferential Clarence says that his father is adhering to his conviction that the don’s land “was rejected and that the rejection will be sustained.” What does this mean?

- o His father thinks that the don does not have a legal claim to the land, so it is free for settlers who make a claim according to the Homestead Act.

SUPPORT: The word *sustained* means continued. In this context, it means that the rejection ruling will be upheld by the courts.

Literal What does Don Mariano tell Clarence about his father?

- o He says that he doesn't blame Mr. Darrell or the other settlers but rather the law and the legislators. He also says that Mr. Darrell has not killed his cattle, which is important to him.

Note to Teacher: Thomas A. Scott (1823–1881) is a real historical figure. He was president of the Pennsylvania Railroad and a “robber baron.” In the 1870s, in what became known as the “Scott Plan,” he suggested that politicians should give their votes in Congress and state legislatures to grant federal government subsidies to various infrastructure improvements, including the Texas and Pacific Railway. Scott’s plan became part of the Compromise of 1877.

[pages 94–97]

Literal How does Clarence feel when he approaches the Alamar house? Why?

- o He is nervous or apprehensive because he worries that Doña Josefa might object to his courtship with Mercedes.

Evaluative Why is Don Mariano convinced that his appeal will be dismissed? What does this reveal about him?

- o Answers will vary. Students may note that Don Mariano knows that he has a legal title to the land and is convinced that it was rejected due to a clerical error. Students may note that this shows that he is a man of character who trusts the truth to prevail and does not think ill of others.

Turn and Talk: Have students turn to a partner to discuss this question: “Do you share Don Mariano’s conviction that the appeal will be dismissed? Why or why not?” After students have had an opportunity to share their ideas with a partner, have volunteers share their responses with the class.

[pages 98–101]

Evaluative Mrs. Darrell says that she thinks “the don and his family are too kind to bear all these daily outrages so patiently.” Do you agree? What would you have done if you had been Don Mariano?

- o Answers will vary. Accept all reasonable responses. Students may note that there is little Don Mariano can do to solve the problem.

Literal How does Mrs. Darrell’s interpretation of a squatter differ from Mr. Darrell’s?

- o Mrs. Darrell says that a squatter is a person who claims land that belongs to someone else, but Mr. Darrell argues that a squatter is on land that someone else says belongs to them, even though it may not actually belong to them. He emphasizes that this land “is free to be occupied by any American citizen.”

Discuss the Chapters and Wrap Up the Lesson

10 minutes

Remind students of the purpose for reading:

To examine how themes are developed in *The Squatter and the Don*.

Explain that *The Squatter and the Don* explores several themes. Return to the list of themes that the class identified earlier. These may include the following:

- loyalty/respect
- justice
- family
- morality
- romantic love/love at first sight
- power
- change
- multiculturalism vs. cultural differences

Have students add notes to Activity Page 2.3, which they started in Lesson 2, and describe how the chapters they read today helped develop these themes. Provide time for students to share their ideas with the rest of the class.

Examples:

Don Mariano’s conversation with Clarence develops the theme that justice is sometimes difficult to achieve, that laws are not always just, or that the growth of the United States came at the expense of the rights of people living in the areas acquired during expansionism.

The conversation between the Darrells about the definition of a squatter develops the theme that different people often view the same issue differently and that how one views issues is closely tied to one’s identity.

Take-Home Material

Reading

- If students did not complete Activity Page 3.2 during the Reading lesson, have them complete it for homework.
- Assign Chapters 12 and 13 (pages 102–111) as homework. Have students take home Reading Activity Page 3.3 to complete as they read the chapters.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *To examine how politics and power are presented in The Squatter and the Don.*

READING

45 minutes

Partners: Chapters 14 and 15 [pages 112–124]

Review

5 minutes

- Begin by reviewing the previous lesson's homework (Activity Page 3.3).
- Have volunteers share their summary of the events of the chapters read for homework. Briefly discuss how these chapters develop the themes that students identified in the previous lesson.
- Guide students also to recognize that Chapter 13 introduced the political landscape. Explain that you will focus on politics and power as you read today's chapters.

Introduce the Chapters

5 minutes

- Tell students they will read Chapters 14 and 15.
- Have students turn to page 112, where Chapter 14 begins.

Core Vocabulary

- Preview the core vocabulary words before reading each chapter.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *perpetrated*.
- Have students find the word on page 112 of the Reader.
- Have students reference Activity Page 3.4 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

Chapter 14

1. **perpetrate**, *v.* to commit; to carry out (**perpetrated**) (112)
2. **appropriate**, *v.* to set apart for a particular use (**appropriating**) (112)
3. **subsidies**, *n.* money granted by the government to assist an industry or business to keep a price low (112)
4. **preposterous**, *adj.* absurd (113)
5. **manipulation**, *n.* the act of influencing by unfair or unscrupulous means, particularly to one's own advantage (113)
6. **validity**, *n.* the state of being legally or officially binding (114)

7. **appropriation, *n.*** a sum of money devoted to a particular purpose (114)

8. **edifice, *n.*** an impressive building (115)

Chapter 15

9. **perplexities, *n.*** things that cause confusion or bewilderment (117)

10. **exasperated, *adj.*** extremely irritated or fed up (120)

Vocabulary Chart for Chapters 14 and 15		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	appropriating subsidies appropriation edifice perplexities	perpetrated preposterous manipulation validity exasperated
Spanish Cognates for Core Vocabulary	<i>apropiado</i> <i>edificio</i> <i>perplejidad</i>	
Multiple-Meaning Core Vocabulary Words	appropriation	
Sayings and Phrases	out of humor	

- Read the purpose for reading from the board/chart paper:

To examine how politics and power are presented in *The Squatter and the Don*.

Read the Chapters

25 minutes

Pair students to read the selections together. You may wish to use any or all of the following pairings: strong readers with readers who need more support, readers of similar skill levels, or English learners with native speakers. Student pairings should change throughout the year. As students read, circulate among the class, monitoring students' focus and progress.

Explain to students that they should complete Activity Page 3.5 together while reading. As they read, students should think about how the chapters introduce power and politics and what message the author is trying to communicate through the events. They will then use their responses to complete Activity Page 3.6 individually.

Explain that you will use the activity pages for a wrap-up discussion when you bring the class together at the end of the lesson.

[pages 112–113]

CHALLENGE: Have students use the internet to look up information about the life and legacy of Leland Stanford, who figures prominently in *The Squatter and the Don*.

Note to Teacher: Leland Stanford (1824–1893) is a real historical figure. Stanford was born in New York and became a lawyer. He went to California during the California Gold Rush and opened a store for miners. In the 1850s, he became an investor in the Central Pacific Railroad and was elected its president. He acquired control of the Southern Pacific Railroad, which built the portion of the Transcontinental Railroad from Sacramento, California, to Promontory, Utah. Stanford’s railroad interests made him a multimillionaire, and he is widely considered a “robber baron.”

Stanford later donated about \$40 million (about \$1.2 billion in today’s dollars) to found Stanford University. He served as governor of California in 1862 and 1863 and as U.S. Senator from 1885 until his death in 1893.

SUPPORT: The federal government offered subsidies to railroad companies because the building of railroads was believed to be in the best interest of the public. The government believed acquiring land and laying tracks would be too expensive for private entities, so it provided funding for these endeavors.

Literal What are Leland Stanford and other executives of the Central Pacific Railroad Company accused of doing?

- o They are accused of fraud. They gave false statements about the cost of constructing the railroad and kept subsidies for themselves.

Inferential Why does George tell his uncle, “The thing is too preposterous”?

- o The “thing” refers to the situation with the railroad; George is shocked by the fraud that the railroad executives have been allowed to perpetrate.

Literal What statement on page 113 highlights the author’s view of politics?

- o “Congress . . . could be packed, bundled, and labeled by a few of its treacherous members, who would sell themselves for money in spite of their honest colleagues.”

Stop and Jot: Have students stop and jot a *who*, *what*, *when*, *where*, *why*, or *how* question about the political landscape that is presented. As time allows, invite a few students to share their questions and discuss answers. Explain that readers may need to learn more about the historical and political context in order to understand plot events in historical fiction.

[pages 114–116]

Inferential What does George mean when he says, “Their hearts are in their pockets”?

- o He believes that the members of Congress and decision-makers are persuaded by money, not by right or wrong.

Inferential Why does Lawrence Mechlin say that “every honest man” should help the Texas Pacific, “even when not directly interested”?

- o Mechlin believes that people should fight the railroad monopolies not only because they are wrong but also because the Texas Pacific will benefit the country, particularly the impoverished South, which does not “have the weight that it deserves in the minds of this Congress.”

Evaluative How does the author make her view of power and politics known? Is her approach effective?

- o She makes her view of power and politics known through the dialogue between George and his uncle and their dismay as they learn about how money influences the political decisions that are made. Students' opinions about whether her approach is effective will vary.

[page 117]

SUPPORT: The phrase *out of humor* means that he was unhappy or highly dissatisfied.

Note to Teacher: Although the novel mentions that Mr. Darrell is “out of humor” with “the executive branch of the government,” Congress is the legislative rather than executive branch. Furthermore, the court case was decided by the judicial branch.

Literal Why is Mr. Darrell upset about Congress's decision to uphold Don Mariano's appeal?

- o He is upset that the law ruled in favor of Mexicans. He argues that the Mexicans who lived on the land when the United States acquired it should have no more rights than the “Americans.”

Inferential What racial tensions underlie Darrell's frustration?

- o Darrell believes that “Americans” are superior to Mexican Americans. He refers to the Mexicans as “inferior people.”

Inference Why is Mr. Darrell's thinking flawed?

- o The government offered citizenship to people living on the land it acquired from Mexico. Upholding the property rights of Mexican Americans is simply abiding by their citizenship rights, not affording them any special benefits.

[pages 118–119]

Literal Why does Mr. Darrell believe that Clarence's courtship of Mercedes is unrealistic?

- o She would not marry a squatter.

Inferential Is Mr. Darrell right in his assessment?

- o Yes. The irony is that he is right that Mercedes would not marry Clarence if he were a squatter. He does not know that Clarence has paid for his land.

[pages 120–121]

Inference Is Don Mariano any better off after the government dismisses the settlers' appeal? Why or why not?

- o No, the appeal makes little difference. The squatters continue living on the land without paying rent. In fact, Don Mariano may have been worse off because the squatters began killing his cattle in “malicious revenge.”

Literal How does Clarence propose to remedy the situation?

- o Clarence proposes to buy Don Mariano's cattle, which the don can restock later.

[pages 122–124]

Inference What evidence of ethnic tension is there in Chapter 15?

- o Mr. Darrell refers to the Mexican Americans as “inferior people” (page 117). Mathews refers to them as “ignorant” and “lazy.” He says that they would not be able to defend their rights without the help of an American (page 123).

Discuss the Chapters and Wrap Up the Lesson

10 minutes

Gather students together, and remind them of the purpose for reading:

To examine how politics and power are presented in *The Squatter and the Don*.

Then, assign Activity Page 3.6, which asks them to write about how politics and power are presented in *The Squatter and the Don*.

Use students’ responses to discuss power and politics as a theme in *The Squatter and the Don* and how this theme is introduced and developed.

Take-Home Material

Reading

- If students did not complete Activity Pages 3.5 and 3.6 during the Reading lesson, have them complete them for homework.
- Assign Chapter 16 (pages 125–132) as homework. Have students take home Activity Page 3.7 to complete as they read the chapter.

Lesson 4

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Close Read: Chapter 17	<i>The Squatter and the Don</i> Activity Pages 4.1, 4.2
DAY 2: Reading	45 min	Independent: Chapters 19 and 20	<i>The Squatter and the Don</i> Activity Pages 4.4, 4.5
Take-Home Material	*	Reading	Activity Pages 4.3, 4.4, 4.6

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Cite textual evidence to support an analysis of what the text says explicitly and inferences drawn from the text. (RL.8.1)

Analyze the development of themes in the text. (RL.8.2)

Explain how dialogue drives the action in the text. (RL.8.3)

Determine the meaning of words and phrases as they are used in the text. (RL.8.4)

Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor. (RL.8.6)

Speaking and Listening

Ask and answer questions about the text. (SL.8.1, SL.8.1.a-d, SL.8.2)

Adapt speech to a variety of contexts and tasks, including the appropriate use of formal English. (SL.8.6)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, including punctuation and spelling. (L.8.1, L.8.2, L.8.2.c, L.8.3)

Determine or clarify the meaning of words using a range of strategies. (L.8.4, L.8.4.a, L.8.5.b, L.8.6)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *To examine how the author develops characterization and conflicts in The Squatter and the Don.*

Close Read: Chapter 17 [pages 133–153]

Review

5 minutes

- Begin by reviewing the previous lesson’s homework. Briefly review each of the questions on Activity Page 3.7.

Introduce the Chapter

5 minutes

- Tell students they will engage in a close reading of Chapter 17.
- Have students turn to page 133, where Chapter 17 begins.

Core Vocabulary

- Preview the core vocabulary words before reading the chapter.
 - Begin by telling students that the first vocabulary word they will encounter in the selection is *deliberating*.
 - Have students find the word on page 133 of the Reader.
 - Have students reference Activity Page 4.1 while you read each word and its meaning, noting the following:
 - o The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the chapter.
1. **deliberate, v.** to consider or discuss carefully (**deliberating**) (**133**)
 2. **intuitively, adv.** instinctively; in a way that does not use reasoning or logic (**138**)
 3. **risibility, n.** ability to laugh (**151**)
 4. **scapegoat, n.** a person who bears the blame for others (**153**)

Vocabulary Chart for Chapter 17		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	risibility scapegoat	deliberating intuitively
Spanish Cognates for Core Vocabulary	<i>risibilidad</i>	<i>deliberando</i> <i>intuitivamente</i>

Vocabulary Chart for Chapter 17		
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases	red cent put-up job smelled the rat	

- Read the purpose for reading from the board/chart paper:

To examine how the author develops characterization and conflicts in *The Squatter and the Don*.

- Explain that there are different kinds of conflicts in literature:
 - o **Person vs. Person:** involves two or more characters that are in opposition
 - o **Person vs. Self:** involves a character's internal struggles with morality, temptation, or sense of self
 - o **Person vs. Nature:** pits one or more characters against the forces of nature, such as a harsh environment or unknown world
 - o **Person vs. Society:** pits a character or characters against cultural norms or an oppressive government
- Encourage students to keep these types of conflict in mind as they read.

The practice of close reading involves directing students' attention to specific aspects of a text. The guided reading supports in this close reading of Chapter 17 are intended to provide this focus and are labeled as follows:

- **VOC** indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.
- **SYN** indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.
- **COMP** indicates questions or comments that focus on students' comprehension of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.
- **LIT** indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect, such as alliteration, similes, metaphors, etc.

Not all question types will be included in each close reading lesson.

These labels and their explanations are for your reference and are not intended to be shared with students. Also, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not presented in brackets should be read aloud verbatim.

There are many ways for students to respond to the questions. Vary how you elicit students' responses to promote student engagement. For example:

- Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.
- Following a question, have all students provide a written response before one student responds orally.

SUPPORT: If students forget the meanings of any of the vocabulary terms discussed at the beginning of Lesson 4, refer them to Activity Page 4.1.

SUPPORT: Remind students to refer to the list of characters at the beginning of the Reader.

Read the Chapter

25 minutes

Have students read aloud or read silently. Pause at each point indicated to explain or clarify the text.

[Direct students to the chapter's title: "The Brewers of Mischief."]

COMP/Inferential Who do you think the "brewers of mischief" are and what do you think this title means?

- o The "brewers of mischief" probably refers to the squatters. The title suggests that the squatters may be planning some kind of trouble.

LIT/Evaluative What does the chapter title foreshadow?

- o The chapter title foreshadows mischief or conflict to come, which creates suspense.

[Have students read the first paragraph on page 133.]

COMP/Inferential How would you describe the mood at the beginning of this chapter? How does the author set the mood?

- o The mood is very peaceful. Weeks go by without incident, and they are "the most delightful time that Clarence and Mercedes had ever lived."

SUPPORT: The author reminds readers that Clarence has diversified his wealth. Unlike his father and the don, Clarence has a number of different business interests, including mining.

[Have students read the rest of page 133 and page 134.]

COMP/Inferential What is the mood now? How and why does the mood change?

- o The mood is now tense. Clarence goes to the Alamar house and finds George unusually upset because more cattle were shot.

VOC/Literal Direct students' attention to the middle of page 134 where it says, "A couple of cows of a very choice breed were found shot and dying." What does *very choice* mean in this context?

- o The cattle that had been shot were expensive or highly prized.

SUPPORT: Remember that there are four main types of conflict in literature: person vs. person, person vs. self, person vs. nature, and person vs. society. A story can have one main conflict or several.

COMP/Inferential What type of conflict is represented in this situation? How does this conflict represent a greater societal conflict of this time?

- o This is a person vs. person conflict between Mathews (representing the Anglo squatters) and Don Mariano (representing the Mexican landowners).

[Have students read pages 135 and 136.]

COMP/Inferential Why does Clarence think that taking ownership of the cattle will help resolve the problem?

- o Mathews and the other squatters view Clarence as one of them—of the same class and ethnicity—so he believes they will stop shooting the cattle.

SUPPORT: Remind students that *vaquero* is the Mexican word for “cowboy.”

COMP/Literal What causes George to be discouraged?

- o He fears the Texas Pacific will be defeated.

SUPPORT: The railroads played a critical role in the United States in the late 1800s. They brought prosperity by reducing the cost of transportation, providing markets for goods, bringing new settlers, and increasing land value. The Mechlins have invested in enterprises that are dependent on the Texas Pacific Railroad coming to San Diego according to the plans that were approved years before.

[Have students read page 137 to the middle of page 138.]

LIT/Evaluative Why do you think the author includes details about Mercedes’s reaction to Clarence’s embrace?

- o This provides clues about Mercedes’s identity; she sees herself as a lady and behaves intuitively as she was taught a lady should behave.

[Have students read the rest of page 138 to the middle of page 139.]

LIT/Evaluative What is the impact of Mercedes’s dream on the story?

- o The dream interjects a sense of foreboding in an otherwise happy scene. It may be used to foreshadow events to come.

SUPPORT: In literature, authors may use dreams as a literary device to reveal the fears of characters or foreshadow events to come.

VOC/Inferential Why does Mercedes’s dream make her superstitious?

- o Mercedes is fearful because of her dream. She is worried that her dream has meaning but knows it is just a feeling, not a rational thought.

[Have students read the rest of page 139 to the end of page 140.]

SUPPORT: The phrase “in a better humor” means in a better mood.

VOC/Literal What does the word *restock* mean in this context?

- o It means to replenish with livestock or to get more cattle.

COMP/Inferential Why does Don Mariano expect to benefit from the Texas Pacific?

- o The land prices will increase, so he can sell his land as farming lots.

VOC/Inferential What does Mr. Darrell mean when he asks if Clarence “put him up to that dodge”?

- o He gives Clarence credit for the don’s idea to prepare his land for sale or restock the cattle after the settlers are no longer a problem.

[Have students read page 141.]

COMP/Literal Why does Webster want his mother to sit by the windows?

- o He wants his mother to listen in on his father’s conversation with the squatters.

COMP/Literal What evidence is there that Webster and Everett expect the settlers to be upset with Clarence? How does Mrs. Darrell respond?

- o Everett tells his mother that she might be able “to unmask some lie against Clary.” Mrs. Darrell refuses to eavesdrop on the conversation because she thinks it would be wrong.

[Have students read page 142.]

LIT/Literal Why does the author include the detail about the settlers laughing at “some of Gasbang’s coarse, vulgar jokes”?

- o This reminds readers that the settlers are of a lower class; it sets the rest of the squatters apart from Mrs. Darrell, who—as we have just learned—will not engage in even the relatively unoffensive activity of eavesdropping.

VOC/Inferential Why does Darrell’s brow “darken”?

- o Darrell is feeling angry or upset at what he is hearing.

COMP/Inferential How do the men feel about the conversation with Darrell? What evidence supports your response?

- o They are anxious or nervous about talking to Darrell. When they see Darrell’s reaction, Hughes says that they don’t believe the rumors.

SUPPORT: The men view Darrell as a leader—as one of them. They have allowed him to guide them in how to deal with a range of homesteading issues and are upset by the idea that he may have been deceiving them all this time.

[Have students read pages 143–145.]

LIT/Literal How does the idiom “not a red cent” affect the meaning of this passage?

- o Darrell wants to emphasize to the settlers that he did not pay for the land.

SUPPORT: “Not a red cent” is an idiom meaning no money at all.

SUPPORT: “Six thousand four hundred dollars” (\$6,400) was a lot of money for the settlers. It is the equivalent of about \$150,000 in today’s dollars.

COMP/Literal Whom does Darrell “blame” for the record showing the land had been paid? Why?

- o He blames the don. He thinks that his son would not “put [him] in such a ridiculous position.”

COMP/Literal What do the other settlers suspect as the reason for the record of payment?

- o They think that Clarence paid Don Mariano for the land in order to win over Mercedes.

SUPPORT: A “put-up job” is an attempt to deceive someone.

[Have students read page 146.]

COMP/Inferential What does Don Mariano mean when he says that they are Clarence’s *vaqueros*?

- o Clarence owns the cattle that they are herding; they are working as cowboys for Clarence.

[Have students read pages 147 and 148.]

COMP/Inferential Why is Darrell so angry with Don Mariano?

- o He believes that Don Mariano has used his daughter to lead Clarence into paying for the land against his will.

VOC/Inferential What does Don Mariano mean when he says, “That is too low,” and calls on Darrell to “claim [satisfaction] like a gentleman”?

- o The comment is very unfair and hurtful; it is an unprincipled attack. He is appealing to Darrell’s better, more principled side.

COMP/Inferential What does this dialogue reveal about the way Don Mariano views his identity?

- o Don Mariano views himself as a gentleman, saying he is not going “to have a fist-fight in the dirt” like Roper and Gasbang. He looks down on the squatters.

Think-Pair-Share: Have students stop and think about how the author highlights the class difference between Don Mariano and the squatters by showing Don Mariano’s gentlemanly behavior. After they have time to reflect independently, ask students to pair with a partner and share their thinking. As time allows, invite a few students to share their thinking and what they discussed with their partner.

[Have students read pages 149–151.]

SUPPORT: Note that Don Mariano and his sons are experienced horsemen but that Darrell is “clumsy.” This is another example highlighting the differences between the Alamars, who have lived on the rancho for generations, and the newcomers.

COMP/Literal When he is caught in the lasso, how does Darrell’s mood contrast with that of the other men?

- o Darrell is irate, but the other men are amused by the situation, which is made ridiculous by the fact that they cannot get Darrell unbound.

[Have students read pages 152 and 153.]

COMP/Inferential When Mrs. Darrell comes to help her husband, how do her words contrast with her tone?

- o She speaks sweetly but is chastising her husband for his “foolish anger” and tells him that she doesn’t have any sympathy for his predicament.

COMP/Inferential How does Mrs. Darrell respond to Gabriel and Victoriano?

- o She attempts to smooth things over. She is cordial to Gabriel and Victoriano and asks them to express her “regrets” to Don Mariano.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

Bring students back together, and review the purpose for reading:

To examine how the author develops characterization and conflicts in *The Squatter and the Don*.

Then use the following questions to discuss the chapter.

Turn and Talk: Ask students to work with a partner to recall the important events and discuss the conflict. Have students answer these questions:

- What type of conflict is at the center of this chapter?
- What are the causes of or reasons for this conflict?
- How was the conflict resolved in this chapter?
- Do you think the conflict was permanently resolved, or will it continue into the rest of the story?

Allow partners five minutes to discuss the questions, and then invite them to share their responses with the rest of the class.

As they continue to read, encourage students to reflect on the conflict and their predictions for their resolution.

Take-Home Material

Reading

- If students did not complete Activity Page 4.2 during the Reading lesson, have them complete it for homework.
- Have students take home Activity Page 4.3 to complete as they read Chapter 18 (pages 154–159).

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *To examine how the author uses literary devices in The Squatter and the Don.*

DAY 2

READING

45 minutes

Independent: Chapters 19 and 20 [pages 160–185]

Review

5 minutes

- Begin by reviewing the previous lesson's homework (Activity Page 4.3).
- Have volunteers share their ideas about conflicts in the novel.

Introduce the Chapters

5 minutes

- Tell students they will read Chapters 19 and 20.
- Have students turn to page 160, where Chapter 19 begins.

Core Vocabulary

- Preview the core vocabulary words before reading the chapters.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *vigil*.
- Have students find the word on page 160 of the Reader.
- Have students reference Activity Page 4.4 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

Chapter 19

1. **vigil, *n.*** a period of staying awake to keep watch or to pray (**160**)
2. **subsequent, *adj.*** coming after in time; following (**160**)
3. **pacify, *v.*** to quell the anger of; to soothe (**161**)
4. **infamous, *adj.*** wicked; disgraceful (**162**)
5. **conveyance, *n.*** the means by which the title to a property is transferred (**165**)

Chapter 20

6. **audibly, *adv.*** aloud; in a way that can be heard (**182**)

Vocabulary Chart for Chapters 19–20		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	infamous conveyance	vigil subsequent pacify audibly
Spanish Cognates for Core Vocabulary		<i>subsecuente</i> <i>pacificar</i> <i>audible</i>
Multiple-Meaning Core Vocabulary Words	conveyance	vigil
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

To examine how the author uses literary devices in *The Squatter and the Don*.

Read the Chapters

25 minutes

Have students read the selection independently and complete Activity Page 4.5.

You may choose this time to work with individuals or small groups who need extra support using the guided reading supports below. Have these students read small chunks of text silently before pausing to ask questions. If students' answers indicate that they are comprehending the text, allow them to read longer chunks before pausing. If students' answers indicate difficulty in comprehension, have them read aloud.

[pages 160–162]

Turn and Talk: Before beginning Chapter 19, have students turn and talk to a partner about the chapter title: “Darrell Astonishes Himself.” Ask: What do you think will happen? How do you think Mr. Darrell will “astonish himself”?

SUPPORT: A steeplechase is an obstacle race for horses. Originally, it referred to races in which horses and riders raced from one town’s steeple to the next, but today it generally refers to an equestrian event in which horse and rider must navigate various obstacles, such as jumping over fences and water features.

Inferential The author refers to the incident between Mr. Darrell and Don Mariano first as a *performance* and then as a *steeplechase*. What is the impact of this figurative language?

- It makes the conflict between the two men seem less serious and makes Darrell seem foolish.

Inferential How does Mercedes feel about the incident? Why is she so upset?

- o She is worried about the impact of the conflict on Clarence and on their relationship. She thinks that it will thwart their plans to get married.

SUPPORT: Remind students that foreshadowing is a literary device in which readers are given a glimpse of what will happen later in the story.

Evaluative Why does Mercedes beg her father to stay? How does this relate to past events? Do you think it is an example of foreshadowing?

- o Mercedes has a feeling that something bad is going to happen, perhaps based on the dream she had. This is likely an example of foreshadowing and increases suspense in the story.

SUPPORT: Remind students that Mercedes told Clarence of a bad dream she had. Refer students to page 138 to recall the dream and the sense that it was prophetic.

[pages 163–165]

Literal How does Don Mariano perceive Clarence’s identity?

- o He views him as a gentleman and good enough for his daughter despite his father’s actions.

Inferential Why do you think the author includes so much detail about Clarence’s business interests?

- o Possible response: The author wants to emphasize that he is a wealthy businessman but also that he uses his influence to help others.

SUPPORT: One of the reasons Clarence is away is because he is trying to secure a spot for Gabriel in a bank. The story takes place during the Industrial Revolution, in the midst of great change. Gabriel’s skills as a ranch owner may not be useful, so Clarence arranges for him to join a bank—a business made more important by industrialization and corporations.

SUPPORT: The author emphasizes how very few people became very rich off the land—including the land acquired from Mexico. Clarence has an offer of \$2 million for his mines. In today’s dollars, that would be nearly \$50 million.

[pages 166–169]

Inferential Look at the interaction between Darrell and the rest of his family on pages 166–169. What is troubling Darrell? What does this reveal about his character?

- o He thinks that his family is laughing at him. He is prideful.

Literal Why does Darrell blame Don Mariano?

- o He maintains that Don Mariano lured Clarence with his “pretty daughter.” It is likely easier to blame Don Mariano than members of his own family.

SUPPORT: The term *greaser* is an insulting term for Mexican, Spanish, and/or Native American laborers.

[pages 170–172]

Inferential Which sentence on page 172 is an example of foreshadowing?

- o Clarence has nowhere to go: “It seemed to him as if an unseen voice was warning him of a dire misfortune he could not perceive nor prevent.”

[pages 173–174]

Inferential Why does the saying “*Faint heart never won fair lady*” affect Clarence so much?

- o This was what Don Mariano said months ago when he encouraged Clarence to pursue Mercedes.

[pages 175–177]

Inferential How has Darrell changed? What has caused this change?

- o Clarence says that Darrell has always been a kind, devoted father, but now he has driven Clarence away in anger.

Inferential Why does Clarence leave?

- o He believes that Mercedes and her family will reject him. He is despondent.

Turn and Talk: In works of tragedy, a character’s fall is the result of a character flaw. Think about the main characters in this story. What would you say are their character flaws? Have students turn to a partner and talk about their thoughts and ideas. As time allows, invite a few students to share what they discussed with their partner.

[pages 178–180]

Inferential Why does Don Mariano tell Mercedes that Victoriano has gone to look for Clarence?

- o He wants to make her feel better. He also wishes it were true because he has no ill will toward Clarence.

SUPPORT: Remind students that a simile is a type of figurative language in which two unlike things are compared using terms such as *like* or *as*.

Inferential Find the simile at the bottom of page 180. Explain its impact on the scene.

- o The steamer was “like a cruel monster swimming off.” The “cruel monster” is carrying away the beloved Clarence. This emphasizes a serious mood, as well as Victoriano’s powerlessness to stop it.

Think-Pair-Share Have students stop and reflect on how they feel at this point in the story. Ask: “Are you frustrated? Sad? Angry? With which character(s) do you identify most?” After they have had time to reflect independently, ask students to pair with a partner and share their thinking. As time allows, invite a few students to share what they discussed with their partner.

[pages 181–185]

Evaluative Why do you think the author chose to have Mercedes and Alice become sick at the same time? Is this technique effective?

- o The author likely wants to show a parallel between the two families and to show that the conflict had an impact on both sides. Some students may feel that the technique is more effective than others do.

Inferential What do you think Fred means by the “matters . . . under consideration”?

- o Fred likely means the business matters to which Clarence would attend in San Francisco.

SUPPORT: When Clarence refers to “last evening,” he is referring to the argument with his father and his conversation with Mercedes. He now views his actions and decisions as having been made too hastily.

Discuss the Chapters and Wrap Up the Lesson

10 minutes

Remind students of the purpose for reading:

To examine how the author uses literary devices in *The Squatter and the Don*.

Discuss the events of Chapters 19 and 20. Focus on the characters and their motivations. Use the following questions:

Inferential What motivates Mr. Darrell to behave as he does? What motivates Clarence?

- o Accept reasonable responses.

Inferential What, if anything, do father and son have in common?

- o Students may note that both men are driven by their pride. They also both make hasty decisions that they may later regret.

Evaluative The family conflict causes both Alice and Mercedes to faint, especially when Clarence decides to leave. This suggests that women are weak, yet Mrs. Darrell does not succumb in the same way. Is this a contradiction? What do you think is the author’s message about women?

- o Answers will vary. Accept all reasonable answers.

Take-Home Material

Reading

- If students did not complete Activity Page 4.5 during the Reading lesson, have them complete it for homework.
- Assign Chapter 21 (pages 186–193) as homework. Have students take home Activity Page 4.6 to complete as they read the chapter.

Lesson 5

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Independent: Chapters 22 and 23	<i>The Squatter and the Don</i> Activity Pages 5.1, 5.2
DAY 2: Grammar	15 min	Introduce Verb Moods	Activity Page 5.4
Writing	30 min	Write an Informative Essay: Plan	Activity Page 5.5
Take-Home Material	*	Reading, Grammar, Writing	Activity Pages 5.3, 5.4, 5.5

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Cite textual evidence to support an analysis of what the text says explicitly and inferences drawn from the text. (RL.8.1)

Analyze the development of themes in the story. (RL.8.2)

Analyze the development of characters and plot in the story. (RL.8.3)

Determine the meaning of words and phrases as they are used in the text. (RL.8.4)

Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor. (RL.8.6)

Writing

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.8.2)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.8.4)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W.8.5)

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (W.8.6)

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7)

Speaking and Listening

Ask and answer questions about the text. (SL.8.1, SL.8.1.a-d, SL.8.2)

Adapt speech to a variety of contexts and tasks, including the appropriate use of formal English. (SL.8.6)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, including punctuation and spelling. (L.8.1, L.8.2, L.8.2.c, L.8.3)

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (L.8.1.c.)

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). (L.8.3.a)

Determine or clarify the meaning of words using a range of strategies. (L.8.4, L.8.4.a, L.8.5.b, L.8.6)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *To examine how the author develops a conclusion to the story in The Squatter and the Don.*

Grammar

- Prepare and display the Verb Mood Chart, found on page 72 of this Teacher Guide, in the classroom. You and students may refer to this chart while completing this unit's Grammar activities.

DAY 1

READING

45 minutes

Independent: Chapters 22 and 23 [pages 194–209]

Review

5 minutes

- Begin by reviewing the previous lesson's homework. Briefly review each of the questions on Activity Page 4.6.

Introduce the Chapters

5 minutes

- Tell students they will read Chapters 22 and 23.
- Have students turn to page 194, where Chapter 22 begins.

Core Vocabulary

- Preview the core vocabulary words before reading each chapter.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *imperative*.
- Have students find the word on page 194 of the Reader.
- Have students reference Activity Page 5.1 while you read each word and its meaning, noting the following:
 - o The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the chapter.

Chapter 22

- 1. **imperative, *adj.*** critical; not to be avoided (**194**)
- 2. **eminently, *adv.*** very; to a high degree (**196**)
- 3. **lavish, *v.*** to spend abundantly or without restraint (**lavishing**) (**196**)
- 4. **pilgrimage, *n.*** a long journey usually taken for religious purposes (**201**)
- 5. **pallor, *n.*** paleness (**201**)
- 6. **precarious, *adj.*** dangerous; dependent on uncertain conditions (**202**)

Chapter 23

- 7. **reiterate, *v.*** to say or do something over again or repeatedly (**206**)
- 8. **onerous, *adj.*** burdensome (**206**)
- 9. **aspirations, *n.*** breaths (**208**)

Vocabulary Chart for Chapter 22 and 23		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	eminently pilgrimage pallor aspirations	imperative lavish precarious reiterate onerous

Vocabulary Chart for Chapter 22 and 23		
Spanish Cognates for Core Vocabulary	<i>eminente</i> <i>aspiración</i>	
Multiple-Meaning Core Vocabulary Words	eminently aspirations	imperative lavish
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

To examine how the author develops a conclusion to the story in *The Squatter and the Don*.

- The reference to “Governor Stanford” near the top of page 194 is to Leland Stanford. Before beginning the independent reading, have students share what they have already learned about Stanford. Remind students that Stanford was a “robber baron” who made millions of dollars as a railroad magnate. He also served as governor of California in 1862 and 1863 and as U.S. Senator from 1885 until his death in 1893.

Read the Chapters

25 minutes

- Have students read the selection independently and complete Activity Page 5.2.
- You may choose this time to work with individuals or small groups who need extra support using the guided reading supports below. Have these students read small chunks of text silently before pausing to ask questions. If students’ answers indicate that they are comprehending the text, allow them to read longer chunks before pausing. If students’ answers indicate difficulty in comprehension, have them read aloud.

SUPPORT: If students forget the meanings of any of the vocabulary terms discussed at the beginning of Lesson 5, refer them to Activity Page 5.1.

Note to Teacher: Remind students that a character arc describes the transformation of a character over the course of a story. In this chapter, some of those arcs are reaching their end.

[page 194]

Literal The last sentence on page 194 explains the frame of mind of Don Mariano, James Mechlin, and Alfred Holman. Ask students to repeat the sentence and explain why the men thought it was worth talking to Governor Stanford as well as why the author says they would have “spared themselves that trouble.”

- o The three men thought that Congress would recognize the needs and rights of people living in Southern California. They would have thought it was a waste of time because it was later revealed that Stanford’s colleague, Mr. Huntington, convinced the Senate to vote against the Texas Pacific, dooming the railroad to failure.

SUPPORT: The phrase “spared themselves that trouble” means that they would not have bothered. This sets up the premise that their meeting is a waste of time.

[page 195]

Literal What do Don Mariano and his colleagues overhear as they wait to meet with Governor Stanford?

- o They overhear discussions of how the multimillionaires paid no taxes.

Literal What does Don Mariano mean when he says, “Our legislators began my ruin; our legislators will end it.”

- o The laws that allowed the squatters to settle on his land and kill his cattle have caused him to lose everything. He has invested in the railroads as an alternative. If Congress defeats the Texas Pacific, this will complete his financial ruin.

[page 196]

Evaluative What do you think about Don Mariano’s refusal to accept payment from Clarence for the last cattle?

- o Responses will vary. Accept all reasonable responses. Some students will note that it is in keeping with Don Mariano’s honorable character. Others may believe that it is foolish, since it will lead to his ruin.

[pages 197–199]

Inferential What argument do Mr. Holman and the other men make on behalf of a railroad to San Diego?

- o They argue that there is sufficient population and natural resources to support a railroad; that if Northern California has a monopoly in wheat, San Diego would be able to become a major fruit producer; and that it is far closer to Arizona, Southern California, and Northern Mexico than to San Francisco.

Inferential How does Stanford counter this argument?

- o He says that “in business everyone is in business for himself.” It is not in the financial interest of the railroad moguls to build the Texas Pacific.

[page 200]

Inferential How does the argument of Mr. Holman and the other men change as they are defeated? Give examples of their emotional appeals.

- o They try to appeal to Stanford’s emotions. They say that he will bring “blessings” to “so many hearts” that are “sadly discouraged” and “desolate.”

Inferential How does Stanford respond?

- o He simply says, “Corporations have no souls.”

Turn and Talk: Present a question about the opposing arguments of Don Mariano, Mr. Holman, and Mr. Melchin versus Governor Stanford: “Who is more convincing? Why?” Have students turn to a partner and talk about their thoughts and ideas. As time allows, invite a few students to share what they discussed with their partner.

[pages 201–202]

Literal How does the meeting affect Don Mariano?

- o It makes him physically ill, affecting both his lungs and his heart.

SUPPORT: The phrase “congestive chill” refers to an illness that has to do with congestion, a medical condition where a part of the body becomes blocked. It is most often used in reference to the heart, as in “congestive heart failure.” The word *precarious* means dangerous.

[pages 203–top of 205]

Literal Why did Don Mariano, Mr. Mechlin, and Mr. Holman sell real estate in San Diego?

- o They needed to raise money to pay taxes. They thought the price of real estate would increase with the railroad, but they no longer believe this will happen.

Evaluative Note that again Don Mariano refuses to accept Clarence’s payment for his cattle. Why do you think the author emphasizes this decision?

- o Possible response: It emphasizes Don Mariano’s sense of honor. It sets up a contrast between the honorable men who are being ruined and the robber barons who are gaining wealth by refusing to follow moral principles and the law.

[pages 205–206]

Literal Why does Gabriel come home?

- o The doctor tells him that Don Mariano is gravely ill and may die very suddenly.

Literal What evidence is there that Mr. Mechlin feels as though he is a burden to his family?

- o He says that they could move back to New York if he were not there but that they are unable to go because his health is too poor for the climate in New York. He also says that he is too old to earn another fortune.

SUPPORT: The word *onerous* means burdensome. Mr. Mechlin is saying that his life has become burdensome; it requires a great deal of effort or difficulty.

Note to Teacher: You may wish to speak to students about the misconception of suicide as presented in this book. Mr. Mechlin says it would be preferable to die. He is indeed suffering emotional and mental anguish, but suicide does not make it better. In fact, it makes things much worse for his family, who now must deal with the guilt of failing to save him.

[pages 207–209]

Literal What evidence is there that Don Mariano knows he is about to die?

- o He sits up in bed and calls to gather his family around him.

Discuss the Chapters and Wrap Up the Lesson

10 minutes

Remind students of the purpose for reading:

To examine how the author develops a conclusion to the story in *The Squatter and the Don*.

Review students' answers to Activity Page 5.2. Focus particularly on questions related to the characters and their motivations.

Conclude with a brief discussion of how the author develops the conclusion to the story

Inferential What word or phrase would you use to describe Don Mariano? What evidence in the book supports your opinion? Does he have a character flaw?

- o Responses will vary. Accept all reasonable responses. Students might note that he was an honorable gentleman. Some might see this as a character flaw, as his refusal to accept Clarence's payment for the cattle led to his family's financial ruin.

Inferential What word or phrase would you use to describe James Mechlin? What evidence in the book supports your opinion? Does he have a character flaw?

- o Responses will vary. Accept all reasonable responses. Students might note that, like Don Mariano, he was an honorable gentleman but that his character flaw was selfishness, as he did not think about his family when he chose to take his own life.

Evaluative Why do you think the author has these two main characters die at this point in the book? Do you think it is effective?

- o Responses will vary. Students should note that it reinforces the theme of injustice; in the end, these two good men pay for the inadequate laws with their lives. Some students may say that it is melodramatic. Others may feel that it is realistic.

DAY 2

GRAMMAR

15 minutes

Action Verbs

Introduce Verb Moods

15 minutes

- Remind students that they learned about verb conjugation in the Grade 7 and that they use it frequently, for example, to ensure subject-verb agreement. Ask students to conjugate the verb *to run* in the first, second, and third person, singular and plural.
- Tell students that the verb conjugations they have learned also correspond to one of five verb moods:
 - o Verbs in the indicative mood *indicate* that an action is being carried out (*He runs*). The indicative mood is used to express statements of fact.
 - o Verbs in the imperative mood are used to give commands, which are often punctuated with an exclamation point (*Go!*). The imperative mood is used only in the second person (singular or plural) or first-person plural.
 - *Follow me, Jesse!*
 - *Follow me, campers!*
 - *Let's go!*

- o Verbs in the interrogative mood are used to ask questions, which are punctuated with a question mark. The questions can be in any tense and often include a question word or a helping verb.
 - *Are you here?*
 - *Where are you?*
 - *Have you been there?*
 - *Will you be there?*
- o Verbs in the conditional mood describe actions that are conditional upon a certain situation. Conditional statements use the helping verb *would* together with a main verb.
 - *What would you do in that situation?*
 - *I would try to be helpful.*
 - *I would not have said that.*
 - *I would rather go tomorrow.*
- o Verbs in the subjunctive mood describe actions or conditions that are contrary to fact, so this mood is used to express wishes, regrets, and hypothetical situations. The subjunctive form of a verb looks like the plural past-tense form and is used with main, modal, and helping verbs.
 - *If I were a rich man*
 - *I wish I could visit you.*
 - *If only I had had more time.*
- o The subjunctive mood is often paired with the conditional mood to create hypothetical if/then statements. The use of the subjunctive implies that the “if” part of the statement is contrary to fact.
 - *If I had known she was missing, I would have looked for her.* (implies I did not know)
 - *If I had enough money, I would pay for dinner.* (implies I do not have enough)
 - Contrast: *If I have enough money, I will pay for dinner.* (implies I may or may not have enough)
- Now direct students’ attention to the Verb Mood Chart you prepared in advance. Referencing the chart, give examples of each of the five verb moods for the verb *to run*. Note that logically the imperative mood cannot exist in the past tense. Similarly, since the conditional and subjunctive moods are both hypothetical, there is no difference between present and future tenses.

Verb Mood Chart

VERB MOOD	Past	Present	Future
Indicative	I ran.	I run.	I will run.
Imperative		Run!	Run!
Interrogative	Did you run?	Do you run?	Will you run?
Conditional	I would have run.	I would run.	
Subjunctive	If I had run ...	If I ran ...	

- Have students turn to Activity Page 5.4. Briefly review together the directions. Circulate around the room to be certain that students understand the directions. Tell students to complete the remainder of the activity page for homework.

WRITING

30 minutes

Write an Informative Essay: Plan

Note to Teacher: This unit's writing task will draw on skills and knowledge students gained as they wrote their multimedia reports in Unit 4 and conducted research for their persuasive essays in Unit 5. As in past units, students will need access to high-quality sources about their topics. For today, provide a few sources about Mexican American history and culture to get students thinking about their topic. Some sources are provided in the Online Resources for this unit, which can be found by following this link: <https://www.coreknowledge.org/free-resource/ckla-unit-6-Squatter-and-the-Don/OnlineResources>

Consider making additional materials available in your classroom. Choose sources based on students' final chosen topics.

Introduce

3 minutes

- Tell students that today they will be beginning a new writing project. Explain that students will research and write an informative essay about a historical topic related to the content and themes of *The Squatter and the Don*; for example, students may research the history of Mexican Americans or another group within the United States
- Remind students that the purpose of an informative essay is to provide the reader with information and facts about a topic; the reader should come away from the essay knowing more about the subject than they knew before reading.
- Remind students they are following the writing process and today will plan their informative essays by coming up with ideas.

- Tell students that a good informative essay is clear and well structured:
 - Information is organized together into sections and paragraphs.
 - Categories are used to organize information.
 - Transitions are used to flow elegantly between sections and to clarify the connections between ideas and sections.
 - Style is formal.
- Emphasize that students will draw on the research and nonfiction writing skills they have developed over the past two units, i.e., *The Genius of the Harlem Renaissance*, Volume 2 and *A More Perfect Union: Voices for Civil Rights in America*. Invite students to name skills they focused on in these two units, and hold a brief discussion about their previous learning:
 - finding relevant and credible sources
 - organizing ideas
 - adding media
 - using transitions
 - citing sources
- Tell students they will begin by picking a topic to research and write about.
- Have students look at Activity Page 5.5. Explain that students will work with partners to complete the first topic, Mexican American culture, using your provided sources; students will then complete the rest of the page with their own ideas.
- Give students time to work with partners on Activity Page 5.5. Circulate to offer guidance as needed.

SUPPORT: Work with students one-on-one, or work with pairs of students to brainstorm ideas based on the sources. Focus students on finding a way to enter the topic that interests them. Writers who are genuinely interested in their topics produce more engaging writing. After previewing a few sources, ask guiding questions such as, “What are you curious about? What questions pop up for you when you read this?”

CHALLENGE: Challenge interested students to help choose sources to include on Activity Page 5.5.

Wrap Up**2 minutes**

- Have a few students share their ideas from Activity Page 5.5.
- Tell students to complete Activity Page 5.5 as homework.

Take-Home Material

Reading

- If students did not complete Activity Page 5.2 during the Reading lesson, have them complete it for homework.
- Ask students to complete the writing prompt activity on Activity Page 5.3 as homework.

Grammar

- Have students take home Grammar Activity Page 5.4 and complete it for homework.

Writing

- Have students take home Activity Page 5.5 to complete for homework.

Lesson 6

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Small Group: Chapters 24 and 25	<i>The Squatter and the Don</i> Activity Pages 6.1, 6.2
DAY 2: Morphology Writing	15 min	Introduce Latin and Greek Roots <i>totus, tractum, usus, vacuus, verito, and via</i>	Activity Page 6.4
	30 min	Write an Informative Essay: Plan Categorizing Information	Activity Pages 6.5, 6.6
Take-Home Material	*	Reading, Morphology, Writing	Activity Pages 6.3, 6.4, 6.5

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Cite textual evidence to support an analysis of what the text says explicitly and inferences drawn from the text. (RL.8.1)

Analyze the development of themes in the story. (RL.8.2)

Analyze the development of characters and plot in the story. (RL.8.3)

Determine the meaning of words and phrases as they are used in the text. (RL.8.4)

Writing

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.8.2)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.8.4)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W.8.5)

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (W.8.6)

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8)

Speaking and Listening

Ask and answer questions about the text. (SL.8.1, SL.8.1.a-d, SL.8.2)

Adapt speech to a variety of contexts and tasks, including the appropriate use of formal English. (SL.8.6)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, including punctuation and spelling. (L.8.1, L.8.2, L.8.2.c, L.8.3)

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. (L.8.4.b)

Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge and considering a word or phrase important to comprehension or expression. (L.8.6)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *To examine how themes are summarized in the conclusion of The Squatter and the Don.*

Morphology

- Prepare and display the Greek and Latin Roots Anchor Chart found on page 83 of this Teacher's Guide somewhere in the classroom. You and students may refer to this chart while completing this unit's Morphology activities.

DAY 1

READING

45 minutes

Small Group Chapters 24 and 25 [pages 210–234]

Review

5 minutes

- Begin by reviewing the previous lesson's homework (Activity Page 5.3). Lead a brief discussion of the characters and how they changed during the course of the novel:
 - Did they change for the better or for the worse?
 - What caused this change?
 - How did these character arcs develop the themes?

- Tell students they will read Chapters 24 and 25.
- Have students turn to page 210, where Chapter 24 begins.

Core Vocabulary

- Preview the core vocabulary words before reading each chapter.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *atrocious*.
- Have students find the word on page 210 of the Reader.
- Have students reference Activity Page 6.1 while you read each word and its meaning, noting the following:
 - o The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the chapter.

Chapter 24

1. **atrocious**, *adj.* appalling; exceedingly cruel or wicked **(210)**
2. **corroborate**, *v.* to support with knowledge or authority (**corroborated**) **(211)**
3. **pittance**, *n.* a meager amount of money **(215)**
4. **indifferently**, *adv.* without interest or concern **(217)**
5. **agitation**, *n.* a state of being upset or disturbed **(218)**

Chapter 25

6. **perceptibly**, *adv.* in a way that can be noticed **(231)**
7. **moralist**, *n.* a person involved with regulating the morals or ethics of others **(234)**
8. **slander**, *v.* to defame or utter false charges to hurt someone else’s reputation **(234)**

Vocabulary Chart for Chapters 24 and 25		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	corroborate moralist	atrocious pittance indifferently agitation perceptibly slander

Vocabulary Chart for Chapters 24 and 25

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Spanish Cognates for Core Vocabulary	<i>corroborar</i>	<i>indiferentemente</i> <i>agitación</i> <i>perceptiblemente</i>
Multiple-Meaning Core Vocabulary Words		agitation
Sayings and Phrases	divide the spoils	

- Read the purpose for reading from the board/chart paper:

To examine how themes are summarized in the conclusion of *The Squatter and the Don*.

Establish Small Groups

Before reading the selections, divide students into two groups using the following guidelines:

- Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text and completing Activity Page 6.2 together. This is an excellent time to make notes in your anecdotal records.
- Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the text, discuss it with others in Small Group 2, and then complete Activity Page 6.2. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 6.2 correctly. You may choose to do one of the following to address this:
 - Collect the pages and correct them individually.
 - Provide an answer key for students to check their own or a partner's work after they have completed the activity page.
 - Confer with students individually or as a group at a later time.

Read the Chapters

25 minutes

The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim. After students read several lines of text, ask students if they have any questions, if anything was confusing, or if anything was hard to understand.

You may also want to pause for students in Small Group 1 to complete Activity Page 6.2 as you read.

[pages 210–211]

SUPPORT: The phrase “divide the spoils” means to divide the goods that are captured or won, usually in war, among several people.

Inferential What impact does the use of the phrase “divide the spoils” have on this scene in the story?

- o The phrase reinforces the injustice of the Mechlins’ loss; the death of Mr. Mechlin is viewed as if it were a casualty of war. The author may also intend to remind readers that ownership of the land remains in question because it was part of Mexico and won by the United States in the Mexican-American War.

Literal How did Roper and Gasbang acquire the claim on the Mechlins’ land? What was their goal?

- o They bought it from another homesteader who simply staked a claim on the land. They knew it would take a long time for the proceedings to go through the court system. In the meantime, they could live on and farm the land.

[pages 212–215]

Inferential Why do you think the judge ruled in favor of Roper and Gasbang? How does this develop or reinforce a theme of the book?

- o Responses will vary, but students may note that the courts tended to side with the homesteaders, which reinforces the theme of injustice towards original landowners.

SUPPORT: After the United States won the land from Mexico in the Mexican-American War, it was anxious to have settlers live and work the land. This was the intent behind the Homestead Act and may be a reason that the courts ruled so often in favor of the homesteaders.

Literal What problem does Gabriel have?

- o Gabriel loses his job at the bank and has a difficult time gaining employment. He is forced to sell possessions to make ends meet.

Literal What problem does Victoriano have?

- o Victoriano’s past injuries make it difficult for him to work the land.

Inferential How do the problems of Gabriel and Victoriano develop or reinforce one of the book’s themes?

- o These problems reinforce the theme that the world and circumstances change. Gabriel’s skills as a gentleman rancher are not useful in the new industrial economy. Victoriano calls himself “a perfect gentleman” who is “perfectly useless.”

[pages 216–218]

Inferential Why does Gabriel keep his training as a mason a secret?

- o He thinks that Lizzie will disapprove because it is not a trade befitting a gentleman.

Inferential Why does Clarence stay away?

- o He feels unworthy of Mercedes and believes that the lack of news from her and the rest of his family is evidence of his unworthiness.

Turn and Talk: Have students turn to a partner to discuss the role of secrets in the story. Ask: “Why does Fred keep the letters a secret? What role do secrets play in other parts of the story?” After students have had an opportunity to share their ideas with a partner, have volunteers share their responses with the class.

SUPPORT: The setting has been established as the winter of 1876, but the letters are dated 1873, so Clarence has been away for several years.

[pages 219–223]

SUPPORT: Remember that Lizzie has written home to ask Doña Josefa for fifty dollars to travel home. When Doña Josefa sends seventy dollars, Lizzie is overjoyed.

Literal Lizzie receives money from her mother to return home, but Gabriel chooses to continue to work as a mason. What does this reveal about Gabriel’s character?

- o He feels that he needs to give notice. He behaves in a moral or gentlemanly way.

Evaluative How do the events related to Gabriel’s injury develop or reinforce class differences?

- o The ambulance taking Gabriel to the hospital must wait for a procession of carriages headed to a reception in Nob Hill. When viewed as a laborer, his death has almost no meaning. The driver says that he’ll die before he gets to the hospital. He is given medical care and lives only because George and Clarence can afford it.

SUPPORT: Nob Hill is a very wealthy neighborhood of San Francisco.

[pages 224–227]

Inferential What evidence is there that Mercedes had not given up hope of marrying Clarence?

- o She still had her trousseau.

Inferential Why is the wedding between Mercedes and Clarence imperative?

- o The family wants Mercedes to be able to live with Clarence and Lizzie in San Francisco so she can help care for Gabriel.

Evaluative Why does the author include the detail about Mercedes going out onto the veranda?

- o Responses may vary. Students may note that this shows a strong tie between Mercedes and Clarence where she can sense his presence before she even sees him. It sets up a romanticized meeting between the two.

Inferential How does Clarence feel about meeting his father after such a long absence? Why did he feel this way?

- o Clarence is reluctant to meet his father because the last time they met they had quarreled and his father had sent him away. He no doubt feels anxious about the meeting.

[pages 228–229]

Inferential Why does Darrell say he “murdered the don”?

- o Darrell feels responsible for Don Mariano’s death. He believes that it was the hardships that he caused that led to the don’s rapidly declining physical health.

Inferential What does Darrell say that reinforces the theme of injustice in the book?

- o Like Don Mariano and several other characters, Darrell specifically blames the “wrong legislation” that authorized the squatters to steal from “innocent, helpless people.” He also mentions the “wrong legislation [that] killed the Texas Pacific.”

[pages 230–234]

Inferential Why are ranchos like the one owned by Doña Josefa hard to sell?

- o As long as squatters are claiming the land or bringing lawsuits challenging the title, the lack of clear ownership makes it impossible to sell land at market price.

SUPPORT: *Yankee* is a derisive term originally coined by the British during the colonial era.

Turn and Talk: Have students turn to a partner to discuss the theme of love in the story. Ask students to discuss these questions: “What does the author want readers to know about love? Is the portrayal of romantic love in the book realistic? What about familial love?” After students have had an opportunity to share their ideas with a partner, have volunteers share their responses with the class.

Discuss the Chapters and Wrap Up the Lesson

10 minutes

Remind students of the purpose for reading:

To examine how themes are summarized in the conclusion of *The Squatter and the Don*.

Lead a discussion of the book, focusing particular attention on the conclusion:

- How does Darrell’s sense of guilt affect him? Do you think he has truly changed?
- How does the book’s conclusion reinforce themes related to injustice?
- Reread Doña Josefa’s final words. How do her words relate to the story’s themes?
- How is this book a tragedy? What elements of a tragedy are evident?
- How is this book a romance? What elements of a romance are evident?
- Is the conclusion satisfying? Why or why not?

DAY 2

MORPHOLOGY

15 minutes

Greek/Latin Roots *totus*, *tractum*, *usus*, *vacuus*, *verto*, and *via*

Introduce *totus*, *tractum*, *usus*, *vacuus*, *verto*, and *via*

15 minutes

- Point out the Greek and Latin Roots Anchor Chart you displayed in the classroom, and read it with students.

- Tell students this week they will study the roots *totus*, *tractum*, *usus*, *vacuus*, *verto*, and *via*.
 - Explain that *totus* means “whole” or “entire.”
 - Explain that *tractum* means “to drag” or “to pull.”
 - Explain that *usus* means “to use.”
 - Explain that *vacuus* means “empty.”
 - Explain that *verto* means “to turn.”
 - Explain that *via* means “road” or “way.”
- Write the root *totus* on the chart, and point out that it is pronounced /toetus/. Write the meaning of the root on the chart.
- Write the root *tractum* on the chart, and point out that it is pronounced /troktum/. Write the meaning of the root on the chart.
- Write the root *usus* on the chart, and point out that it is pronounced /uezus/. Write the meaning of the root on the chart.
- Write the root *vacuus* on the chart, and point out that it is pronounced /vokoous/. Write the meaning of the root on the chart.
- Write the root *verto* on the chart, and point out that it is pronounced /vertoe/. Write the meaning of the root on the chart.
- Write the root *via* on the chart, and point out that it is pronounced /veeə/. Write the meaning of the root on the chart.
- Remind students that roots can help with understanding the meaning of unfamiliar words and phrases. Point out the role the root plays in each of the examples given. Use the chart below as a guide.
 - During a *total* eclipse, the moon completely blocks the sun.
 - A *tractor* pulls a wagon filled with hay.
 - They dealt with the crisis with their *usual* calmness.
 - His *vacant* look suggested his mind was elsewhere.
 - The speaker *converted* the audience to her way of thinking.
 - During the rainstorm, the motorcyclist waited under a *viaduct*.

Greek and Latin Roots Anchor Chart

Root	Meaning	Example
totus	whole or entire	During a <i>total</i> eclipse, the moon completely blocks the sun.
tractum	to drag or pull	A <i>tractor</i> pulls a wagon filled with hay.

Root	Meaning	Example
usus	to use	They dealt with the crisis with their <i>usual</i> calmness.
vacuus	empty	His <i>vacant</i> look suggested his mind was elsewhere.
verto	to turn	The speaker <i>converted</i> the audience to her way of thinking.
via	road or way	During the rainstorm, the motorcyclist waited under a <i>viaduct</i> .

Have students turn to Activity Page 6.4. Briefly review the directions, and do the first item together. Tell students to complete the activity page in class or for homework.

WRITING

30 minutes

Write an Informative Essay: Plan

Note to Teacher: As students continue their research, you may want to schedule a time for your class to visit the school library or media center for students to conduct their own research.

Review

3 minutes

- Remind students that they are using the writing process to write an informative essay. Tell students they will be continuing to plan their essays today.
- Have students get out Activity Page 5.5, which they completed for homework.
- Explain that students will use one of these research questions for their informative essay. If students have not chosen one yet, have them do so.

SUPPORT: Work with individual students who did not complete the activity page or are having difficulty coming up with a research question. Have students revisit their research questions from Unit 4, *The Genius of the Harlem Renaissance*, Volume 2 if available and use these as models or jumping-off points.

Introduce Categories

5 minutes

- Explain that students will organize their informative essay by grouping information into categories. Categories are groups of similar information, such as historical information, culture, conflicts, and achievements.
- Have students look at Activity Page 6.5. Explain that these are example topics and categories so students can see some ways they might categorize information in their essays. Go over the first two topics together, inviting students to propose additional categories for each given topic.
- Then guide a discussion about the final topic, and have students complete it either individually or with partners based on the discussion.

Design an Informative Essay

15 minutes

- Have students look at Activity Page 6.6. Explain that before students begin drafting, they will use a Concept Map to plan their informative essay.
- Remind students to look for credible, relevant sources for information about their topic. Review what to look for to evaluate a source, such as accuracy of information and an expert source. Remind students to keep track of their sources as they go so they can include citations and a bibliography.
- Point out that the Concept Map includes a place for media, such as photos, other visuals, or video clips.
- Have students begin filling out the Concept Map on Activity Page 6.6.

SUPPORT: Pair up students to work together to plan their essays. Have students work together to begin simple research and complete their Concept Map.

Wrap Up

5 minutes

- Have a few students share their plans with the class.
- Tell students they can continue filling in their Concept Map for homework if they were not able to complete it during class.

Take-Home Material

Reading

- If students did not complete Activity Page 6.2 during the Reading lesson, have them complete it for homework.
- Assign the writing prompt activity on Activity Page 6.3 as homework. Remind students that you have discussed themes of the book in previous lessons. Suggest that students refer to Activity Page 2.3 or other previous activity pages as needed.

Morphology

- Have students take home Morphology Activity Page 6.4 and complete it for homework.

Writing

- If students did not complete Activity Page 6.5 during the Writing lesson, have them complete it for homework.

Lesson 7

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Grammar	15 min	Practice Verb Moods	Activity Page 7.1
Writing	30 min	Write an Informative Essay: Draft	Activity Pages 7.2, 7.3
DAY 2: Morphology	15 min	Practice Latin and Greek Roots <i>totus, tractum, usus, vacuus, verto, and via</i>	Activity Page 7.4
Writing	30 min	Write an Informative Essay: Share, Evaluate, Revise	Activity Pages 7.5, 7.6
Take-Home Material	*	Grammar, Morphology, Writing	Activity Pages 7.1, 7.2, 7.3, 7.4, 7.5, 7.6

Primary Focus Objectives

By the end of this lesson, students will be able to:

Writing

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.8.2.a-e)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.8.4)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W.8.5)

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (W.8.6)

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8)

Speaking and Listening

Ask and answer questions, taking into account the opinions and feedback of others. (SL.8.1)

Language

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (L.8.1.c)

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). (L.8.3.a)

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. (L.8.4.b)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.8.4.d)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.8.5)

DAY 1

GRAMMAR

15 minutes

Action Verbs

Practice Verb Moods

15 minutes

- Remind students that in Lesson 5 they learned how to form and use verb moods. The five verb moods correspond to five ways that verbs can be used to express actions.
 - o They can be used to make statements (indicative mood).
 - I sing.
 - I have sung.
 - I sang.
 - I had sung.
 - I will sing.
 - o They can be used to ask questions (interrogative mood).
 - Do you sing?
 - Did you sing?
 - Have you sung?
 - Will you sing?

- o They can be used to make requests or give commands (imperative mood).
 - Sing!
 - Everyone, sing!
 - Let us sing!
- o They can be used to express wishes or hypothetical situations regarding actions or conditions that are contrary to fact (subjunctive mood).
 - If only I played guitar like my brother.
 - I wish I had waited a bit longer.
 - Imagine you were the mayor of Funkytown.
 - What if I grew a beard?
- o They can be used to make statements about situations or actions that are dependent on other situations or actions (conditional mood).
 - In your situation, I would keep trying.
 - Given more time, we would have become best friends.
- o Conditional statements are often linked to subjunctive contrary-to-fact statements.
 - If I told you the truth, would you hold it against me?
 - Would they believe it if we told them what happened?
- Have students turn to Activity Page 7.1. Briefly review together the directions. Circulate around the room to be certain that students understand the directions. Tell students to complete the activity page for homework.

WRITING

30 minutes

Write an Informative Essay: Draft

Introduce

2 minutes

- Explain to students that they have planned their informative essay and that now they will use their plan to begin drafting. Revisit the Writing Process Chart as needed to reinforce understanding of the writing process.
- Remind students that as they create the first draft of their informative essay, they may identify areas that need more research, such as categories that are less well developed than others. Students may also have new questions relevant to their topic and want to find answers.

Review Using Transitions

8 minutes

- Tell students that because they are organizing information into categories, they will need to practice creating transitions between these categories. Transitions will ensure that students' essays come together as a cohesive whole with a logical flow of ideas and information.
- Have students look at Activity Page 7.2.
- Review the chart with students. Explain that the chart shows some common transitional words and phrases that are useful to connect ideas within paragraphs and also transition from one category to another. Note that sometimes more explanation is needed to link categories.
- Have students look at the same essay paragraphs to show an example. Explain the following:
 - The first step is to organize paragraphs so that the category of one leads logically to the next category.
 - The next step is to use a transitional word, phrase, clause, or whole sentence that draws on the logical connection that exists between the paragraphs.
- Refer to the bolded text to point out that the first paragraph introduces the intercontinental railroad and the need for a large workforce to construct it. The second paragraph is about some of the people who made up that workforce. The first sentence of the second paragraph is the transition that links them.
- Ask students to come up with a transitional first sentence for the third paragraph. One possibility might be: *The intercontinental railroad caused problems for other groups as well.*

Draft an Informative Essay

17 minutes

- Have students work independently to begin drafting their informative essays on Activity Page 7.3.
- As students write, circulate throughout the room, monitoring students' progress and providing guidance and support as needed.

SUPPORT: Work with individual students or small groups who are not quite ready to begin drafting, helping them to find sources, organize categories, or even find a topic that works.

SUPPORT: Have students work with a partner to craft transitional sentences based on their Concept Map essay design to give students a framework into which they can add the rest of the content.

CHALLENGE: Remind students that they have learned how to format quotations correctly and should look for places to add quotations to their essays.

Wrap Up

3 minutes

- Pair and Share: Have students pair up and share any transitional sentences, clauses, phrases, or words they used or plan to use in their drafts.
- Tell students they can continue working on their drafts for homework on Activity Page 7.3.

Take-Home Material

Grammar

- Have students take home Morphology Activity Page 7.1 and complete it for homework.

Writing

- If students did not complete Activity Page 7.2 during the Writing lesson, have them complete it for homework.
- Students can continue their drafts on Activity Page 7.3.

DAY 2

MORPHOLOGY

15 minutes

Greek/Latin Roots *totus*, *tractum*, *usus*, *vacuus*, *verto*, and *via*

Practice *totus*, *tractum*, *usus*, *vacuus*, *verto*, and *via*

15 minutes

- Remind students that in Lesson 6 they studied the roots *totus*, *tractum*, *usus*, *vacuus*, *verto*, and *via*.
 - *Totus* means “whole” or “entire.”
 - *Tractum* means “to drag” or “to pull.”
 - *Usus* means “to use.”
 - *Vacuus* means “empty.”
 - *Verto* means “to turn.”
 - *Via* means “road” or “way.”
- Tell students that, as English has evolved, the literal meanings of these roots have been extended through analogy in words with a variety of more abstract meanings.
 - The root *tractum* has been incorporated into words like *attractive*, *protracted*, *contract*, and *detract*.
 - The root *vacuus* has been incorporated into words like *vacation*, *vacuous*, *vacant*, and *vacate*.
 - The root *verto* has been incorporated into words like *avert*, *perverse*, *divert*, and *convert*.
 - The root *via* has been incorporated into words like *viable*, *trivial*, and *deviate*.

CHALLENGE: As time allows, ask students to work in pairs to create a word-family list using one of this lesson’s roots. Have students use a dictionary to verify that the words contain the roots. Invite students to explain the analogous relationship between the root and the modern word’s meaning.

- Have students turn to Activity Page 7.4. Briefly review the directions together. Tell students to complete the activity page in class or for homework.

Write an Informative Essay: Share, Evaluate, Revise

Introduce

3 minutes

- Revisit the Writing Process Chart as needed to review the work students have done so far in the writing process. Explain that now students will move on to the revising step. In this step, students will share their drafts with a peer and get feedback that will help them revise their informative essays.
- Direct students to the Write an Informative Essay Rubric on Activity Page 7.5. Remind students that the rubric describes the criteria on which their informative essays will be assessed. Answer any questions students may have about the rubric.
- Have students also preview the Write an Informative Essay Peer Review Checklist on Activity Page 7.6. Explain that they will work with a partner to review their informative essays using the checklist.

Review a Peer's Informative Essay

14 minutes

- Pair up students to conduct the peer review. Briefly read aloud the items on the Write an Informative Essay Peer Review Checklist on Activity Page 7.6. Answer any questions students may have.
- Have students review each other's drafts using the Peer Review Checklist. Tell students they can also consult the Write an Informative Essay Rubric on Activity Page 7.5.
- As students share their informative essays and complete Activity Page 7.6, circulate around the room, and provide assistance as needed.

Conduct a Peer Conference

10 minutes

- When students have completed their review of their peer's informative essay, provide them an opportunity to confer with one another to discuss the suggestions recorded on the Write an Informative Essay Peer Review Checklist on Activity Page 7.6.
- Remind students to make their feedback constructive and helpful, focusing on how the informative essay can be improved.
- If time remains, students may begin revising their essays.

SUPPORT: Work with individual students or pairs to ensure that the feedback given is useful and will guide students to improve their essays. As peers review their classmates' essays, help them use the rubric and checklist to write feedback, modeling or suggesting good feedback.

CHALLENGE: If students complete their revisions easily, encourage them to focus specifically on precise word choice, evaluating each word of their essays to consider if there is a stronger choice. If students used any subject-specific terms that readers may not find familiar, have them add simple definitions to their text.

Wrap Up

3 minutes

- Have a few students share with the class one way their writing has improved so far this year.
- Tell students that they may continue work on their revisions as homework.

Take-Home Material

Morphology

- Have students take home Morphology Activity Page 7.4 and complete it for homework.

Writing

- Students may work on revisions to their informative essays as homework.

Lesson 8

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Writing	45 min	Write an Informative Essay: Edit and Polish	Activity Page 8.1
DAY 2: Writing	45 min	Write an Informative Essay: Publish	*
Take-Home Material	*	Writing	Activity Page 8.1

Primary Focus Objectives

By the end of this lesson, students will be able to:

Writing

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.8.2.a-e)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.8.4)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W.8.5)

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (W.8.6)

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8)

Speaking and Listening

Ask and answer questions, taking into account the opinions and feedback of others. (SL.8.1)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.8.2)

Write an Informative Essay: Edit and Polish

Review

5 minutes

- Review the steps in the writing process students have completed so far as they have planned, drafted, and revised their informative essay.
- Tell students they will first have time to finish their revisions, using the feedback from the peer review. Then they will begin to edit their essays.
- Explain that the editing step provides students with an opportunity to improve their informative essay as much as possible.

Prepare to Edit

10 minutes

- Tell students they can now make any final revisions to their informative essays. Remind students that in the revision step of the writing process, they can make bigger changes to their writing, such as rearranging sentences and paragraphs, adding more detail and explanation, and adding additional media.
- Tell students they should consult the Write an Informative Essay Rubric and the Write an Informative Essay Peer Review Checklist from the previous session.
- Encourage students to read their entire informative essay and consider whether there is anything more they would like to change or rework.
- As students revise, circulate throughout the room, monitoring their progress and providing guidance and support as needed.

Edit and Polish an Informative Essay

25 minutes

- Have students look at Activity Page 8.1. Explain that students will use the Write an Informative Essay Editing Checklist to guide the editing and polishing process.
- Review the checklist with students, and answer any questions before students begin to edit their essays.
- Remind students to consult the Write an Informative Essay Rubric as needed to make sure they have completed all the requirements.
- Have students work independently to edit and polish their essays.
- As students edit, circulate throughout the room, monitoring their progress and providing guidance and support as needed.

SUPPORT: Students may work with partners or small groups to edit and polish their informative essays. Have students swap essays and use the Write an Informative Essay Editing Checklist to check for errors in each other's writing.

CHALLENGE: If students complete the revision and editing steps and still have time to spare, have them create an additional visual for their informative essays, such as a graph, diagram, or timeline.

Wrap Up

5 minutes

Have several students share aloud the section of their informative essay they found most challenging to write.

Take-Home Material

Writing

- Students may spend time further editing and polishing their informative essays before publication.

DAY 2

WRITING

45 minutes

Write an Informative Essay: Publish

Introduce

10 minutes

- Explain that publishing an informational text, such as an informative essay, can take different forms.
 - Hold a group reading session.
 - Create a guided tour or gallery of the essays.
 - Publish in an online collection.
 - Create a printed class library of essays.
- Guide a brief discussion of what option or options students prefer.
- Consider guiding the class to a consensus or taking a class poll to decide which option to use for the whole class. Alternatively, let students choose an option and form small groups with like-minded classmates.
- Encourage students to choose a mode that they feel less comfortable in to provide a chance to grow and develop new skills.

Publish an Informative Essay

25 minutes

- Have students publish their informative essays using the method chosen.
- As students work, circulate throughout the room, monitoring their progress and providing guidance and support as needed.
- If time does not allow for all students to publish their essays during this lesson, have them complete the publishing step during the Pausing Point.
- See the Enrichment section of this Teacher Guide for additional ideas.

Ask several students to share one or more of the following:

- the most challenging part of writing the informative essay
- the most interesting thing they learned from their research
- how writing the informative essay in this unit differed from writing the multimedia report in Unit 4, *The Genius of the Harlem Renaissance*, Volume 2

Lesson 9

AT A GLANCE CHART

Lesson	Time	Activity	Materials
Unit Assessment	35 min	Unit Assessment	Activity Page 9.1
Unit Feedback Survey	10 min	Unit Feedback Survey	Activity Page 9.2

UNIT ASSESSMENT

35 minutes

- Make sure each student has a copy of Activity Page 9.1. You may have collected this activity page from students at the beginning of the unit.
- Tell students they will read two selections, answer questions about each, and respond to a writing prompt. In the next sections, students will answer grammar and morphology questions evaluating the skills they have practiced in this unit.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers.

Reading Comprehension

The reading comprehension section of the Unit Assessment contains two selections and accompanying questions. The first selection is an excerpt from *The Octopus: A Story of California*, a 1901 novel by Frank Norris that explores the conflict between wheat growers and the railroad in California at the turn of the twentieth century. The second selection is an excerpt from *Riders of the Purple Sage*, a novel published in 1871 by Zane Grey that is widely considered a classic in the Western genre.

These texts were selected using guidance from the Common Core State Standards (CCSS) and recommendations from Student Achievement Partners (achievethecore.org). These texts are considered worthy of students' time to read and meet the expectations for text complexity at Grade 8. The texts feature core content and domain vocabulary from *The Squatter and the Don* unit that students can draw on to understand the passages.

The questions pertaining to these texts are aligned to the CCSS and are worthy of students' time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might address multiple standards. In general, the selected-response items address Reading standards, and the constructed-response item addresses Writing standards. To prepare students for CCSS-aligned

assessments, such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced, some items replicate how technology may be incorporated in those assessments, using a paper-and-pencil format.

UNIT ASSESSMENT ANALYSIS

Quantitative and Qualitative Analysis of Text

The texts used in the reading comprehension assessment, excerpts from literary texts *The Octopus: A Story of California* and *Riders of the Purple Sage*, have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts, Supplement to Appendix A, “New Research on Text Complexity,” (CoreStandards.org/resources). Both selections fall within the Common Core Grades 7–8 Band.

Reading Comprehension Item Annotations and Correct Answer and Distractor Rationales

* To receive a point for a two-part question, students must correctly answer both parts of the question.

Item	Correct Answer(s)	Standards
1 Evaluative	Possible response: The mood at the beginning of the passage is one of exhaustion and frustration. Details that establish this mood include the mention of children asleep in their mothers’ arms, contrasted with the descriptions of the activity as the horses and coaches are made ready to travel.	RL.8.1, RL.8.5
2 Inferential	D	RL.8.4
3 Inferential	Possible answer: He is someone who can calmly consider his options and decide the right thing to do even in a chaotic situation. He knows not to make decisions when he is too tired to think.	RL.8.3
*4 Part A Literal	D	RL.8.4
*4 Part B Inferential	C	RL.8.3, RL.8.4
5 Inferential	Possible response: A theme in the excerpt is how difficult it can be to bring people together for a cause. The exhaustion of the participants, their hurry to get home, and the rubbish left over after a meeting are all evidence of a difficult and troubled event that has just passed.	RL.8.2

Item	Correct Answer(s)	Standards
6 <i>Literal</i>	Withersteen is a Mormon who has inherited a large range from her father.	RL.8.2
7 <i>Inferential</i>	D	RL.8.4
8 <i>Inferential</i>	D	RL.8.2, RL.8.3
9 <i>Inferential</i>	The author describes the beauty of the surrounding area—a perspective that Jane Withersteen shares. This contrasts with the tension that Jane feels as she waits for the churchmen and that is evident between the Mormons and the Gentiles who live there.	RL.8.5
*10 Part A <i>Inferential</i>	The main conflict is between Mormons and Gentiles who have settled near the village of Cottonwoods in Utah.	RL.8.2; RL.8.5
*10 Part B <i>Inferential</i>	Jane Withersteen is presented as having a lot of money. She refers to the Gentiles who have settled to the north as “poor and unfortunate.” The churchmen have come to resent her friendship with the Gentiles, but she says she wants to “go on doing good.”	RL.8.1; RL.8.3
11 <i>Inferential</i>	A rider has come to tell ranch owner Jane Withersteen that the churchmen are on the way, presumably to reprimand her about her friendships with the Gentiles. As she waits for them to arrive, she scans the beauty around her and wishes that the conflict between the Mormons and the Gentiles would not disrupt the peace.	RL.8.2
12 <i>Evaluative</i>	Answers will vary. Accept all reasonable answers. Students may note the descriptive imagery of the rolling hills of purple sage and/or the other descriptions of sights and sounds in this passage. Students may explain that it is effective because it evokes sights and moods well or that the word choices are especially pleasant and effective.	RL.8.1, RL.8.5, RL.8.6

Writing Prompt Scoring

The writing prompt addresses CCSS W.8.1.a, W.8.1.c, W.8.1.d, L.8.1, L.8.2, and L.8.3.

Score	4	3	2	1
Criteria	Student writes a clear, coherent response. Response includes all the following: a comparison of the two texts that responds appropriately to the question. Response has no errors in grammar, spelling, or punctuation. Response organizes information in a clear and logical manner.	Student writes a mostly coherent response. Response includes some of the following: a comparison of the two texts that responds appropriately to the question. Response has few errors in grammar, spelling, and punctuation. Response mostly organizes information or presents information mostly logically.	Student writes a response that doesn't compare the two texts fully. Response may be missing a full comparison of the two texts or may not respond adequately to the question. Response has some errors in grammar, spelling, and punctuation. Response shows an attempt to organize information logically.	Student response fails to clearly address the prompt or lacks clarity and organization. Response fails to compare the texts. Response features many errors in grammar, spelling, and punctuation.

Grammar Answer Key

The Grammar section addresses CCSS L.8.1, L.8.2, and L.8.3.

1. I would have called to tell you I would be late.
2. Ari, why do you never study before a test?
3. Nikki, I don't feel up to skating.
4. Bella, are you going to a play this evening?
5. Mr. Moody, I slept through my alarm this morning.
6. Darius, be a good friend and help me with my homework!
7. I wish I lived in Paris.
8. If I had had enough money, I would have bought a plane ticket to Aruba.
9. Let's camp here for the night!
10. If only I had not run out of time before I finished the test.
11. Salman, I would have apologized after spilling juice on your homework.
12. If my dog knew how to talk, he would be asked to appear on television.

Morphology Answer Key

The Morphology section addresses CCSS L.8.4.b.

1. E
2. L
3. I
4. K
5. H
6. J
7. B
8. C
9. G
10. A
11. D
12. F

UNIT FEEDBACK SURVEY

10 mins

At the conclusion of the unit, have students complete the Unit Feedback Survey on Activity Page 7.2. Make sure students know that you respect their opinions and will take seriously all constructive feedback. Please take time to review and react to students' responses and comments. Consider how you might teach the next unit differently to improve learning and students' experiences.

Pausing Point

Culminating Activities

The following activities are offered should you choose to pause at one or two points during the teaching of this unit. During that time, we recommend that you use one or more of the Culminating Activities described below or an activity you create.

Pausing Point to Address Assessment Results

Please use the final two days of this unit to address results of the Unit Assessment (for reading comprehension, grammar, and morphology). Use each student's scores on the Unit Assessment to determine which remediation and/or enrichment opportunities will benefit particular students. In assigning these remediation and/or enrichment activities, you may choose to have students work individually, in small groups, or as a whole class.

Remediation

Reading Comprehension

It is important to understand that poor performance on the Reading Comprehension section of the Unit Assessment may be attributable to any number of factors. To ascertain which remediation efforts will be most worthwhile, it is highly recommended that you ask any student who performed poorly on this section to read at least one of the assessment passages aloud to you orally, one-on-one. If the student frequently misreads words in the text, this is indication of a more global decoding problem that may require further assessment and remediation by a reading specialist outside the context of the regular classroom.

Once the student finishes reading the passage(s) aloud, ask the comprehension questions orally. Analyze whether the student makes errors on the same questions answered incorrectly on the written assessment, as well as the type of questions answered incorrectly. Does the student have difficulty answering particular types of questions? If so, guided rereading of specific chapters in a small-group setting with other students who are struggling may be helpful.

Grammar and Morphology

For additional practice with the grammar and morphology skills taught in this unit, you may wish to have students complete the Grammar and Morphology Pausing Point activity pages provided in the Activity Book (PP.1–PP.2).

If students demonstrate a need for remediation in the foundational grammar and morphology skills required for the lessons in Grade 8, consult the CKLA Grades 6 and 7 materials for additional grammar and morphology lessons and activities. Alternatively, for students who demonstrate a general proficiency in grammar and morphology but who demonstrate a need for remediation in connection with specific skills covered in this unit, you may provide a more targeted remediation by reteaching only the lessons for those skills.

Writing

Redirect students to Activity Page SR.3 (Write an Informative Essay Rubric), Activity Page SR.5 (Write an Informative Essay Editing Checklist), and their completed informative essay. Provide time during the Pausing Point for students to revise and rewrite their essay using all of the above tools. The Write an Informative Essay Rubric and Write an Informative Essay Editing Checklist are included in the Teacher Resources section of this Teacher Guide for your reference.

If possible, meet briefly with each student to review their plans for revision and provide additional guidance.

Evaluate students' work after revisions are complete using the Write an Informative Essay Rubric and Write an Informative Essay Editing Checklist. Meet briefly with each student to provide feedback.

Enrichment

If students have mastered the skills in *The Squatter and the Don*, their experience with the unit concepts may be enriched by the following activities. Please preview in advance any third-party resources, i.e., links to websites other than the Core Knowledge Foundation, to determine suitability for the students with whom you work.

- Assign students to choose a chapter or scene from *The Squatter and the Don*. Using Activity Page E.1, students should convert their chosen chapter or scene into a script for a dramatic performance.
- Using Activity Page E.2, students can write a book review of *The Squatter and the Don*. Students should give the book a rating out of five stars, and write a paragraph defending their opinion.
- Using Activity Page E.3, ask students to design a new book cover for *The Squatter and the Don*. Ask students to include a picture for the front cover and a book synopsis on the back. Remind students that the cover should make people want to buy the book!
- Using Activity Page E.4, ask students to do a research project to learn about the experiences of Mexican Americans living in Texas after the United States annexed the state in 1845. Students should explore how their experiences were similar to or different from those of the Mexican Americans in *The Squatter and the Don*.
- Although many people associate the cowboy with the American West, cowboy traditions and methods derived from Mexican *vaqueros*. Have students use Activity Page E.5 to research the history of the Mexican *vaquero* and American cowboy and present what they learn in a slide show or short video. Use this link to download the CKLA Online Resources for this unit, where the specific links to information on the Mexican *vaqueros* may be found: <https://www.coreknowledge.org/free-resource/ckla-unit-6-Squatter-and-the-Don/OnlineResources>

Teacher Resources

In this section you will find:

- Glossary for *The Squatter and the Don*
- The Writing Process
- Write an Informative Essay Rubric
- Write an Informative Essay Peer Review Checklist
- Write an Informative Essay Editing Checklist
- Proofreading Symbols
- Activity Book Answer Key

A

adhere, v. to cling to (**adhering**)

agitated, adj. disturbed and upset

agitation, n. a state of being upset or disturbed

aloof, adj. cool and distant

amiably, adv. in a genial and agreeable way

anecdotes, n. brief accounts of a real event

appropriate, v. to set apart for a particular use (**appropriating**)

appropriation, n. a sum of money devoted to a particular purpose

aspirations, n. breaths

atrocious, adj. appalling; exceedingly cruel or wicked

attentively, adv. while giving close attention; observantly

attorney general, n. the lead person representing a state or country in legal proceedings

audibly, adv. aloud; in a way that can be heard

authorize, v. to officially endorse or permit

B

bewitching, adj. seductively attractive

C

clarify, v. to make clear

comply, v. to conform or follow as required or requested

composure, n. calm manner or bearing

construe, v. to interpret in a specific way (**construed**)

convene, v. to gather; to come together (**convenes**)

conveyance, n. the means by which title to a property is transferred

corroborate, v. to support with knowledge or authority (**corroborated**)

D

deliberate, v. to consider or discuss carefully (**deliberating**)

despoil, v. to strip of (**despoiled**)

disapprove, v. to have an unfavorable opinion of

disengaged, adj. vacant; not in use

dishonorable, adj. shameful

E

edifice, n. an impressive building

eminently, adv. very; to a high degree

exasperated, adj. extremely irritated or fed up

exhilarating, adj. causing strong feelings of happiness or excitement

expanse, n. something that is wide and spread out

exquisite, adj. intense

F

fatality, n. death caused by an accident or violence

G

genial, adj. friendly; good-natured

I

imperative, adj. critical; not to be avoided

implore, v. to ask earnestly (**implored**)

impoverish, v. to make poor or bring into poverty (**impoverished**)

inclination, n. a tendency toward something

indifferent, adj. lacking interest or concern

indifferently, adv. without interest or concern

infamous, adj. wicked; disgraceful

intuitively, adv. instinctively; in a way that does not use reasoning or logic

irony, n. a situation that is the opposite of what one expects

J

judicious, *adj.* exercising good judgment

L

lavish, *v.* to spend abundantly or without restraint (lavishing)

litigation, *n.* the process of taking legal action

M

manipulation, *n.* the act of influencing by unfair or unscrupulous means, particularly to one's own advantage

meditations, *n.* thoughts

moralist, *n.* a person involved with regulating the morals or ethics of others

mute, *adj.* silent

O

onerous, *adj.* burdensome

P

pacify, *v.* to quell the anger of; to soothe

pallor, *n.* paleness

perceptibly, *adv.* in a way that can be noticed

perpetrate, *v.* to commit; to carry out (perpetrated)

perplexities, *n.* things that cause confusion or bewilderment

pilgrimage, *n.* a long journey usually taken for religious purposes

pittance, *n.* a meager amount of money

precarious, *adj.* dangerous; dependent on uncertain conditions

precisely, *adv.* exactly; without vagueness

preposterous, *adj.* absurd

proposition, *n.* a suggested plan of action, as in a business deal

R

redouble, *v.* to make twice as great; to intensify

reflection, *n.* serious thought or consideration

reiterate, *v.* to say or do something over again or repeatedly

rejoinder, *n.* a witty reply

remand, *v.* to return to a lower court to reconsider

renounce, *v.* to refuse; to repudiate

resolve, *n.* determination; single-mindedness

risibility, *n.* the ability to laugh

S

salutation, *n.* a gesture or comment made to recognize someone's arrival or departure

scapegoat, *n.* a person who bears the blame for others

singular, *adj.* highly unusual

slander, *v.* to defame or utter false charges to hurt someone else's reputation

solicitor general, *n.* the law officer directly below the attorney general

stance, *n.* an attitude toward or opinion of something

subsequent, *adj.* coming after in time; following

subsidies, *n.* money granted by the government to assist an industry or business to keep a price low

suppress, *v.* to restrain; to hold back

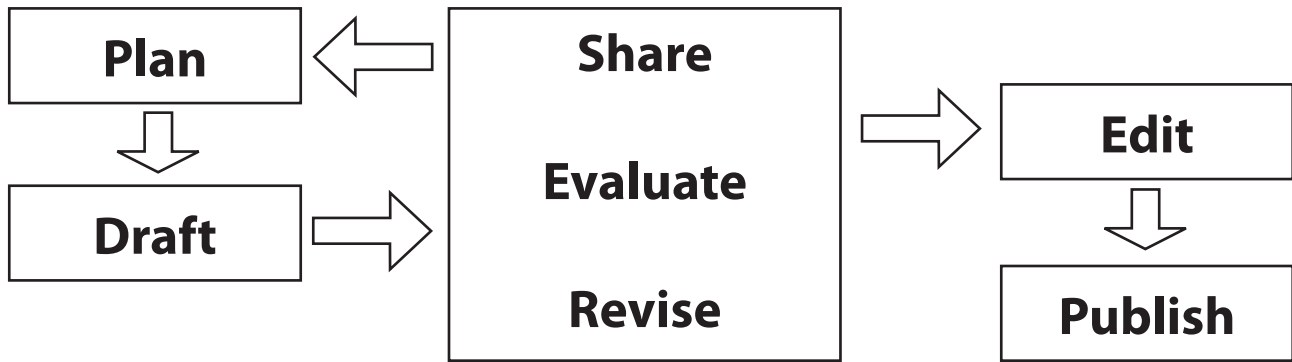
survey, *v.* to have measurements taken in order to determine the form, extent, and position of land or property (surveyed)

V

validity, *n.* the state of being legally or officially binding

vigil, *n.* a period of staying awake to keep watch or to pray

The Writing Process



Write an Informative Essay Rubric

	Exemplary	Strong	Developing	Beginning
Content	Information is factual and from high-quality, credible sources. Thesis is interesting and engaging and thoroughly supported with well-researched information.	Most information is factual and from credible sources. Thesis is interesting and mostly supported with researched information.	Information is somewhat factual, and sources are somewhat credible. Thesis is somewhat supported.	Information is not factual. Thesis is missing or unsupported.
Organization and Format	Categories are logical and logically organized. Main ideas are clear, and supporting details are relevant and sufficient.	Categories are logical and fairly well ordered. Main ideas are mostly clear, and supporting details are mostly relevant and sufficient.	Categories may be somewhat unorganized or lacking connection. Main ideas are somewhat clear, and supporting details may not be entirely relevant or sufficient.	Categories are unorganized or don't have a unifying thread. Main ideas are unclear, and supporting details are insufficient and irrelevant.
	Citations and bibliographic entries are used and formatted correctly.	Most citations and bibliographic entries are used and formatted correctly.	Some citations and bibliographic entries are used and formatted correctly.	Citations and bibliographic entries are absent or incorrect.
Use of Media	Visuals or other media are used to add interest and meaning and support main ideas.	Visuals or other media relevant to the topic are used.	Visuals or other media are used but do not always relate clearly to main ideas.	No additional media are used to support the essay's content.
Conclusion	The essay concludes in a satisfying way.	The essay concludes in a mostly satisfying way.	The essay concludes in a somewhat satisfying way.	The conclusion of the essay is far too brief or missing.

	Exemplary	Strong	Developing	Beginning
Language	Transitional words, phrases, and clauses are used to make connections between ideas clear.	Some transitional words, phrases, and clauses are used to make connections between ideas.	Few transitional words, phrases, and clauses are used to connect ideas.	Very few or no transitional words, phrases, or clauses are used.
	Style is consistently formal and appropriate to the task and audience.	Style is mostly formal and appropriate to the task and audience.	Style is somewhat formal and mostly appropriate to the task and audience.	Style is informal and not appropriate to the task and audience.
	Excellent spelling, grammar, and punctuation are used.	Spelling, grammar, and punctuation are mostly correct.	Spelling, grammar, and punctuation have several errors.	Spelling, grammar, and punctuation have many errors, and this interferes with the reader's ability to understand meaning.

Write an Informative Essay Peer Review Checklist

Complete this checklist as you read the draft of the informative essay written by a classmate.

Author's Name: _____

Reviewer's Name: _____

_____ The informative essay is written in a formal style.

_____ The informative essay clearly states a thesis.

_____ The informative essay is well organized, grouping information into logical categories.

_____ The informative essay uses media to add meaning or clarify ideas.

_____ The informative essay uses precise language.

_____ The informative essay uses transitional words, phrases, and clauses to connect categories and ideas.

_____ The informative essay includes properly formatted citations and bibliographic entries.

_____ The informative essay is engaging and interesting to read.

_____ The informative essay comes to a conclusion that is satisfying.

Use the checklist above to help you complete the Peer Feedback on the back of this Activity Page.

Peer Feedback #1: Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.

Writing Power: What was the greatest strength of this draft? Why was it so powerful? How did it add to the draft as a whole?

Writing Inspiration: What aspect of this draft inspired you? What did you like about it? How can you incorporate it into your own writing?

Writing Innovation: What part of the draft was most original? What made it so inventive? How can it be included in other writings?

Feedback #1:

Peer Feedback #2: Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.

Building Stamina: What information was missing from the draft? Where would more details strengthen the writing?

Building Technique: What aspect of this draft needs reworking? How would this revision strengthen the draft?

Building Clarity: What part of the draft was unclear? What can be adjusted to provide clarity in the draft?

Feedback #2:

Write an Informative Essay Editing Checklist

Write an Informative Essay Editing Checklist	After reviewing for each type of edit, place a check mark here.
Vocabulary	
<ul style="list-style-type: none"> I have used precise language. I have used specific words related to the topic. 	
Format	
<ul style="list-style-type: none"> I have inserted paragraph breaks at logical places in the narrative. I have titled my writing. I have included the proper heading, including my name, my teacher's name, the class title, and the date. I have formatted citations and bibliographies correctly. 	
Grammar	
<ul style="list-style-type: none"> I have used complete, correctly formed sentences. I have maintained a formal style. I have used verb tenses and participles correctly. I have used verbals and verb moods correctly. I have corrected misplaced and dangling modifiers. 	
Spelling	
<ul style="list-style-type: none"> I have used resources to check my spellings. I have spelled words with Greek and Latin roots and affixes correctly. I have used commonly confused words correctly. 	
Punctuation	
<ul style="list-style-type: none"> I have used end marks (periods, question marks, exclamation points) correctly. I have used a comma after introductory words, phrases, and clauses. I have used quotation marks, commas, and end marks correctly in quotations. I have used hyphens, ellipses, and dashes correctly. 	

Proofreading Symbols

^	Insert
⊙	Insert period
^,	Insert comma
∇	Insert apostrophe
#	Insert space
¶	New paragraph
no ¶	No new paragraph
○	Close up the space
<u>b</u> cap	Capitalize
B lc	Make lowercase (small letter)
e	Delete
rwd.	Reword
←	Move according to arrow direction
reut	Transpose
[Move to the left
]	Move to the right
^a	Add a letter

NAME: _____
DATE: _____

1.3 ACTIVITY PAGE

Chapters 1 and 2

Answer the questions in complete sentences. Use evidence from the text where appropriate.

- How do Mr. and Mrs. Darrell view their situation differently? What do they say that helps you understand this?
Mr. Darrell is much more critical of the family's situation than is Mrs. Darrell. He says that they are "poor" and that he hates being called a "squatter." Mrs. Darrell focuses on the fact that they are still together. Another difference is that Mrs. Darrell views the family as squatters while Mr. Darrell believes he acquired the land legally so they should not be viewed as squatters.
- What advice does Mrs. Darrell give Mr. Darrell to learn from past mistakes?
She wants him to get land that is clearly not owned by anyone else. She tells him not to buy any land that is still in litigation.
- What happened in the Napa and Sonoma Valleys?
The land that Mr. Darrell acquired from a Mexican grant for his family to live on was taken away, so he had to abandon it.
- Why does Mr. Darrell think that San Diego will be a good location to move his family?
He believes that the railroad will be coming to San Diego and will provide a direct route to the East, which will increase the value of the land.

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 5

- Where and when does the story take place? What clues are provided to help you understand the setting? What information about this period is helpful to understanding this conversation between Mr. and Mrs. Darrell?

It takes place in California in the late 1800s. This is following California's statehood, when the country is still growing. The railroads are being built, bringing settlers to the West. People are settling on land that was once part of Mexico; the courts are settling ownership, but this can sometimes take years. This is the context in which Mr. and Mrs. Darrell discuss the loss of land in the past and their hopes of acquiring land in the future.

- What is troubling Don Mariano?
He is worried about the fact that more squatters are coming onto his land.
- What does the fact that Doña Josefa guesses what has upset the don reveal about the situation?
This is an ongoing or recurring conflict that preoccupies the don often.
- Who is George Mechlin? Why do the Alamars think he might be able to help?
George is a friend of the Alamars and is engaged to Elvira. He has an influential uncle.

6 Unit 6 | Activity Book

Grade 8 | Core Knowledge Language Arts

NAME: _____
DATE: _____

1.3 ACTIVITY PAGE
CONTINUED

- Why is Don Mariano concerned about having the case remanded for a new trial?
A new trial will take a long time. As Don Mariano awaits a decision, the settlers will plant crops and kill his cattle. The settlers have already killed off much of his herd, and he is concerned that not getting an answer quickly will result in the loss of many more cattle. He also discusses the fact that, alternatively, the settlers force him to pay to get his cattle back.
- What evidence in the text shows that the Alamars feel that the United States has not treated them well?
Doña Josefa refers to the United States as having "no sympathies for us." Don Mariano recounts how the law works against the owners of the ranchos in favor of the squatters.
- Don Mariano says, "I felt bitter against my people." Whom does he mean by "my people"? What does this reveal about his identity?
By "my people," Don Mariano means Mexicans. He identifies as a Mexican.
- George says he "never imagined we had acted so badly." Whom does George mean by "we"? What does this reveal about George's identity?
By "we," George means his country, the United States. He identifies as an American.

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 7

- What do you think about George's assessment that the United States had "acted so badly"? Do you agree?

Answers may vary, but most students will likely sympathize with the don's predicament in not having the United States protect his title to the land.

- Why have the Mechlins moved to California?
James Mechlin, George's father, was not well when he visited San Diego, but he responded so well to the climate there that he bought a country house.
- How do the Mechlins and Alamars become acquainted?
Caroline and Lizzie Mechlin get to know the Alamars, and Lizzie marries Gabriel, the Alamars' older son. George Mechlin is engaged to marry Elvira, one of the Alamars' daughters.

8 Unit 6 | Activity Book

Grade 8 | Core Knowledge Language Arts

Activity Book Answer Key

NAME: _____
DATE: _____

1.4 TAKE-HOME

Chapter 3

Answer the questions in complete sentences. Use evidence from the text where appropriate.

- What does the word *preempt* mean? What does the title "Preempting Under the Law" mean?
The word *preempt* means to take action to prevent something from happening. The title refers to a way to use the law in order to stop something from happening.
- Why is Darrell traveling from San Francisco to San Diego?
He is setting a claim on land and preparing a homestead to which he will move his family.
- Who are Gasbang and Mathews? How does Darrell feel about them?
They are squatters who already live in San Diego. Darrell feels superior to them. They are of a lower class.
- What racial or ethnic tensions are evident in this chapter?
Darrell and the others look down on Spaniards. Mathews calls them "greasers" (page 25), and Darrell "may not have cared for the Spanish population" (page 26).
- Why do the squatters shoot the cattle?
They shoot the cattle to keep them from ruining their crops. Fencing in their crops is too expensive.

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 9

- Page 29 says, "In this easy way, more land was taken from its legitimate owner." What is meant by the phrase "this easy way"? Who is meant by the "legitimate owner"?

The phrase "this easy way" refers to the process of staking a claim, which will then be backed up by the law. It goes against Don Mariano, who is the land's "legitimate owner."

- Whom or what does Don Mariano blame for the conflict?
He blames the unfair law and the people who are unwilling to stand up against it.

10 Unit 6 | Activity Book

Grade 8 | Core Knowledge Language Arts

NAME: _____
DATE: _____

2.2 ACTIVITY PAGE

Chapters 4 and 5

Answer the questions in complete sentences. Use evidence from the text where appropriate.

- What does Mrs. Darrell ask Clarence to do?
She asks him to ask if the land has been rejected and is free and, if it is not, to pay for the land.
- What does the word *litigation* mean? To what does it refer?
The word *litigation* means the process of taking legal action. In this context, Mrs. Darrell is referring to the legal proceedings in which the title to the land is questioned.
- What does the conversation between Mrs. Darrell and her son reveal?
Mrs. Darrell doesn't trust her husband to make sure that the land is free of litigation.
- What problem does the litigation present for Mr. Darrell?
If the court sides with Don Mariano, Mr. Darrell would lose his claim to the land.
- How does Mr. Darrell resolve this problem?
He agrees to vacate or to pay Don Mariano for the land if the court decides that the land rightfully belongs to the Don.

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 13

- Why were the settlers likely to view Clarence differently than Don Mariano or Mr. Mechlin?
They believed that Clarence had claimed his land in the same way that they had. He was of a similar background and socioeconomic class.

- What is Don Mariano's goal in meeting with the settlers?
He wants to find a way to protect his cattle.

- What does Don Mariano propose to the settlers?
He suggests they grow vineyards or fruit trees or tend to cattle rather than growing grain. He offers to provide each of the settlers with several cattle that the settlers can pay for in a few years, after they have made money. He also offers a quitclaim deed ceding his rights to the land they have claimed. In return, he asks that they stop capturing or killing his cattle and fence in their land.

- What evidence is there that the settlers are suspicious of Don Mariano's motives?
They suggest that he plans to take their homesteads in return and argue that this is a ploy to force them to fence their land.

- How does Don Mariano appeal to the settlers' desire to make money?
He argues that a fruit orchard or vineyard will be more profitable than grains. Because an orchard or vineyard takes up less land, it can also be fenced affordably. He uses the

14 Unit 6 | Activity Book

Grade 8 | Core Knowledge Language Arts

NAME: _____
DATE: _____

2.2
CONTINUED

ACTIVITY PAGE

example of Miller to show that planting crops is risky. He guides the men to see that
killing the cattle is in no one's interest and will impoverish the entire county.

11. How does Don Mariano propose to irrigate the land and divide up the cattle?
He agrees to pay for half of the expense to irrigate the land. He proposes to keep half
of his cattle and divide the other half among the settlers.
12. What evidence is there that the conflict is—at least in part—a conflict between classes or cultures?
The settlers say that they are not vaqueros. They have no experience with cattle. They
accuse Clarence of favoring the aristocracy.
13. What does Clarence mean when he says: "It would be wiser to make laws to suit the county and not expect that the county will change its character to suit absurd laws"?
He believes the laws should respect the county's history. This means defending the
interests of ranchers over those of grain farmers.

NAME: _____
DATE: _____

2.4

ACTIVITY PAGE

Chapter 6

Answer the questions in complete sentences. Use evidence from the text where appropriate.

1. Why does Clarence want to keep his offer to pay for the land a secret from his father?
He knows his father would disapprove and view the payment as a reproach, or
criticism, of his squatter status. Clarence says he doesn't want to be disrespectful.
2. The title of Chapter 6 is "Naughty Dog Milord an Important Factor." To what does this refer?
Milord brought Mercedes and Clarence together.
3. To what does the phrase "no fence' law" refer?
This phrase refers to a law that upholds the squatters' right to farm without a fence
around their crops and to capture or kill cattle that encroach on their land.
4. Clarence says: "I think this 'no fence' law is scandalous." What does the word *scandalous* mean, and what does it reveal about Clarence?
The word *scandalous* means that it is offensive or immoral. It shows that Clarence
follows his own morals rather than the law. It also shows that he sides with the don
rather than the squatters who take advantage of the "no fence' law."

5. How has Clarence gained wealth?
Clarence has become exceedingly wealthy through investments in mining stocks.
6. How does the juxtaposition between the situations of Clarence and Don Mariano relate to the setting?
Clarence's extraordinary wealth emphasizes the growth of the United States and
wealthy American industrialists and investors. Even as the don's legal ownership
of real assets is threatened, Americans are becoming rich from the land seized
from Mexico.
7. How do the events in this chapter support or relate to one of the themes you have identified?
Responses will vary.

NAME: _____
DATE: _____

2.6

ACTIVITY PAGE

Chapters 7 and 8

Answer the questions in complete sentences. Use evidence from the text where appropriate.

1. How does Don Mariano feel about the weddings of his sons to Lizzie and Elvira Menchin? Why?
He is happy for them. He may be glad to tie his family to the Menchins, an elite and
influential family.
2. Why do Carlota and Rosario urge their mother to send Mercedes away?
They are opposed to a romance between Mercedes and a squatter.
3. Why does Don Mariano have a different opinion about Clarence than the rest of his family?
Don Mariano is the only one who knows that Clarence has paid for his land. The rest
of the family view him as a squatter.
4. What does the fact that Clarence is standing aloof from the crowd suggest?
His unhappiness makes it difficult for him to interact. He wants to be alone.
5. How does the conversation between Don Mariano and Clarence affect the plot?
After Clarence confesses his love for Mercedes, Don Mariano encourages him to
pursue her. Clarence is bolstered by Don Mariano's support and confidence and
decides to board the steamer to seek out Mercedes.

Activity Book Answer Key

6. Why are Elvira's "beautiful eyes . . . filled with tears"? What do you learn about Elvira from this paragraph? What do you learn about George?

She is upset to be leaving home. She loves her home and family. George also does not like the idea of moving away and wants to make Elvira happy.

7. What do you think influenced Clarence to board the steamer: the telegrams he received or his wish to be with Mercedes? What evidence in the text supports your response?

Answers will vary. Some students will note that he received telegrams immediately before boarding. Others will note that he is clearly infatuated by Mercedes, lamented the fact that he hadn't had an opportunity to speak with her before she boarded, and was inspired by Don Mariano's words.

8. Read the dialogue between Clarence and Mercedes on pages 61–63. How does their conversation move the plot forward?

Clarence declares his love for Mercedes, who explains that it was her mother's objection that sent her away.

9. Why does Doña Josefa's disapprove of Clarence? Why is this an example of dramatic irony?

She believes he is a squatter. Doña Josefa would no doubt very much approve of Clarence if she knew the real situation. This is an example of dramatic irony because the reader knows he is not a squatter, but Josefa does not.

NAME: _____
DATE: _____

2.6
CONTINUED

ACTIVITY PAGE

10. Do you think the use of dialogue in this chapter is effective? Why or why not?

Answers may vary. Students should note that the dialogue enables the author to introduce the thoughts and feelings of various characters and to convey their feelings about one another through their interactions. Some students may feel that the dialogue does not feel authentic.

11. What is Mercedes's dilemma?

She loves Clarence but has promised not to encourage him because her mother disapproves.

12. What is ironic about Clarence's situation?

The fact that he has shown respect to his father is what makes Clarence appear to be dishonorable to Doña Josefa and Mercedes. Yet Mercedes has shown she values respect and obedience to one's parents by being obedient to her mother's wishes even when it makes her unhappy.

13. How does Clarence feel about squatters? How do you know?

He looks down on the squatters. He agrees with Dona Josefa's viewpoint and says, "I would not let a daughter of mine marry a squatter."

14. Read this sentence on page 72: "Young Darrell was interested to hear all the details about the appeal and the legal situation of Don Alamar; after all, this could also clarify things about his own land." What does *clarify* mean in this context? What is it that Clarence wants clarified? Why is this important to him?

Clarify means to make something clear or easier to understand. Clearly determining the title to the land would enable Clarence to claim ownership of his parcel without worrying about how it looked to his father or to anyone else.

15. The word *singular* has multiple meanings. What does it mean in the sentence "It is very singular that the case has not been dismissed before by my predecessor"?

In this context, *singular* means highly unusual.

16. Why does George conclude that Washington is a corrupt place?

George was told that the case would be dismissed, but it was not. The solicitor general reversed the attorney general's decision.

NAME: _____
DATE: _____

2.7

TAKE-HOME

Chapter 9

Answer the questions in complete sentences. Use evidence from the text where appropriate.

1. Who is Hubert Haverly? What business is he doing with Clarence?

Hubert Haverly is Clarence's broker in San Francisco. He handles many of Clarence's business affairs. He has just bought a farm for Clarence and is arranging the prospective purchase of mines in Arizona.

2. Who are the men at the nearby table at the hotel?

They are New Yorkers and comrades of Charles Gunther, who is a friend of George.

3. According to George, why does Mr. Selden consider himself a good catch?

He is the only son of a millionaire.

4. Why does Clarence suddenly feel fearful at the opera?

He sees that Mr. Selden is interested in Mercedes and worries about losing her affection to him.

5. How does this chapter contribute to the novel's suspense?

It adds a rival for Mercedes's affections, making readers wonder whom she will choose.

NAME: _____
DATE: _____

3.2 ACTIVITY PAGE

Chapters 10 and 11

Answer the questions in complete sentences. Use evidence from the text where appropriate.

- What does Elvira expect to hear in the "long letter" from Clarence?
She expects to hear that her parents approved of the romance between Clarence and Mercedes.
- Why does Mercedes ask George to get a compartment on the train?
She does not want to attract the interest of Selden or Bob Gunther. She is not interested in them and would prefer to be alone with her thoughts of Clarence.
- The first line on page 88 says that Mercedes "did not gladden the hearts of their traveling companions." What does this mean?
Mercedes stayed away, probably because she was thinking of Clarence.
- How does Mercedes feel about Selden and Gunther? What evidence supports your answer?
She likes them but is not interested in a romantic relationship. She is willing to spend time with them and seems to enjoy their company, but she also makes sure that she is never left alone with either of them. The text says, "She had found that both young gentlemen were a most excellent protection against one another, as neither one was ever willing to go leaving her alone with the other."

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 31

- What message does the story communicate about romantic love? How does the relationship among Selden, Gunther, and Mercedes develop this theme?

Throughout the book, romantic love is portrayed as being something that is immediate and somewhat beyond one's control. Both men seem to instantly fall in love with Mercedes, just as Mercedes immediately fell for Clarence.

- Clarence says that his father is adhering to his conviction that the don's land "was rejected and that the rejection will be sustained." What does this mean?
His father thinks that the don does not have a legal claim to the land, so it is free for settlers who make a claim according to the Homestead Act.
- What does Don Mariano tell Clarence about his father?
He says that he doesn't blame Mr. Darrell or the other settlers but rather the law and the legislators. He also says that Mr. Darrell has not killed his cattle, which is important to him.
- How does Clarence feel when he approaches the Alamar house? Why?
He is nervous or apprehensive because he worries that Doña Josefa might object to his courtship with Mercedes.

32 Unit 6 | Activity Book

Grade 8 | Core Knowledge Language Arts

NAME: _____
DATE: _____

3.2 ACTIVITY PAGE
CONTINUED

- Why is Don Mariano convinced that his appeal will be dismissed? What does this reveal about him?
Answers will vary. Students may note that Don Mariano knows that he has a legal title to the land and is convinced that it was rejected due to a clerical error. Students may note that this shows that he is a man of character who trusts the truth to prevail and does not think ill of others.
- Mrs. Darrell says that she thinks "the don and his family are too kind to bear all these daily outrages so patiently." Do you agree? What would you have done if you had been Don Mariano?
Answers will vary. Accept all reasonable responses. Students may note that there is little Don Mariano can do to solve the problem.
- How does Mrs. Darrell's interpretation of a squatter differ from Mr. Darrell's?
Mrs. Darrell says that a squatter is a person who claims land that belongs to someone else, but Mr. Darrell argues that a squatter is on land that someone else says belongs to them, even though it may not actually belong to them. He emphasizes that this land "is free to be occupied by any American citizen."

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 33

NAME: _____
DATE: _____

3.3 TAKE-HOME

Chapters 12 and 13

Answer the questions in complete sentences. Use evidence from the text where appropriate.

- Why does Mercedes go to Newport?
She goes to Newport to visit the Mechlin villa.
- Why is Clarence anxious to get Mercedes alone?
He wants to give her an engagement ring.
- Why is the fate of the Texas Pacific Railroad in jeopardy?
A railroad entrepreneur "bribed" Congress to defeat the Texas Pacific Railroad so that there would be less competition.
- Why do the Mechlins decide to travel to Washington?
They want to provide support for Tom Scott and the Texas Pacific Railroad, which would benefit San Diego.

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 35

Activity Book Answer Key

NAME: _____
DATE: _____

3.5 ACTIVITY PAGE

Chapters 14 and 15

Work with a partner to answer the questions. Use evidence from the text where appropriate.

1. What are Leland Stanford and other executives of the Central Pacific Railroad Company accused of doing?
They are accused of fraud. They gave false statements about the cost of constructing the railroad and kept subsidies for themselves.
2. What does George mean when he says, "Their hearts are in their pockets"?
He believes that the members of Congress and decision-makers are persuaded by money, not by right or wrong.
3. Why does Lawrence Mechlin say that "every honest man" should help the Texas Pacific, "even when not directly interested"?
Mechlin believes that people should fight the railroad monopolies not only because they are wrong but also because the Texas Pacific will benefit the country, particularly the impoverished South, which does not "have the weight that it deserves in the minds of this Congress."
4. Why is Mr. Darrell upset about Congress's decision to uphold Don Mariano's appeal?
He is upset that the law ruled in favor of Mexicans. He argues that the Mexicans who lived on the land when the United States acquired it (whom he calls inferior) should have no more rights than the "Americans."

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 39

5. Why is Mr. Darrell's thinking flawed?
The government offered citizenship to people living on the land it acquired from Mexico. Upholding the property rights of Mexican Americans is simply abiding by their citizenship rights, not affording them any special benefits.
6. Is Don Mariano any better off after the government dismisses the settlers' appeal? Why or why not?
No, the appeal makes little difference. The squatters continue living on the land without paying rent. In fact, Don Mariano may have been worse off because the squatters began killing his cattle in "malicious revenge."
7. How does Clarence propose to remedy the situation?
Clarence proposes to buy Don Mariano's cattle, which the don can restock later.
8. What evidence of ethnic tension is there in Chapter 15?
Mr. Darrell refers to the Mexican Americans as "inferior people" (page 117). Mathews refers to them as "ignorant" and "lazy." He says that they would not be able to defend their rights without the help of an American (page 123).

40 Unit 6 | Activity Book

Grade 8 | Core Knowledge Language Arts

NAME: _____
DATE: _____

3.6 ACTIVITY PAGE

Power and Politics in *The Squatter and the Don*

Write a paragraph about how politics and power are presented in *The Squatter and the Don*. Include evidence from the text to support your response.

Sample answer: In *The Squatter and the Don*, political power is shown as being wielded by those with money. During the Mechlins' trip to Washington, they are shocked to learn that the executives of the Central Pacific Railroad Company have engaged in fraudulent activities that have enabled them to profit illegally from subsidies and funds from stockholders. George and his uncle also are convinced that Leland Stanford is using the millions he has made from the railroad to bribe politicians to thwart plans for other railroads, including the Texas Pacific, thereby maintaining a monopoly.

Chapter 15 continues the discussion of how politics affects people living in California and deprives Mexican Americans of their rights. The author suggests that Don Mariano's case may have been heard only because he has ties to the powerful Mechlin family. Even after his title is upheld, however, the government does little to support or protect his property rights. There is no way for the rightful Mexican landowners to remove the squatters from their property. The squatters, for their part, often believe that they are seizing land legally, by staking a claim as allowed under the provisions of the Homestead Act.

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 41

NAME: _____
DATE: _____

3.7 TAKE-HOME

Chapter 16

Answer the questions in complete sentences. Use evidence from the text where appropriate.

1. What do you learn about Don Mariano's financial affairs at the beginning of this chapter?
He has invested in the "unlucky," or ill-fated, Texas Pacific Railroad.
2. What internal conflict within William Darrell is revealed in this chapter?
He wants to renounce his "squattling propensities" and follow his wife's advice, but he is persuaded to believe that he has the right to the land and falls prey to his desire to take advantage of the law that favors the settlers. He has also promised Don Mariano to pay for the land while promising to stand by the settlers.
3. What does the metaphor of the citadel on page 129 refer to?
It refers to William Darrell's stubborn and strong beliefs. Mrs. Darrell believes she cannot breach the walls her husband has put up.
4. What evidence supports the conclusion that Mr. Darrell and Don Mariano will fail to find common ground?
Although the Darrells believed that Clarence would be able to reason with his father, the narrator refers to Mr. Darrell's ill humor, calling it a "cauldron" brewing in his mind: "[N]either Clarence's influence nor yet the more powerful one wielded by Mrs. Darrell would be effective" (p. 129).

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 43

NAME: _____
DATE: _____

4.2 ACTIVITY PAGE

Chapter 17

Answer the questions in complete sentences. Use evidence from the text where appropriate.

- Who do you think the “brewers of mischief” are and what do you think this title means?
The “brewers of mischief” probably refers to the squatters. The title suggests that the squatters may be planning some kind of trouble.
- How would you describe the mood at the beginning of this chapter? How does the author set the mood?
The mood is very peaceful. Weeks go by without incident, and they are “the most delightful time that Clarence and Mercedes had ever lived.”
- What is the mood now? How and why does the mood change?
The mood is now tense. Clarence goes to the Alamar house and finds George unusually upset because more cattle were shot.
- What type of conflict is represented in this situation? How does this conflict represent a greater societal conflict of this time?
This is a person vs. person conflict between Mathews (representing the Anglo squatters) and Don Mariano (representing the Mexican landowners).
- Why does Clarence think that taking ownership of the cattle will help resolve the problem?
Mathews and the other squatters view Clarence as one of them—of the same class and ethnicity—so he believes they will stop shooting the cattle.

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 **47**

- Why do you think the author includes details about Mercedes’s reaction to Clarence’s embrace?

Possible response: This provides clues about Mercedes’s identity; she sees herself as a lady and behaves intuitively as she was taught a lady should behave.

- What is the impact of Mercedes’s dream on the story?
The dream interjects a sense of foreboding in an otherwise happy scene. It may be used to foreshadow events to come.
- Why does Don Mariano expect to benefit from the Texas Pacific?
The land prices will increase, so he can sell them as farming lots.
- What does Mr. Darrell mean when he asks if Clarence “put him up to that dodge”?
He gives Clarence credit for the don’s idea to prepare his land for sale or restock the cattle after the settlers are no longer a problem.
- Why does Webster want his mother to sit by the windows?
He wants his mother to listen in on his father’s conversation with the squatters.
- What evidence is there that Webster and Everett expect the settlers to be upset with Clarence? How does Mrs. Darrell respond?
Everett tells his mother that she might be able “to unmask some lie against Clary.” Mrs. Darrell refuses to eavesdrop on the conversation because she thinks it would be wrong.

48 Unit 6 | Activity Book

Grade 8 | Core Knowledge Language Arts

NAME: _____
DATE: _____

4.2 ACTIVITY PAGE
CONTINUED

- Why does the author include the detail about the settlers laughing at “some of Gasbang’s coarse, vulgar jokes”?
Possible response: This reminds readers that the settlers are of a lower class; it sets the rest of the squatters apart from Mrs. Darrell, who—as we have just learned—will not engage in even the relatively inoffensive activity of eavesdropping.
- How do the men feel about the conversation with Darrell? What evidence supports your response?
They are anxious or nervous about talking to Darrell. When they see Darrell’s reaction, Hughes says that they don’t believe the rumors.
- How does the idiom “not a red cent” affect the meaning of this passage?
Darrell wants to emphasize to the settlers that he did not pay for the land.
- Whom does Darrell “blame” for the record showing the land had been paid? Why?
He blames the don. He thinks that his son would not “put [him] in such a ridiculous position.”
- What do the other settlers suspect as the reason for the record of payment?
They think that Clarence paid Don Mariano for the land in order to win over Mercedes.

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 **49**

- Why is Darrell so angry with Don Mariano?
He believes that Don Mariano has used his daughter to lead Clarence into paying for the land against his will.
- What does Don Mariano mean when he says, “That is too low,” and calls on Darrell to “claim [satisfaction] like a gentleman”?
The comment is very unfair and hurtful; it is an unprincipled attack. He is appealing to Darrell’s better, more principled side.
- What does this dialogue reveal about the way Don Mariano views his identity?
Don Mariano views himself as a gentleman, saying he is not going “to have a fist-fight in the dirt” like Roper and Gasbang. He looks down on the squatters.
- When he is caught in the lasso, how does Darrell’s mood contrast with that of the other men?
Darrell is irate, but the other men are amused by the situation, which is made ridiculous by the fact that they cannot get Darrell unbound.
- When Mrs. Darrell comes to help her husband, how do her words contrast with her tone?
She speaks sweetly but is chastising her husband for his “foolish anger” and tells him that she doesn’t have any sympathy for his predicament.
- How does Mrs. Darrell respond to Gabriel and Victoriano?
She attempts to smooth things over. She is cordial to Gabriel and Victoriano and asks them to express her “regrets” to Don Mariano.

50 Unit 6 | Activity Book

Grade 8 | Core Knowledge Language Arts

Activity Book

Answer Key

NAME: _____
DATE: _____

4.3 TAKE-HOME

Chapter 18

Answer the questions in complete sentences. Use evidence from the text where appropriate.

- Why does Mrs. Darrell address the settlers?
She explains that Clarence bought the land and kept the sale a secret at her request.
She hopes this will persuade the settlers to stop blaming Don Mariano.
- The title of this chapter is "Mrs. Darrell's View of Our Land Laws." What is this view?
Mrs. Darrell believes that the laws that authorize settlers "to locate homesteads upon
lands claimed as Mexican grants are wrong" and that "good and moral citizens should
not be guided by them."
- Identify and describe the types of conflicts that are introduced or developed in Chapter 18. Give at least two examples.
The chapter develops a person vs. society conflict, as represented by Mrs. Darrell's
view of the land grants. She and the other characters opposed to the settlers are
fighting against the law. The chapter also focuses on a person vs. self, or internal,
conflict in Mr. Darrell's internal struggle between his own pride and the love and
pride he feels for his wife. Another conflict is person vs. person as shown by the
disagreement between Mr. and Mrs. Darrell and by Mr. Darrell's anger toward
Don Mariano.

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 **51**

NAME: _____
DATE: _____

4.5 ACTIVITY PAGE

Chapters 19 and 20

Answer the questions in complete sentences. Use evidence from the text where appropriate.

- The author refers to the incident between Mr. Darrell and Don Mariano first as a *performance* and then as a *steeplechase*. What is the impact of this figurative language?
It makes the conflict between the two men seem less serious and makes Darrell
seem foolish.
- How does Mercedes feel about the incident? Why is she so upset?
She is worried about the impact of the conflict on Clarence and on their relationship.
She thinks that it will thwart their plans to get married.
- Why does Mercedes beg her father to stay? How does this relate to past events? Do you think it is an example of foreshadowing?
Mercedes has a feeling that something bad is going to happen, perhaps based on the
dream she had. This is likely an example of foreshadowing and increases suspense in
the story.
- How does Don Mariano perceive Clarence's identity?
He views him as a gentleman and good enough for her daughter despite his
father's actions.

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 **55**

- Why do you think the author includes so much detail about Clarence's business interests?
Possible response: The author wants to emphasize that he is a wealthy businessman
but also that he uses his influence to help others.
- Look at the interaction between Darrell and the rest of his family on pages 166–169. What is troubling Darrell? What does this reveal about his character?
He thinks that his family is laughing at him. He is prideful.
- Why does Darrell blame Don Mariano?
He maintains that Don Mariano lured Clarence with his "pretty daughter." It is likely
easier to blame Don Mariano than members of his own family.
- Which sentence on page 172 is an example of foreshadowing?
Clarence has nowhere to go: "It seemed to him as if an unseen voice was warning him
of a dire misfortune he could not perceive nor prevent."
- Why does the saying "*Faint heart never won fair lady*" affect Clarence so much?
This was what Don Mariano said months ago when he encouraged Clarence to
pursue Mercedes.
- Why does Clarence leave?
He believes that Mercedes and her family will reject him. He is despondent.

56 Unit 6 | Activity Book

Grade 8 | Core Knowledge Language Arts

NAME: _____
DATE: _____

4.5 ACTIVITY PAGE
CONTINUED

- Why does Don Mariano tell Mercedes that Victoriano has gone to look for Clarence?
He wants to make her feel better. He also wishes it were true because he has no ill will
toward Clarence.
- Find the simile at the bottom of page 180. Explain its impact on the scene.
The simile compares the steamer to "a cruel monster swimming off." The "cruel
monster" is carrying away the beloved Clarence. This emphasizes a serious mood, as
well as Victoriano's powerlessness to stop it.
- Why do you think the author chose to have Mercedes and Alice become sick at the same time? Is this technique effective?
The author likely wants to show a parallel between the two families and to show that
the conflict had an impact on both sides. Some readers may feel that the technique is
more effective than others do.
- What do you think Fred means by the "matters . . . under consideration"?
Fred likely means the business matters to which Clarence would attend in
San Francisco.

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 **57**

NAME: _____
DATE: _____

4.6 TAKE-HOME

Chapter 21

- How does Darrell feel when he sees George Mechlin with his new baby?
He is pleased and nostalgic, but he is also remorseful because he realizes he has ruined things for Clarence.
- Why does Mathews shoot George?
He blames him for the dismissal of the appeal.
- How does the shooting influence plot events?
George is not well enough to return to New York, so he plans to join a bank in San Diego, which is dependent on the success of the Texas Pacific.
- Why do Don Mariano and Victoriano leave home?
They join the vaqueros to drive the cattle to Clarence's mines.
- What is the result of the cattle drive?
Victoriano becomes very ill, and it takes him months to recover enough to begin to walk. Don Mariano is confined to bed for weeks with pneumonia and lung fever. The cattle are lost.

NAME: _____
DATE: _____

5.2 ACTIVITY PAGE

Chapters 22 and 23

Answer the questions in complete sentences. Use evidence from the text where appropriate.

- The last sentence on page 194 explains the frame of mind of Don Mariano, James Mechlin, and Alfred Holman. Restate the sentence to explain why they thought it was worth talking to Governor Stanford. Then, explain why the author says they would have "spared themselves that trouble."
The three men thought that Congress would recognize the needs and rights of people living in Southern California. They would have thought it was a waste of time because it was later revealed that Stanford's colleague, Mr. Huntington, convinced the Senate to vote against the Texas Pacific, dooming the railroad to failure.
- What do Don Mariano and his colleagues overhear as they wait to meet with Governor Stanford?
They overhear discussions of how the multimillionaires paid no taxes.
- What does Don Mariano mean when he says, "Our legislators began my ruin; our legislators will end it"?
The laws that allowed the squatters to settle on his land and kill his cattle have caused him to lose everything. He has invested in the railroads as an alternative. If Congress defeats the Texas Pacific, this will complete his financial ruin.

- What do you think about Don Mariano's refusal to accept payment from Clarence for the last cattle?
Responses will vary. Some students will note that it is in keeping with Don Mariano's honorable character. Others may believe that it is foolish, since it will lead to his ruin.
- What argument do Mr. Holman and the other men make on behalf of a railroad to San Diego?
They argue that there is sufficient population and natural resources to support a railroad; that if Northern California has a monopoly in wheat, San Diego would be able to become a major fruit producer; and that it is far closer to Arizona, Southern California, and Northern Mexico than to San Francisco.
- How does the argument of Mr. Holman and the other men change as they are defeated? Give examples of their emotional appeals.
They try to appeal to Stanford's emotions. They say that he will bring "blessings" to "so many hearts" that are "sadly discouraged" and "desolate."
- How does Stanford respond?
He simply says, "Corporations have no souls."

NAME: _____
DATE: _____

5.2 ACTIVITY PAGE
CONTINUED

- Why did Don Mariano, Mr. Mechlin, and Mr. Holman sell real estate in San Diego?
They needed to raise money to pay taxes. They thought the price of real estate would increase with the railroad, but they no longer believe this will happen.
- Why does Gabriel come home?
The doctor tells him that Don Mariano is gravely ill and may die very suddenly.
- What evidence is there that Mr. Mechlin feels as though he is a burden to his family?
He says that they could move back to New York if he were not there but that they are unable to go because his health is too poor for the climate there. He also says that he is too old to earn another fortune.
- What evidence is there that Don Mariano knows he is about to die?
He sits up in bed and calls to gather his family around him.

Activity Book

Answer Key

NAME: _____
DATE: _____

5.4 TAKE-HOME

Grammar: Verb Moods

Fill in the blank or blanks in each sentence with a verb or verb phrase from the word bank below. Then write in the blank space after each sentence whether the mood of the verb is indicative, interrogative, imperative, conditional, or subjunctive.

gives did...return bring let's pay ran will investigate

would...have gone would...bother were had

- I would not bother a sleeping dog.
conditional
- Alexandra ran the last hundred yards on fumes.
indicative
- What gives you the right to interfere?
interrogative
- Let's pay a visit to our friend Finlay. imperative
- Tomorrow we will investigate the cause of the accident. indicative
- I wish I had a nickel for every time that has happened.
subjunctive
- Did the company ever return your call?
interrogative

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 69

- I would just as soon have gone home immediately.
conditional

- Oh, if only it were summer again. subjunctive

- Please bring me my striped shirt. imperative

Put a check mark after the correctly written sentence in each pair below.

- If he would have known what was coming, he would have acted sooner. _____
If he had known what was coming, he would have acted sooner. ✓

- If he were two years older, he could get a driver's license. ✓
If he was two years older, he could get a driver's license. _____

70 Unit 6 | Activity Book

Grade 8 | Core Knowledge Language Arts

NAME: _____
DATE: _____

6.2 ACTIVITY PAGE

Chapters 24 and 25

Answer the questions in complete sentences. Use evidence from the text where appropriate.

- What impact does the use of the phrase "divide the spoils" have on this scene in the story?
The phrase reinforces the injustice of the Mechlins' loss; the death of Mr. Mechlin is viewed as if it were a casualty of war. The author may also intend to remind readers that ownership of the land remains in question because it was part of Mexico and won by the United States in the Mexican-American War.
- How did Roper and Gasbang acquire the claim on the Mechlins' land? What was their goal?
They bought it from another homesteader who simply staked a claim on the land. They knew it would take a long time for the proceedings to go through the court system. In the meantime, they could live on and farm the land.
- Why do you think the judge ruled in favor of Roper and Gasbang? How does this develop or reinforce a theme of the book?
Responses will vary, but students may note that the courts tended to side with the homesteaders, which reinforces the theme of injustice.

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 75

- How do the problems of Gabriel and Victoriano develop or reinforce one of the book's themes?
These problems reinforce the theme that the world and circumstances change.
Gabriel's skills as a gentleman rancher are not useful in the new industrial economy.
Victoriano calls himself "a perfect gentlemen" who is "perfectly useless."
- Why does Gabriel keep his training as a mason a secret?
He thinks that Lizzie will disapprove because it is not a trade befitting a gentleman.
- Why does Clarence stay away for several years?
He feels unworthy of Mercedes and believes that the lack of news from her and the rest of his family is evidence of his unworthiness.
- Lizzie receives money from her mother to return home, but Gabriel chooses to continue to work as a mason. What does this reveal about Gabriel's character?
He feels obligated to give notice to his employers. He behaves in a moral or gentlemanly way.

76 Unit 6 | Activity Book

Grade 8 | Core Knowledge Language Arts

NAME: _____ DATE: _____

6.2 ACTIVITY PAGE
CONTINUED

- How do the events related to Gabriel's injury develop or reinforce class differences?
The ambulance taking Gabriel to the hospital must wait for a procession of carriages
headed to a reception in Nob Hill. When viewed as a laborer, his death has almost
no meaning. The driver says that he'll die before he gets to the hospital. He is given
medical care and lives only because George and Clarence can afford it.
- How does Clarence feel about meeting his father after such a long absence? Why does he feel this way?
Clarence is reluctant to meet his father because the last time they met they had
quarreled and his father had sent him away. He no doubt feels anxious about
the meeting.
- Why does Darrell say he "murdered the don"?
Darrell feels responsible for Don Mariano's death. He believes that it was the
hardships that he caused that led to the don's rapidly declining physical health.
- What does Darrell say that reinforces the theme of injustice in the book?
Like Don Mariano and several other characters, Darrell specifically blames the
"wrong legislation" that authorized the squatters to steal from "innocent, helpless
people." He also mentions the "wrong legislation [that] killed the Texas Pacific."

Core Knowledge Language Arts | Grade 8 Activity Book | Unit 6 77

- Why are ranchos like the one owned by Doña Josefa hard to sell?
As long as squatters are claiming the land or bringing lawsuits challenging the title,
the lack of clear ownership makes it impossible to sell land at market price.

78 Unit 6 | Activity Book Grade 8 | Core Knowledge Language Arts

NAME: _____ DATE: _____

6.4 TAKE-HOME

Morphology: Greek/Latin Roots *totus*, *tractum*, *usus*, *vacuus*, *verto*, and *via*

Using your knowledge of this lesson's word roots and context clues, fill in the blank in each sentence with a word from the list below.

reverted	vacant	factotum	abuse
usage	extrovert	deviated	totalitarian
intractable	detractors	vacuous	devious

- In a totalitarian government, the authorities control everything.
- The leader deviated from the traditional path and went off in a new direction.
- After a period of good behavior, the robber reverted to his old ways, turning back to a life of crime.
- The candidate's detractors did everything in their power to drag her down.
- That vacant look in your eyes tells me your mind is elsewhere.
- Usage, or how we use words, is one of the main parts of the conventions of standard English.
- A factotum is someone who does everything for someone.
- An intractable conflict is one that is difficult to bring to resolution.

Core Knowledge Language Arts | Grade 8 Activity Book | Unit 6 81

- To abuse a privilege is to use it in a way that is inappropriate or harmful.
- A vacuous person is one who is empty-headed or inattentive.
- An extrovert is a person who is psychologically turned outward toward other people.
- A devious person is one who figures out a way to get around the rules.

82 Unit 6 | Activity Book Grade 8 | Core Knowledge Language Arts

Activity Book

Answer Key

NAME: _____
DATE: _____

7.1 TAKE-HOME

Grammar: Verb Moods

Follow the instructions to write sentences using different verb moods.

- Use the indicative verb mood to tell Maria that she is a source of pride in her community.
Maria, you are a source of pride in your community.
- Use the indicative verb mood to tell the class that you study for two hours every evening.
Class, I study for two hours every evening.
- Use the interrogative verb mood to ask Lesya how she manages always to be on time.
Lesya, how do you manage always to be on time?
- Use the interrogative verb mood to ask Olivia how your outfit looks to her.
Olivia, how does my outfit look to you?

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 **87**

- Use the imperative verb mood to tell your classmates to close their eyes and think happy thoughts.
Classmates, close your eyes, and think happy thoughts.
- Use the imperative verb mood to suggest to your friend Oscar that the two of you go see a movie tonight.
Oscar, let's go see a movie tonight.
- You don't own a pet lemur. Use the subjunctive verb mood to say you wish you did.
I wish I owned a pet lemur.
- You stayed up so late last night that you are tired today. Use the subjunctive verb mood to express your regret. Start the sentence with "If only . . ."
If only I had not stayed up so late last night.

88 Unit 6 | Activity Book

Grade 8 | Core Knowledge Language Arts

NAME: _____
DATE: _____

7.1 CONTINUED

- Your friend Zach forgot to study for an important test. Use the conditional verb mood to tell him that you would not have forgotten.
I would not have forgotten to study for an important test.
- Your friend Rihanna did not show up on time. Use the conditional verb mood to tell her that you would have.
Rihanna, I would have shown up on time.
- You did not have enough time to finish the test. Imagine that the opposite were true. What would have been the outcome? Start your sentence with "If . . ."
If I had had enough time, I would have finished the test.
- You do not sing like an angel. Imagine if the opposite were true. What would be the outcome? (Hint: People who sing like an angel have lots of admirers.) Start your sentence with "If . . ."
If I sang like an angel, I would have lots of admirers.

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 **89**

NAME: _____
DATE: _____

7.2 ACTIVITY PAGE

Draft: Use Transitions

Here are some transitional words and phrases that you can use to connect ideas in your essay.

To introduce or add information	To introduce an example	To restate or clarify	To show contrast
In addition, . . . Furthermore, . . . Likewise, . . . Finally, . . .	For example, . . . For instance, . . . To illustrate, . . .	In other words, . . . To clarify, . . . In general, . . .	In contrast, . . . Conversely, . . . On the other hand . . . However, . . .

You can craft longer transitions to specifically connect categories in your essay. Read the first two paragraphs to see how each paragraph relates to the other. Then write a transitional sentence for the third paragraph on the blank lines.

The construction of the intercontinental railroad was a monumental feat of engineering that helped to transform the United States in the mid-19th century. The project involved linking the eastern and western coasts of the country by rail. The building of the railroad required a large workforce and forever changed the country's landscape.

Chinese immigrants played a significant role in the construction of the intercontinental railroad. Many of these immigrants arrived in the United States during the mid-19th century seeking employment opportunities. Although they were instrumental in the completion of the railroad, Chinese workers faced racism, discrimination, and harsh working conditions.

The intercontinental railroad caused problems for other groups as well.

The government granted large portions of land to the railroad companies, and this land was often taken from indigenous tribes who had lived on it for generations. Corruption and fraud were also problems that arose. The Union Pacific Railroad, which was responsible for the eastern portion of the railroad, was investigated by the U.S. government for corruption and other illegal activities.

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 **91**

NAME: _____
DATE: _____

7.4 TAKE-HOME

Morphology: Greek/Latin Roots *totus, tractum, usus, vacuus, verto, and via*

Use your knowledge of this lesson's word roots and context clues to identify the meaning of the underlined word in each sentence. Then write a definition on the line following the sentence.

Answers will vary. Accept all reasonable responses.

- Joel curbed his spending for a while, but then he reverted to his wasteful ways.
went back to
- Between the two houses was a vacant lot where the kids used to play catch.
empty
- My mom's assistant is a factotum. He handles all of her business, professional and personal.
an employee who does everything
- The corrupt politician abused the judicial system by filing frivolous lawsuits.
took advantage of
- We discovered the broken pipe when our water usage skyrocketed.
amount used
- The state troopers diverted traffic away from the scene of the accident.
rerouted; redirected
- My English teacher is certain to notice any deviation from the rules of grammar.
straying; wandering

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 95

- The totality of their income was spent on food and housing.
whole; complete amount
- The children's intractable misbehavior overwhelmed their caretaker.
unmanageable; unstoppable
- He seemed not to grasp the reporter's questions, responding with only a vacuous smile.
empty; empty-headed
- The fact that you felt afraid does not detract from the heroism you showed.
take away from
- Octopuses are devious creatures who can find clever ways to escape their tanks.
cunning; creative

96 Unit 6 | Activity Book

Grade 8 | Core Knowledge Language Arts

enough in the morning to think it all over. By now it was raining sharply. He put the roll of names into his inside pocket, threw a sack over his head and shoulders, and went down to the ranch house.

- But in the harness room, lighted by the glittering lanterns and flaring lamps, in the midst of overturned chairs, spilled liquor, cigar stumps, and broken glasses, Vanamee and Presley still remained talking, talking. At length, they rose, and came out upon the floor of the barn and stood for a moment looking about them.
- Billy, the stableman, was going the rounds of the walls, putting out light after light. By degrees, the vast interior was growing dim. Upon the roof overhead the rain drummed incessantly, the eaves dripping. The floor was littered with pine needles, bits of orange peel, ends and fragments of torn organdies and muslins and bits of tissue paper from the "Phrygian Bonnets" and "Liberty Caps." The buckskin mare in the stall, dozing on three legs, changed position with a long sigh. The sweat stiffening the hair upon her back and loins, as it dried, gave off a penetrating, ammoniacal odour that mingled with the stale perfume of sachet and wilted flowers.

Questions

- What mood is established in the first two paragraphs of this passage? What details establish this mood?
Possible response: The mood at the beginning of the passage is one of exhaustion and frustration. Details that establish this mood include the mention of children asleep in their mothers' arms, contrasted with the descriptions of the activity as the horses and coaches are made ready to travel.

104 Unit 6 | Activity Book

Grade 8 | Core Knowledge Language Arts

NAME: _____
DATE: _____

9.1 ASSESSMENT
CONTINUED

- Read the sentence from paragraph 4:

The grind of the wheels of his carry-all grated sharply on the gravel of the driveway in front of the ranch house, then, with a hollow roll across a little plank bridge, gained the roadway.

Which word combines with the word *grind* to describe the harsh sound of the wheels?

- plank
 - gained
 - roll
 - ☒ grated
- What do you learn about Annixter from the description of his thoughts?
Possible answer: He is someone who can calmly consider his options and decide the right thing to do even in a chaotic situation. He knows not to make decisions when he is too tired to think.
 - PART A**
Which sentence from paragraph 2 includes a metaphor?
 - At every instant one heard the rattle of wheels as vehicle after vehicle disappeared in the night.
 - Billy, the stableman, and his assistant were awakened, and the teams were hitched up.
 - The horses fretted, champing the bits; the carry-alls creaked with the straining of leather and springs as they received their loads.
 - ☒ The stable yard was full of a maze of swinging lanterns and buggy lamps.

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 105

Activity Book

Answer Key

PART B

What mood is established or reinforced by this metaphor?

- A. anxious
- B. eerie
- ☒ C. chaotic
- D. peaceful

5. What themes are explored in this excerpt? Explain in your own words.

Possible response: A theme in the excerpt is how difficult it can be to bring people
together for a cause. The exhaustion of the participants, their hurry to get home, and
the rubbish left over after a meeting are all evidence of a difficult and troubled event
that has just passed.

6. While she waited there she forgot the prospect of untoward change. The bray of a lazy burro broke the afternoon quiet, and it was comfortingly suggestive of the drowsy farmyard, and the open corrals, and the green alfalfa fields. Her clear sight intensified the purple sage-slope as it rolled before her. Low swells of prairie-like ground sloped up to the west. Dark, lonely cedar-trees, few and far between, stood out strikingly, and at long distances ruins of red rocks. Farther on, up the gradual slope, rose a broken wall, a huge monument, looming dark purple and stretching its solitary, mystic way, a wavering line that faded in the north. Here to the westward was the light and color and beauty. Northward the slope descended to a dim line of cañons from which rose an up-flinging of the earth, not mountainous, but a vast heave of purple uplands, with ribbed and fan-shaped walls, castle-crowned cliffs, and gray escarpments. Over it all crept the lengthening, waning afternoon shadows.

Questions

6. Who is Jane Withersteen?

Withersteen is a Mormon who has inherited a large ranch from her father.

7. Read this sentence from paragraph 6.

While she waited there she forgot the prospect of untoward change.

What does *untoward* mean in this sentence?

- A. beneficial
- B. sudden
- C. unexpected
- ☒ D. unfortunate

NAME: _____
 DATE: _____

9.1
 CONTINUED ASSESSMENT

8. Which sentence best describes what is troubling Jane in this excerpt?

- A. She misses the quiet life she once lived.
- B. She is frightened by the lawlessness of the West.
- C. She finds it difficult to manage the huge ranch she has inherited.
- ☒ D. She is worried about the conflict among groups in her community.

9. How does the author's description of the setting influence the events?

Possible answer: The author describes the beauty of the surrounding area—a
perspective that Jane Withersteen shares. This contrasts with the tension that Jane
feels as she waits for the churchmen and that is evident between the Mormons and
the Gentiles who live there.

10. PART A

The main conflict in this story is between what two groups of people?

The main conflict is between Mormons and Gentiles who have settled near the village
of Cottonwoods in Utah.

PART B

What evidence in the story supports the idea that this is a conflict between both cultures and socioeconomic classes?

Jane Withersteen is presented as having a lot of money. She refers to the Gentiles who
have settled to the north as "poor and unfortunate." The churchmen have come to
resent her friendship with the Gentiles, but she says she wants to "go on doing good."

11. Summarize the events in this excerpt.

A rider has come to tell ranch owner Jane Withersteen that the churchmen are on the
way, presumably to reprimand her about her friendships with the Gentiles. As she
waits for them to arrive, she scans the beauty around her and wishes that the conflict
between the Mormons and the Gentiles would not disrupt the peace.

12. This passage from *Riders of the Purple Sage* use rich imagery to portray the scene. Choose an image that you find particularly effective, and explain why you find it so.

Answers will vary. Accept all reasonable answers. Students may note the descriptive
imagery of the rolling hills of purple sage and/or the other descriptions of sights and
sounds in this passage. Students may explain that it is effective because it evokes sights
and moods well or that the word choices are especially pleasant and effective.

Reading Comprehension Score: _____ of 12 points.

NAME: _____
DATE: _____

9.1
CONTINUED

ASSESSMENT

Grammar

Follow the instructions to write sentences using different verb moods.

1. Yukio did not call to tell you she would be late. Use the conditional verb mood to tell her what you would have done in that situation (called).

I would have called to tell you I would be late.

2. Use the interrogative verb mood to ask Ari why he never studies before a test.

Ari, why do you never study before a test?

3. Use the indicative verb mood to tell Nikki that you don't feel up to skating.

Nikki, I don't feel up to skating.

4. Use the interrogative verb mood to ask Bella whether she's going to a play this evening.

Bella, are you going to a play this evening?

5. Use the indicative verb mood to tell your teacher Mr. Moody that you slept through your alarm this morning.

Mr. Moody, I slept through my alarm this morning.

6. Use the imperative verb mood to tell Darius to be a good friend and help you with your homework.

Darius, be a good friend and help me with my homework!

7. You don't live in Paris. Use the subjunctive verb mood to say you wish you did.

I wish I lived in Paris.

NAME: _____
DATE: _____

9.1
CONTINUED

ASSESSMENT

8. You did not have enough money to buy a plane ticket to Aruba. Imagine that the opposite were true. What would have been the outcome? Start your sentence with "If . . ."

If I had had enough money, I would have bought a plane ticket to Aruba.

9. Use the imperative verb mood to suggest to your family that you all camp here for the night.

Let's camp here for the night!

10. You ran out of time before you finished the test. Use the subjunctive verb mood to express your regret. Start the sentence with "If only . . ."

If only I had not run out of time before I finished the test.

11. Your friend Salman did not apologize after spilling juice on your homework. Use the conditional verb mood to tell him that you would have.

Salman, I would have apologized after spilling juice on your homework.

12. Your dog does not know how to talk. Imagine if the opposite were true. What would be the outcome? (Hint: Dogs that talk get asked to appear on television.) Start your sentence with "If . . ."

If my dog knew how to talk, he would be asked to appear on television.

Grammar Score: _____ of 12 points.

Activity Book

Answer Key

NAME: _____
DATE: _____

9.1
CONTINUED ASSESSMENT

Morphology

Fill in the blank after each numbered word with the letter corresponding to its definition.

- | | |
|--------------------------|--|
| 1. usage <u>E</u> | A. to turn something into something else |
| 2. factotum <u>L</u> | B. form of government exercising total control |
| 3. deviation <u>I</u> | C. take away from |
| 4. revert <u>K</u> | D. empty-headed |
| 5. vacant <u>H</u> | E. the way or amount something is used |
| 6. viaduct <u>J</u> | F. unmanageable; unstoppable |
| 7. totalitarian <u>B</u> | G. tending to misuse or treat badly |
| 8. detract <u>C</u> | H. empty |
| 9. abusive <u>G</u> | I. departure from a set path |
| 10. convert <u>A</u> | J. a roadway over a valley or another road |
| 11. vacuous <u>D</u> | K. to go back to |
| 12. intractable <u>F</u> | L. employee who does everything |

Morphology Score: _____ of 12 points.
Total Score for Unit Assessment: _____ of 42 points.

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 117

NAME: _____
DATE: _____

PP.1 ACTIVITY PAGE

Grammar: Verb Moods

Verb moods differ according to the purpose of the sentence in which they are used. For each of the example sentences below, underline the verb or verbs, including any helping verbs.
The indicative mood is used to make statements.

- My cousin ran five miles.
- I will go fishing next week.

The interrogative mood is used to ask questions.

- Can you show me the way to the beach?
- Are you going to sing in the choir?

The imperative mood is used to give commands

- Sing with as much volume as possible!
- Let us enjoy our time together!

The subjunctive mood is used to describe actions that are contrary to fact.

- If only I could play chess.
- If only I had known the words to that song.

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 131

The conditional mood is used to describe actions that are conditional.

- I would not have left the door open.
- We would be glad to.

The subjunctive and conditional moods are often used together to make if-then statements.

- If I played chess, I would challenge you to a game.
- If I had known about the curfew, I would have stayed home.

132 Unit 6 | Activity Book

Grade 8 | Core Knowledge Language Arts

NAME: _____
DATE: _____

PP.2 ASSESSMENT

Morphology: Greek/Latin Roots *totus, tractum, usus, vacuus, verto, and via*

Review the list of word roots and their meanings. Then, circle the word in each sentence that contains the root.

totus: whole, entire
tractum: to drag; to pull
usus: to use
vacuus: empty
verto: to turn
via: road; way

- Write the (total) at the bottom of the column of numbers.
- The large truck drove over the (viaduct).
- He is just trying to (attract) attention.
- Can you (convert) feet into meters?
- Round up the (usual) suspects.
- The kids played ball on a (vacant) lot.
- A (totalitarian) government exercises strong control over people.
- Heavy traffic (protracted) our drive.
- In time, they (reverted) to their earlier behavior.
- Be careful not to (abuse) your library privileges.
- They went on (vacation) two weeks ago.
- We decided to travel to I-80 (via) Lafayette Road.

Core Knowledge Language Arts | Grade 8

Activity Book | Unit 6 133



Core Knowledge Language Arts®

President

Linda Bevilacqua

Editorial Staff

Sue Herndon

Illustration and Photo Credits

Ivan Pesic: Cover, Title Page

Within this publication, the Core Knowledge Foundation has provided hyperlinks to independently owned and operated sites whose content we have determined to be of possible interest to you. At the time of publication, all links were valid and operational, and the content accessed by the links provided additional information that supported the Core Knowledge curricular content and/or lessons. Please note that we do not monitor the links or the content of such sites on an ongoing basis and both may be constantly changing. We have no control over the links, the content, or the policies, information-gathering or otherwise, of such linked sites.

By accessing these third-party sites and the content provided therein, you acknowledge and agree that the Core Knowledge Foundation makes no claims, promises, or guarantees about the accuracy, completeness, or adequacy of the content of such third-party websites and expressly disclaims liability for errors and omissions in either the links themselves or the contents of such sites. If you experience any difficulties when attempting to access one of the linked resources found within these materials, please contact the Core Knowledge Foundation:

www.coreknowledge.org/contact-us/

Core Knowledge Foundation

801 E. High St.

Charlottesville, VA 22902

Unit 6

The Squatter and the Don

by María Ruiz de Burton

Teacher Guide

GRADE 8



ISBN: 978-1-68380-965-4