

Unit 8E: The Frida & Diego Collection



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The Frida & Diego Collection

Mexico's most famous and provocative artists, Diego Rivera and Frida Kahlo, were an extraordinary couple who lived in extraordinary times. They were soul mates and complete opposites. Rivera was a brilliant muralist and painter whose work explores the history and future of humanity. Kahlo was a fearless painter whose small self-portraits depict intense physical and emotional pain through a surrealist lens. He was large, 6 feet tall and 300 pounds, a whirlwind of energy and intelligence. She was tiny, 5 feet 3 inches tall and less than 100 pounds, often bedbound with pain yet always pushing artistic boundaries. He said, about her, "Her work is acid and tender...hard as steel...and fine as a butterfly's wing." She said, about him, "I had two big accidents in my life, Diego, the trolley and you...You are by far the worse."

The story of Diego Rivera and Frida Kahlo is complex, intriguing, and more than a little surprising. You'll see...

Materials

Your assigned text passages for these lessons can be accessed any of the following ways. Please follow your teacher's instructions on where to complete your reading.

- Print Student Edition
- Print Amplify ELA Grade 8 Anthology
- Digital eReader, accessible via computer or mobile device*

* **Reminder:** You can access this or any book in the Amplify Library by downloading it onto your device for offline reading.

Your teacher may also assign you Solos for some of these lessons. These Solo assignments can be completed any the following ways. Please follow your teacher's instructions on how to complete Solos.

- On paper in a printed version of the Solo activity
- On your mobile device via Mobile Solos
- On your computer using the digital Solo activity

The Student's Mindset

Take academic and social risks.

Write about one thing that grabs your attention.

Read carefully, observe closely, and share what you think.

Show your classmates the impact they are making.

Write with the reader in mind. Read with the writer in mind.



Rules for Writing Prompts

1. Write for 10 minutes.
2. Keep focused on your writing.
3. Try not to get distracted or take breaks.

Rules for Sharing

You'll be asked to share your writing after some activities in these at-home lessons. You can do this in person with someone in your home, or by calling a friend or classmate over the phone!

When you share, be sure to follow these rules:

1. If you are reading:
 - a. Read loudly and slowly.
 - b. When you're done, ask your listener to respond using the Response Starters.
2. If you are listening:
 - a. Wait until the reader has finished to respond.
 - b. Using the Response Starters, tell the reader which details made an impact on you.

Response Starters

1. I liked when you used the word _____ because _____.
2. You created a clear picture of _____ when you wrote _____.
3. When you wrote _____, it helped me see that _____.

Close Reading Practice

During close reading, be sure to read carefully, observe closely, and share what you think using the following practices:

- Identify words or phrases that you notice.
- Make a note that explains what you noticed.
- Discuss your observations with a classmate over the phone, or with someone at home.

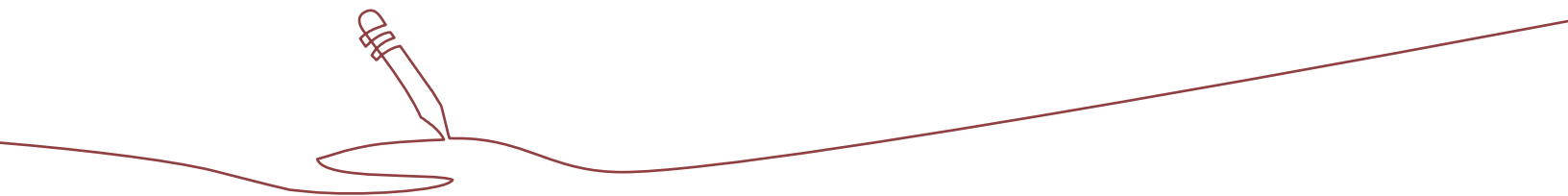


Unit 8E, Sub-Unit 1

Information Literacy



You can find everything you need to know, and more, on the internet.
Let's get started...



Unit 8E, Sub-Unit 1: Information Literacy

LESSON 1 OVERVIEW

You can find interesting information online. Sometimes the stories are so incredible that they seem unbelievable. Don't you agree?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.

LESSON 1 A Website's Credibility

You'll work on a research project in this unit, and this lesson is the first step in the process.

The internet can be a good starting place for a research project, but it's not always easy to tell if the information on a website is factual, or if the site is credible.

Assessing Website Credibility

Ask yourself the following questions when determining a website's credibility:

- Does the website provide information about the author's background? Based on that information, does the author seem credible? How do you know?
- Does the website make any claims? Are the claims supported with evidence?
- Do the links work? Do they take you to credible websites?
- How recently was the source written or updated?
- Is the website operated by a respected organization?
- Is the information on the website mainly facts or opinions?

1. How else might you check on the credibility of a website?

Unit 8E, Sub-Unit 1: Information Literacy

LESSON 1 Evaluating Sources

Using the list of questions you read at the start of this lesson, evaluate the following sources.

1. Complete the chart by reading the description of each source on the left, then ticking the box to indicate if you think this source sounds credible or not credible.

Source	Credible	Not Credible
A 2017 U.S. Fish and Wildlife Service official report on the effects of pollution on marine life		
A pet owner's blog about her sick fish		
A current article about illegal waste disposal, published by a middle school newspaper		
An article in a recent issue of <i>The New York Times</i> about oil spills and bird life		

2. How does not knowing an author's identity affect the credibility of a source?

3. Do you assume that a well-known and respected news source is credible? _____

4. Is that a reasonable assumption? Why?

Although some sources are likely to be more credible than others, you should *always* question the source. You should corroborate (or validate) the source by double-checking the information with another credible source. You should also look for information about the author to check on their credentials.

Unit 8E, Sub-Unit 1: Information Literacy

LESSON 1 Domain Extensions

The websites listed below all have different domain extensions (the three letters at the end of their URLs).

1. What do you think each domain extension is short for? Write your answers on the line after each URL.

- www.noaa.gov _____

- eps.berkeley.edu _____

- wikipedia.org/wiki/Marine_Life_Protection_Act _____

- www.oceanfdn.org _____

- www.mbgnet.net _____

- www.theguardian.com/environment/georgemonbiot/2016/feb/15/save-uk-seas-from-governments-who-make-a-mockery-of-marine-conservation

2. Is one type of domain extension more credible than another? Explain your answer.

LESSON 2 OVERVIEW

This lesson involves extra practice with websites and requires internet access. You're going to jump ahead to Lesson 3!

Unit 8E, Sub-Unit 1: Information Literacy

LESSON 3 OVERVIEW

I know *you'd* never copy someone else's work and attempt to turn it in as your own, but this lesson will help your classmates stay honest.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-unit 1, Lesson 2 Solo.

LESSON 3 Avoiding Plagiarism

Plagiarism: stealing someone's words or ideas without crediting the source

1. What is an example of plagiarism?

2. Is it plagiarism to copy and paste text from Wikipedia? _____

3. Is it plagiarism to sing a popular song in the shower? _____

4. When would it be plagiarism to sing someone else's song?

Now that you know what plagiarism is, take a look at how to avoid it.

It is acceptable to use other people's words and ideas when you're conducting research, as long as you alert the reader that you are sharing someone else's words and ideas and give credit to the original author.

To do this, think of the borrowed words as a picture or photograph and always surround them with a "frame."

LESSON 3 Avoiding Plagiarism

A completed, framed quote has three parts:

1. An introduction to the quote (for example, *According to the text... or Studies have found that...*)
2. The borrowed words (the quote) in quotation marks
3. The citation in parentheses: the author's last name or the source title, followed by the page or paragraph number

Examples of completed, framed quotes

Example 1: Using a source that has the author's name and uses paragraph numbers (for example, an article from The Chocolate Collection)

According to the text, "dark chocolate relieves stress and lowers blood pressure" (Smith 5).

Example 2: Using a source that has the author's name and uses page numbers, (for example, a book)

As the author indicates, "the Aztecs used cacao seeds in their religious ceremonies, offering the seeds as a sacrifice to the gods" (Smith 23).

Example 3: Using a source with no author or title listed (for example, a website's homepage)

Studies have found that "dark chocolate reduces cholesterol in 53% of adults" (scientificamerican.com).

However, not every idea and fact has to be cited. When you use ideas and facts that are common knowledge (e.g., vegetables are good for your health), well-known historical facts (e.g., George Washington was the first president of the United States), myths, common sense observations (e.g., the ocean is vast), or folklore, you do not need to cite your source.

How do you know if information is common knowledge? If it's something you think your readers will already know or could easily find in general reference materials, then it's probably common knowledge. But, when you aren't sure, always cite!

Examine this properly framed quote alongside the original text:

Original quote or text:

"As a result of Halvorsen's initiative, America's legions of candy bombers dropped about a quarter million tiny parachutes over Berlin with millions of pounds of candy."

Framed quote:

According to the article, "candy bombers dropped about a quarter million tiny parachutes over Berlin with millions of pounds of candy" (ABC News).

Unit 8E, Sub-Unit 1: Information Literacy

LESSON 3 Avoiding Plagiarism

5. Name the following elements of the framed quote:

- The source _____
- The opening frame (or introduction) _____
- The direct quote _____

Now you'll create your own framed quotes!

6. From the bank of options below, create three framed quotes. Each of your quotes should have an opening frame and a direct quote with source.

<p>A. According to the text,</p> <p>B. According to the article,</p> <p>C. As the author states,</p> <p>D. The author argues that</p> <p>E. The text says,</p>	<p>F. "Most of the other children work on their family farms where they need to sell every bean to make money for their families to survive" (Dunn, 3).</p> <p>G. "Christopher Columbus was the first European to come in contact with cacao" (Spadaccini, 6).</p> <p>H. "By purchasing shade-grown coffee and organic chocolate products, consumers can help protect birds and other wildlife" (Lange, 5).</p> <p>I. "A study ties chocolate consumption to the number of Nobel Prize winners a country has and suggests it's a sign that the sweet treat can boost brain power" (Ritter and Marchione, 1).</p>
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Quote 1: _____

Quote 2: _____

Quote 3: _____

Unit 8E, Sub-Unit 1: Information Literacy

LESSON 3 Avoiding Plagiarism

7. Select a brief direct quote from the sentence below and rewrite it using the framing technique.

Sentence from the article “Prehistoric Americans Traded Chocolate for Turquoise?” by Christine Dell’Amore:

Visiting Mesoamericans may have bartered cacao beans for gems unique to the Southwest, such as turquoise, which is known to have been mined by Puebloans in what’s now New Mexico.

Your framed quote: _____

LESSON 3 Paraphrasing

Properly framing a direct quote is one way to share someone else’s words in your writing.

However, you may also wish to share someone else’s ideas without quoting their exact words. To do this, you must paraphrase the original text.

When you paraphrase, you rewrite text in your own words. You express the author’s meaning without adding anything new or leaving anything out.

Watch out for “patchwork plagiarism.” That’s when you piece together your own words with some of the author’s words without quoting the author. This gives the reader the impression that you wrote the whole paragraph.

The term “patchwork plagiarism” comes from the way patchwork quilts look. These quilts are often made from many different pieces of old clothes. Small pieces of a shirt, a pair of pants, or a sweater may be collected and sewn together into a quilt.

Look at this example of patchwork plagiarism, in which the underlined phrases are taken directly from the text:

Direct Quote	Patchwork Plagiarism
Nearly everyone loves chocolate, creating a high demand for cacao beans. With that popularity comes a high cost to the environment.	Just about <u>everyone loves chocolate</u> , which creates a <u>high demand for cacao beans</u> . <u>With that popularity</u> , there is a <u>high cost to the environment</u> .

Unit 8E, Sub-Unit 1: Information Literacy

LESSON 3 Paraphrasing

Complete the chart below. Read the original text sentences in the left column, then in the right column write a paraphrase for each sentence.

Original Quote	Paraphrase
<p>From "The Sweet Lure of Chocolate" by Jim Spadaccini</p> <p>While it is likely that Columbus brought the cacao beans he seized back to Europe, their potential value was initially overlooked by the Spanish King and his court.</p>	
<p>From "The Iceberg Was Only Part of It," <i>The New York Times</i>, by William J. Broad</p> <p>On a moonless night in the North Atlantic, the liner hit an iceberg and disaster ensued, with 1,500 lives lost.</p>	

Unit 8E, Sub-Unit 1: Information Literacy

LESSON 4 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-unit 1, Lesson 3 Solo.

LESSON 4 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 8E, Sub-Unit 2

Scavenger Hunt and Internet Research



Ready, set, go and find the answers to the questions as fast as you can!



Unit 8E, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 1 OVERVIEW

Be the first to find the text or image with the answer and win the scavenger hunt (*and* learn a thing or two).

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-unit 1, Lesson 4 Solo.

LESSON 1 Frida and Diego

Today you're going to begin a unit about the artists Frida Kahlo and Diego Rivera. Start by writing down what you already know about Frida and Diego.

1. Create a list of everything you already know about Frida Kahlo and Diego Rivera.

2. Create a list of everything you would like to learn about Frida Kahlo and Diego Rivera.

Unit 8E, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 1 Image Scavenger Hunt

Welcome to the Frida and Diego image scavenger hunt. To find the answer to the scavenger hunt question, you'll have to search through the images in The Frida & Diego Collection until you find the one that answers the scavenger hunt question.

Image Scavenger Hunt Question: What is the title of the painting that shows a self-portrait of the artist with animals?

1. Scan each of the following images to find the one that represents the answer to the scavenger hunt question.
 - *Flower Day (Día de Flores)* by Diego Rivera, 1925, page 214 of the Amplify ELA Grade 8 Anthology
 - Photo of Diego Rivera and Frida Kahlo, 1939, page 208 of the Amplify ELA Grade 8 Anthology
 - Photo of Diego Rivera sketching part of his Rockefeller Center mural, 1933, page 205 of the Amplify ELA Grade 8 Anthology
 - *Self-Portrait with Thorn Necklace and Hummingbird* by Frida Kahlo, 1940, page 203 of the Amplify ELA Grade 8 Anthology
2. Once you've found the answer to the question, review just that image and answer the close reading questions that correspond to it in the Close Read.

LESSON 1 Close Read

NOTE: You only need to answer the close reading questions under the title of the image that represents the correct answer to the image scavenger hunt question.

Image Scavenger Hunt Question: What is the title of the painting that shows a self-portrait of the artist with animals?

***Flower Day (Día de Flores)* by Diego Rivera, 1925**

1. Describe the exaggerated aspects of this painting.

2. Write a caption for this painting that describes the characters and the scene.

LESSON 1 Close Read

Photo of Diego Rivera and Frida Kahlo, 1939

1. Compare and contrast Rivera's and Kahlo's clothing.

2. Write a caption for this photograph.

Photo of Diego Rivera sketching part of his Rockefeller Center mural, 1933

1. Describe the expressions on the faces of the people that Rivera is sketching.

2. Does anything about the way Rivera works surprise you? Explain your thinking.

LESSON 1 Close Read

Self-Portrait with Thorn Necklace and Hummingbird by Frida Kahlo, 1940

1. Describe the setting.

2. Read the title of the painting. Why might Kahlo have wanted to draw the viewer's attention to the necklace and the hummingbird? What might they represent?

Unit 8E, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 1 Text Scavenger Hunt 1

You'll conduct this scavenger hunt using texts from The Frida & Diego Collection.

Text Scavenger Hunt 1 Question: Frida compared Diego's eyes to an animal. What animal was it?

1. Scan each of the following texts to find the answer to the scavenger hunt question. You'll find the answer toward the beginning of one of these texts. If you don't see it quickly, you should move on to the next text.
 - "Letter to Ella and Bertram Wolfe" from *The Letters of Frida Kahlo: Cartas Apasionadas*, page 206 of the Amplify ELA Grade 8 Anthology
 - Excerpt: "Statement by Frida Kahlo" from *My Art, My Life: An Autobiography*, page 209 of the Amplify ELA Grade 8 Anthology
 - Excerpt: "Frida Becomes My Wife" from *My Art, My Life: An Autobiography*, page 199 of the Amplify ELA Grade 8 Anthology
2. Once you've found the answer to the question, review just that text and answer the close reading questions that correspond to it in the Close Read.

LESSON 1 Close Read 2

NOTE: You only need to answer the close reading questions under the title of the text that contains the correct answer to the text scavenger hunt question.

Text Scavenger Hunt 1 Question: Frida compared Diego's eyes to an animal. What animal was it?

"Letter to Ella and Bertram Wolfe" from *The Letters of Frida Kahlo: Cartas Apasionadas*

1. What does Kahlo say is the "saddest" part of her current situation with Rivera?

2. Why does Kahlo say she "dislikes and hates" herself so much? Cite evidence from the text in your answer.

LESSON 1 Close Read 2

3. What did Diego do? Cite evidence from the text in your answer.

Excerpt: “Statement by Frida Kahlo” from *My Art, My Life: An Autobiography*

1. Kahlo says, “He never has been, nor will he ever be, anybody’s husband” (1). What does she mean?

2. Which of Kahlo’s descriptions of Rivera’s features do you find the most surprising? Why?

3. Do you think Kahlo’s feelings for Rivera and his work are positive or negative? Write a short explanation including two quotes from the text.

LESSON 1 Close Read 2

Excerpt: “Frida Becomes My Wife” from *My Art, My Life: An Autobiography*

1. What did Kahlo want from Rivera when they first met?

2. Why did Kahlo think Rivera was not giving her his honest opinion of her work? Cite evidence from the text in your answer.

3. What does Rivera mean when he refers to Kahlo as an “authentic artist”?

Unit 8E, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 1 Text Scavenger Hunt 2

Now you'll complete another text scavenger hunt!

Text Scavenger Hunt 2 Question: Diego compared Frida's eyebrows to an animal. What animal was it?

1. Scan each of the following texts to find the answer to the scavenger hunt question.
 - "Detroit Industry: The Murals of Diego Rivera" from NPR.org, page 204 of the Amplify ELA Grade 8 Anthology
 - Excerpt: "Frida Becomes My Wife" from *My Art, My Life: An Autobiography*, page 199 of the Amplify ELA Grade 8 Anthology
 - "Letter to Ella and Bertram Wolfe" from *The Letters of Frida Kahlo: Cartas Apasionadas*, page 206 of the Amplify ELA Grade 8 Anthology
2. Once you've found the answer to the question, review just that text and answer the close reading questions that correspond to it in the Close Read.

LESSON 1 Close Read 3

NOTE: You only need to answer the close reading questions under the title of the text that contains the correct answer to the text scavenger hunt question.

Text Scavenger Hunt 2 Question: Diego compared Frida's eyebrows to an animal. What animal was it?

"Detroit Industry: The Murals of Diego Rivera" from NPR.org

1. According to this article, what was Rivera trying to say in his *Detroit Industry* mural?

2. What was the one rule that the Detroit Institute of Arts gave Rivera regarding the mural's subject matter? Did he follow the rule? Explain your answer.

LESSON 1 Close Read 3

3. Describe two major issues that the public had with the mural.

Excerpt: “Frida Becomes My Wife” from *My Art, My Life: An Autobiography*

1. What did Kahlo want from Rivera when they first met?

2. Why did Kahlo think Rivera was not giving her his honest opinion of her work? Cite evidence from the text in your answer.

3. What does Rivera mean when he refers to Kahlo as an “authentic artist”?

LESSON 1 Close Read 3

“Letter to Ella and Bertram Wolfe” from *The Letters of Frida Kahlo: Cartas Apasionadas*

1. What does Kahlo say is the “saddest” part of her current situation with Rivera?

2. Why does Kahlo say she “dislikes and hates” herself so much? Cite evidence from the text in your answer.

3. What did Diego do? Cite evidence from the text in your answer.

Unit 8E, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 1 What Do the Details Show?

Reread **Excerpt: “Statement by Frida Kahlo”** from *My Art, My Life: An Autobiography* on page 209 of the Amplify ELA Grade 8 Anthology, and **Excerpt: “Frida Becomes My Wife”** from *My Art, My Life: An Autobiography* on page 199 of the Amplify ELA Grade 8 Anthology.

1. Frida Kahlo and Diego Rivera are writing about the same topic—their relationship—in these two texts. Briefly identify one or more facts that *Frida* emphasizes about that relationship.

2. Briefly identify one or more facts that *Diego* emphasizes about that relationship.

3. Analyze the key details that each author (Frida and Diego) chose to emphasize in their writing. Based on the key details from each author, how would you describe their relationship?

Unit 8E, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 2 OVERVIEW

More questions and more surprising answers—who do you think “owns” art: the artist who created it or the person who bought it?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-unit 2, Lesson 1 Solo.

LESSON 2 Facts About Frida and Diego

You will continue to review the texts and images from The Frida & Diego Collection today. But first, create a list of new facts you learned in the last lesson!

1. Write a list of new facts you discovered about Frida Kahlo or Diego Rivera in the last lesson or in your reading for the Solo.

Unit 8E, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 2 Text Scavenger Hunt

Get ready to complete another text scavenger hunt! Remember that you will find the answer to the scavenger hunt question by exploring in The Frida & Diego Collection.

Text Scavenger Hunt 1 Question: Which work of art did Rivera think was his most successful?

1. Scan each of the following texts to find the answer to the scavenger hunt question. You'll find the answer toward the beginning of one of these texts. If you don't see it quickly, you should move on to the next text.
 - "Detroit Industry: The Murals of Diego Rivera" from NPR.org, page 204 of the Amplify ELA Grade 8 Anthology
 - Excerpt: "Life with Frida" from *Frida's Fiestas: Recipes and Reminiscences of Life with Frida Kahlo*, page 212 of the Amplify ELA Grade 8 Anthology
2. Once you've found the answer to the question, review just that text and answer the close reading questions that correspond to it in the Close Read.

LESSON 2 Close Read 1

NOTE: You only need to answer the close reading questions under the title of the text that contains the correct answer to the text scavenger hunt question.

Text Scavenger Hunt 1 Question: Which work of art did Rivera think was his most successful?

"Detroit Industry: The Murals of Diego Rivera" from NPR.org

1. According to this article, what was Rivera trying to say in his *Detroit Industry* mural?

2. What was the one rule that the Detroit Institute of Arts gave Rivera regarding the mural's subject matter? Did he follow the rule? What evidence from the text supports your answer?

LESSON 2 Close Read 1

- 3. Describe two major issues that the public had with the mural.

Excerpt: “Life with Frida” from *Frida’s Fiestas: Recipes and Reminiscences of Life with Frida Kahlo*

- 1. The authors write, “Frida often went further than Diego in expressing her ‘Mexican-ness’”(3). What do they mean?

- 2. What two characteristics of the kitchen in the Blue House contributed to the overall “typically Mexican” (2) feel?

- 3. Why did the authors choose to reference Kahlo’s painting, *The Bride Frightened at Seeing Life Opened*? What evidence from the text supports this idea?

Unit 8E, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 2 Image Scavenger Hunt

Now you'll complete an image scavenger hunt! You'll conduct this scavenger hunt using images from The Frida & Diego Collection.

Image Scavenger Hunt Question: What is the title of the image that is a remake of the controversial Rockefeller mural?

1. Scan each of the following images to find the one that represents the answer to the scavenger hunt question.
 - *Detroit Industry* (South Wall) by Diego Rivera, 1932–1933, page 211 of the Amplify ELA Grade 8 Anthology
 - *Man, Controller of the Universe* at the Palacio de Bellas Artes by Diego Rivera, 1934, page 198 of the Amplify ELA Grade 8 Anthology
 - *Dream of a Sunday Afternoon on the Alameda Central* by Diego Rivera, 1947, page 220 of the Amplify ELA Grade 8 Anthology
2. Once you've found the answer to the question, review just that image and answer the close reading questions that correspond to it in the Close Read.

LESSON 2 Close Read 2

NOTE: You only need to answer the close reading questions under the title of the image that represents the correct answer to the image scavenger hunt question.

Image Scavenger Hunt Question: What is the title of the image that is a remake of the controversial Rockefeller mural?

***Detroit Industry* (South Wall) by Diego Rivera, 1932–1933**

1. Which part of this panel does your eye focus on and why?

2. Step back and take in the whole mural.

What word best describes the mural? _____

LESSON 2 Close Read 2

Man, Controller of the Universe at the Palacio de Bellas Artes by Diego Rivera, 1934

- 1. Look closely at this mural and list three topics or themes represented, such as farming, for example.

- 2. Does the title provide a good description of the mural? Explain your answer.

Dream of a Sunday Afternoon on the Alameda Central by Diego Rivera, 1947

- 1. Describe your first reaction to this mural.

- 2. Look closely at the mural. What details jump out at you? What do these details suggest to you about the meaning of the artwork?

Unit 8E, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 3 OVERVIEW

This lesson has more information about Frida and Diego, but it requires internet access. You're going to jump ahead to Sub-unit 3!

LESSON 4 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-unit 1, Lesson 3 Solo.

LESSON 4 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 8E, Sub-Unit 3

Descriptive Writing and Collection Research



What would you do if you had to write an admiring letter or poem describing the beauty of your true love and he or she had eyes that bulged out like a frog, a nose the size and shape of a banana, and skin the color of an ill iguana? We're about to find out.



Unit 8E, Sub-Unit 3: Descriptive Writing and Collection Research

LESSON 1 OVERVIEW

It's time to compare William Shakespeare and Frida Kahlo. How is their writing similar? How is it different? Which do you prefer?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-unit 2, Lesson 4 Solo.

LESSON 1 Working with the Text

Read **Excerpt: "Statement by Frida Kahlo" from *My Art, My Life: An Autobiography*** on page 209 of the Amplify ELA Grade 8 Anthology.

1. How do you think Kahlo felt about Rivera? What makes you think so?

2. When describing Rivera, what animal did Kahlo compare his eyes to?

3. Do you think she was trying to insult him? Why or why not?

LESSON 1 Working with the Text

Reference **Excerpt: “Statement by Frida Kahlo” from *My Art, My Life: An Autobiography*.**

1. What are some words and phrases Kahlo uses in her physical description of Rivera? Give at least FIVE examples.

2. Select THREE sentences from paragraph 2 in which Kahlo uses a simile to compare Diego’s features to something else.
 - a. Growing up from his Asiatic-type head is his fine, thin hair, which somehow gives the impression that it is floating in air.
 - b. He looks like an immense baby with an amiable but sad-looking face.
 - c. His wide, dark, and intelligent bulging eyes appear to be barely held in place by his swollen eyelids.
 - d. They protrude like the eyes of a frog, each separated from the other in a most extraordinary way.
 - e. They thus seem to enlarge his field of vision beyond that of most persons.
 - f. It is almost as if they were constructed exclusively for a painter of vast spaces and multitudes.
 - g. The effect produced by these unusual eyes, situated so far away from each other, encourages one to speculate on the ages-old oriental knowledge contained behind them.

3. Which of Kahlo’s comparisons in paragraph 2 did you find the most unusual? Explain your thinking.

LESSON 1 Working with the Text

Fourteen lines that rhyme in a certain pattern form a poem called a **sonnet**. Many poets have written sonnets, including Shakespeare, who wrote more than 150 of them.

You can identify a sonnet by the number of lines and the rhyme scheme. Read the following sonnet aloud to yourself. While you read, listen for the rhyming words at the end of the lines.

“Sonnet 130” by William Shakespeare

My mistress’ eyes are nothing like the sun;
Coral is far more red than her lips’ red;
If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.
I have seen roses damask’d, red and white,
But no such roses see I in her cheeks;
And in some perfumes is there more delight
Than in the breath that from my mistress reeks.
I love to hear her speak, yet well I know
That music hath a far more pleasing sound;
I grant I never saw a goddess go;
My mistress, when she walks, treads on the ground:
And yet, by heaven, I think my love as rare
As any she belied with false compare.

- 1. List the words that rhyme at the end of any lines.

Unit 8E, Sub-Unit 3: Descriptive Writing and Collection Research

LESSON 1 Working with the Text

Now you'll examine the **rhyme scheme** of the lines in this sonnet. A rhyme scheme is a pattern of rhymes.

The **rhyme scheme** for the first four lines of "Sonnet 130" is labeled below.

- A My mistress's eyes are nothing like the **sun**;
- B Coral is far more red than her lips' **red**;
- A If snow be white, why then her breasts are **dun**;
- B If hairs be wires, black wires grow on her **head**.

When identifying a rhyme scheme, notice that each new rhyme sound gets labeled with the next letter of the alphabet. Look at the next four lines of "Sonnet 130."

- C I have seen roses damask'd, red and white,
- D But no such roses see I in her cheeks;
- C And in some perfumes is there more delight
- D Than in the breath that from my mistress reeks.

2. Now use what you know about rhyme schemes to label the final six lines of "Sonnet 130." Be sure to start with the letter "E."

- ___ I love to hear her speak, yet well I know
- ___ That music hath a far more pleasing sound;
- ___ I grant I never saw a goddess go;
- ___ My mistress, when she walks, treads on the ground:
- ___ And yet, by heaven, I think my love as rare
- ___ As any she belied with false compare.

3. How does the rhyme scheme help you understand the poem?

LESSON 1 Close Read

Refer to “Sonnet 130.”

- 1. What is your first impression about the way this man describes his mistress (girlfriend)? (Note: The word “dun” means grayish in color and dull; one paraphrase for the last line of the sonnet could be “As any woman who has been misrepresented by ridiculous comparisons.”)

- 2. Reread the first two lines. What does the man compare his mistress’s eyes to?

- 3. Her lips? _____

- 4. What is unusual about these comparisons?

- 5. Find another one or two comparisons that the speaker makes. What is similar about all of these comparisons?

- 6. How do you think the speaker feels about his mistress?
 - a. I think the speaker is being disrespectful to his mistress.
 - b. I think the speaker adores his mistress.
 - c. Other _____

LESSON 1 Working with the Text 2

So far in this lesson you have identified Frida Kahlo’s descriptions of Diego Rivera, and the speaker’s descriptions of his mistress in Shakespeare’s “Sonnet 130.”

- 1. How does Kahlo’s description of Rivera’s eyes compare to the man’s description of his mistress’s eyes?

- 2. Does Kahlo mean to be negative in her description of Rivera? How do you know?

- 3. Does this man intend to be negative in his description of his mistress?

Unit 8E, Sub-Unit 3: Descriptive Writing and Collection Research

LESSON 2 OVERVIEW

Shakespeare and Kahlo—how is their writing similar? How is it different? And which one will influence you as you write an admiring description of a beloved creature—a star-nosed mole perhaps, or a bonobo—the choice is yours.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-unit 3, Lesson 1 Solo.

LESSON 2 Working with the Text

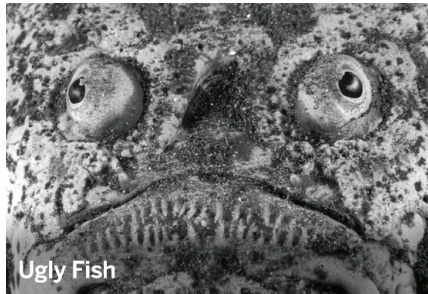
Refer to “**Sonnet 130**” and **Excerpt: “Statement by Frida Kahlo”** from *My Art, My Life: An Autobiography*.

Compare and contrast Kahlo’s style of descriptive writing to Shakespeare’s, circling your choice for questions 1–4.

1. The author uses similes.
 - a. Frida Kahlo
 - b. William Shakespeare
 - c. Both
2. The author describes what their love is like.
 - a. Frida Kahlo
 - b. William Shakespeare
 - c. Both
3. The author uses nature imagery.
 - a. Frida Kahlo
 - b. William Shakespeare
 - c. Both
4. The author describes what their love is *not* like.
 - a. Frida Kahlo
 - b. William Shakespeare
 - c. Both

LESSON 2 Work Visually

Take a look at these unusual animals.



Ugly Fish



Hairless Mixed-breed dog

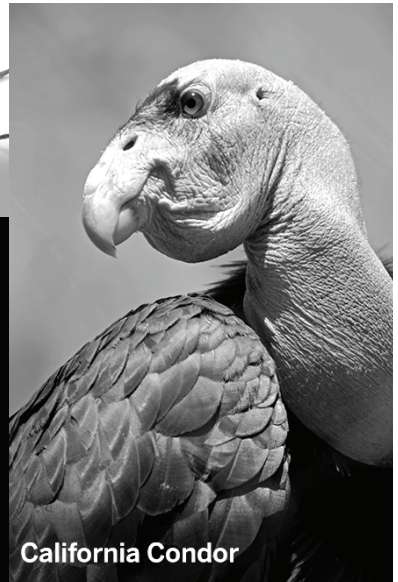
Bearded Dragon



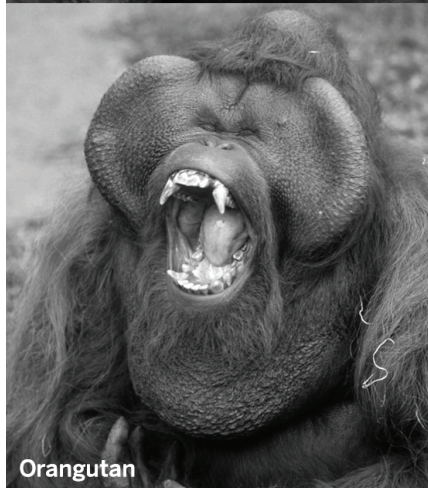
Porcupine Fish



Frogfish



California Condor



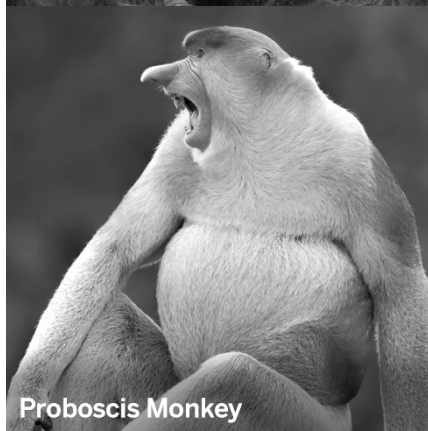
Orangutan



House Fly



Wild Boar



Proboscis Monkey



Echidna



Star-nosed Mole

Choose one that you will describe in your writing. Don't tell anyone your choice!

You're going to describe this animal either in Kahlo's way (comparing it to unusual things), or in Shakespeare's way (saying it is *not* like traditionally beautiful things).

Unit 8E, Sub-Unit 3: Descriptive Writing and Collection Research

LESSON 2 Work Visually

1. Fill in at least two rows on the chart below. Note your animal's outstanding features in the first column. Then think carefully about outrageous or funny comparisons you can make for each feature and record those in the second column.

Outstanding Features	Comparison Phrases

When you finish, share your chart with a friend, family member, or caregiver and see if they can guess which animal you chose.

LESSON 2 Writing Prompt

Put a check mark next to the sentence if...

- you compared your animal's features to something else in nature.
- you compared your animal's features to a specific person.
- you found a way to describe the features by writing about their exact opposite.
- you think the animal would be proud of the way you described it.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Decide whether you will write prose (three or four paragraphs) or a poem with at least eight lines.

Decide whether to write in Kahlo's way (comparing the animal to unusual things) or Shakespeare's way (saying the animal is *not* like beautiful things).

Use the notes from your chart.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

Unit 8E, Sub-Unit 3: Descriptive Writing and Collection Research

LESSON 3 OVERVIEW

There's more to learn. Explore The Frida & Diego Collection and see for yourself.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-unit 3, Lesson 2 Solo.

LESSON 3 Work Visually

Look through the following images from The Frida & Diego Collection. Choose ONE that you have not yet worked with.

- Photo of Frida Kahlo's studio (page 217 of the Amplify ELA Grade 8 Anthology)
- *The Bride Frightened at Seeing Life Opened* by Frida Kahlo (page 218 of the Amplify ELA Grade 8 Anthology)
- *The Two Fridas* by Frida Kahlo (page 219 of the Amplify ELA Grade 8 Anthology)
- Frida Kahlo's prosthetic leg (page 222 of the Amplify ELA Grade 8 Anthology)

After you've chosen an image, answer the close reading questions that correspond to it.

LESSON 3 Close Read 1

NOTE: You only need to answer the Close Reading questions for one image.

Photo of Frida Kahlo's studio

- 1. Two very important “tools” for Kahlo’s work are in this photo. What are they?

- 2. Does this photograph seem posed, or candid? Explain your answer.

***The Bride Frightened at Seeing Life Opened* by Frida Kahlo**

- 1. Write two to three details from this painting.

- 2. Does the title of this painting confuse you? Why or why not?

***The Two Fridas* by Frida Kahlo**

- 1. Describe the differences between how each Frida is portrayed.

LESSON 3 Close Read 1

2. Name the ways in which the two Fridas are joined in this painting. Why is this important?

3. Many art historians have written about this painting. Now it's your turn. What was Kahlo trying to say about her life experiences in this artwork?

Frida Kahlo's prosthetic leg

1. Describe Kahlo's prosthetic leg in detail.

2. Does Kahlo's prosthetic leg tell you anything about her? Explain your answer.

Unit 8E, Sub-Unit 3: Descriptive Writing and Collection Research

LESSON 3 Work Visually

1. What did you learn from examining the image? What is one interesting or surprising fact about the image?

Share the image you reviewed, your responses to the close reading questions, and your response to question 1 above with a friend, family member, or caregiver.

LESSON 3 Working with the Text

You saw many images and read several texts from The Frida & Diego Collection during the Scavenger Hunt lessons that you completed earlier in this unit. Now you'll choose one additional text to read.

From the list below, select ONE text that you haven't read yet and then read it.

- “Frida Becomes My Wife” from *My Art, My Life: An Autobiography* (page 199 of the Amplify ELA Grade 8 Anthology)
- “Detroit Industry: The Murals of Diego Rivera” from NPR.org (page 204 of the Amplify ELA Grade 8 Anthology)
- “Letter to Ella and Bertram Wolfe” from *The Letters of Frida Kahlo: Cartas Apasionadas* (page 206 of the Amplify ELA Grade 8 Anthology)
- “Life With Frida” from *Frida’s Fiestas: Recipes and Reminiscences of Life with Frida Kahlo* (page 212 of the Amplify ELA Grade 8 Anthology)

After you’ve read the text, answer the close reading questions that correspond to it.

LESSON 3 Close Read 2

NOTE: You only need to answer the close reading questions for one text.

“Frida Becomes My Wife” from *My Art, My Life: An Autobiography*

1. What did Kahlo want from Rivera when they first met? Why was this important to her?

2. Why did Kahlo think Rivera was not giving her his honest opinion of her work? Cite evidence from the text in your answer.

3. What does Rivera mean when he refers to Kahlo as an “authentic artist”?

4. What information or ideas did you learn about Frida or Diego that you would like to share with others?

LESSON 3 Close Read 2

“Detroit Industry: The Murals of Diego Rivera” from NPR.org

1. According to this article, what was Rivera trying to say in his *Detroit Industry* mural?

2. What was the one rule that the Detroit Institute of Arts gave Rivera regarding the mural? Did he follow the rule? Explain your answer.

3. Describe two major issues that the public had with the mural.

4. What information or ideas did you learn about Frida or Diego that you would like to share with others?

LESSON 3 Close Read 2

“Letter to Ella and Bertram Wolfe” from *The Letters of Frida Kahlo: Cartas Apasionadas*

1. What does Kahlo say is the “saddest” part of her current situation with Rivera?

2. Why does Kahlo say she “dislikes and hates” (9) herself so much? Cite evidence from the text in your answer.

3. What did Diego do? Cite evidence from the text in your answer.

4. What information or ideas did you learn about Frida or Diego that you would like to share with others?

LESSON 3 Close Read 2

“Life With Frida” from *Frida’s Fiestas: Recipes and Reminiscences of Life with Frida Kahlo*

- 1. The authors write, “Frida often went further than Diego in expressing her ‘Mexican-ness’” (3). What do they mean?

- 2. What two characteristics of the kitchen in the Blue House contributed to its overall “typically Mexican” feel (2)?

- 3. Why did the authors choose to reference Kahlo’s painting *The Bride Frightened at Seeing Life Opened*?

- 4. What information or ideas did you learn about Frida or Diego that you would like to share with others?

Unit 8E, Sub-Unit 3: Descriptive Writing and Collection Research

LESSON 3 Working with the Text

You had the opportunity to read one of four texts, and you have collected some new information about Frida Kahlo and Diego Rivera.

1. What was one interesting or surprising fact that you discovered through your reading?

Share your responses to the close reading questions and to question 1 above with a friend, family member, or caregiver.

Unit 8E, Sub-Unit 3: Descriptive Writing and Collection Research

LESSON 4 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-unit 3, Lesson 3 Solo.

LESSON 4 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 8E, Sub-Unit 4

Socratic Seminar and Internet Research



Socrates was a famous Greek philosopher. He was a deep thinker who believed in the power of asking questions and thoughtful discussion. In these lessons, you'll be the one asking the questions and discussing the answers.



Unit 8E, Sub-Unit 4: Socratic Seminar and Internet Research

LESSON 1 OVERVIEW

Do you think texting during the seminar is acceptable? You make the rules.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-unit 3, Lesson 4 Solo.

LESSON 1 The Socratic Seminar

Today you're going to learn about a type of discussion called a *Socratic seminar*. A Socratic seminar is a formal discussion based on a text in which students ask and answer a series of open-ended questions designed to promote critical thinking, questioning, and conversation.

This type of discussion is not a debate. It depends on a spirit of cooperation and responses that grow from the thoughts of others.

LESSON 1 Establishing Seminar Protocol

Before beginning a Socratic seminar, it is important to establish a set of rules for proper behavior during a discussion.

1. Which rule will help during a discussion? Circle your choice.
 - a. Send a text message to at least two friends during the seminar.
 - b. Feel free to call out answers at any time.
 - c. Listen carefully to the person speaking.
 - d. Find a point to argue against.

Now it's your turn to come up with two more rules for a successful discussion. Use these questions to guide your thinking:

- How will people take turns talking?
- What do you do if you have a question or answer to share?
- How can we show that we're listening to one another?
- What do we do if someone is talking too much? What if someone isn't talking?
- How do we agree, disagree, or build on what someone else says?

Unit 8E, Sub-Unit 4: Socratic Seminar and Internet Research

LESSON 1 Establishing Seminar Protocol

2. What are your two rules for a Socratic seminar?

LESSON 1 Seminar Questions

During Socratic seminars, participants are expected to ask and answer thoughtful questions. There are different types of questions a person could ask during a discussion.

A closed-ended question is a question that may be answered with a very limited (or “closed”) response, such as “yes” or “no.” An open-ended question is a question that requires more thought and an explanation.

- Which type of question is better for having a discussion? Circle your choice.
 - A closed-ended question
 - An open-ended question
- Indicate whether each question on the chart below is either closed-ended or open-ended by marking the correct column.

Questions	Closed-ended	Open-ended
Did you like the movie?		
What did you like about the movie?		
What were the best scenes in the movie?		
Why do you think they were the best?		
Who was the main character of the movie?		
What was likable about the main character?		

Unit 8E, Sub-Unit 4: Socratic Seminar and Internet Research

LESSON 1 Seminar Questions

3. Write an open-ended question about a song or movie you like.

Check that your question is open-ended by asking a friend, family member, or caregiver to answer it.

LESSON 1 Work Visually

Now you will write two or three open-ended questions about an image from The Frida & Diego Collection to ask during a discussion with a classmate over the phone in the next lesson. If your teacher has assigned an image to you, use that one. Otherwise choose which Frida & Diego image you would like to use for this activity.

1. Title of the Frida & Diego image that you will use: _____

Review your image and then write two or three open-ended questions about the image that you will ask. Make your questions thought-provoking, so that the other participant will have a lot to think about and discuss.

2. My questions are:

Unit 8E, Sub-Unit 4: Socratic Seminar and Internet Research

LESSON 2 OVERVIEW

If art is in a public building, who really owns it? Does political art matter? What open-ended questions would you like to ask?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-unit 4, Lesson 1 Solo.

LESSON 2 The Socratic Seminar

Refer to the rules that you came up with for the Establishing Seminar Protocol activity during the previous lesson.

If your teacher was able to arrange for you to have a discussion with a classmate, share your rules and listen to the rules that your classmate thought of. (If you are not able to connect with a classmate, share your rules with a friend, family member, or caregiver and ask them to think of one or two more rules for a successful discussion.)

1. Write down any rules you heard from your classmate (or friend, family member, or caregiver) that are different from the rules you came up with earlier.

Refer to the open-ended questions that you came up with for the Work Visually activity during the previous lesson.

Take turns with your classmate asking your questions and answering theirs. If you are having your discussion with a friend, family member, or caregiver (or if the discussion with your classmate slows down), take turns asking and answering these other questions:

- Who owns art, the artist or the buyer of the art?
- Should the public have a voice in what art is installed in public spaces?
- How do you define art?

Unit 8E, Sub-Unit 4: Socratic Seminar and Internet Research

LESSON 2 The Socratic Seminar

Use the following chart to record any thoughts, ideas, and additional questions you have about the discussion topics.

Question topic	My thoughts, ideas, and additional questions

Unit 8E, Sub-Unit 4: Socratic Seminar and Internet Research

LESSON 2 Reflecting on the Seminar

Now that you've completed your discussion, take a few moments to review the notes in your chart.

1. Choose one topic or idea that you would like to learn more about and list it here:

Research questions should be open-ended. They often, but not always, begin with “how” or “why.” They should also be arguable or open to debate.

Example of a good research question: Why did Rockefeller insist that Rivera remove Lenin from the mural?

Example of a poor research question: Where was Rivera born?

2. Write one new question about the topic or idea you identified in your response to question 1 that you would like to find the answer to:

Now that you've come up with an intriguing research question, consider how you might be able to answer it. You will not conduct the research during this unit, but you may find it rewarding to answer your question on your own.

LESSON 3 OVERVIEW

This lesson requires internet access. Jump ahead to Sub-unit 5!

Unit 8E, Sub-Unit 4: Socratic Seminar and Internet Research

LESSON 4 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-unit 4, Lesson 3 Solo.

LESSON 4 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 8E, Sub-Unit 5

Write an Essay



The pieces of writing you do over the next few classes will build on each other to create an essay that is longer and more polished than the short writing you normally do in these Amplify lessons. Putting these pieces together into a finished product will take all of the skill and thought you usually bring to your writing, plus extra attention to careful organization.



ESSAY LESSONS: OVERVIEW

Calendar of Essay Lessons

What you'll be doing to write your essay:

<p>Lesson 1</p>	<p>Step 1: Choose an essay prompt: Choose from two research essay topics.</p> <p>Step 2: Gather evidence: Collect evidence from The Frida & Diego Collection that will be useful in your essay.</p>
<p>Lesson 2</p>	<p>Step 3: Make a claim: Write a claim statement in response to the essay prompt you chose.</p> <p>Step 4: Write the first body paragraph: Write the first body paragraph, explaining pieces of evidence that support your claim.</p>
<p>Lesson 3</p>	<p>Step 5: Write the remaining body paragraphs: Finish writing the body paragraphs. Describe and explain more evidence for your claim.</p> <p>Step 6: Write an introduction: Review the Elements of an Introduction, then write your introductory paragraph.</p>
<p>Lesson 4</p>	<p>Step 7: Revise your body paragraphs: Add more evidence or more explanation to the evidence in your body paragraphs.</p> <p>Step 8: Write a conclusion: Review the Elements of a Conclusion, then write your conclusion.</p>
<p>Lesson 5</p>	<p>Step 9: Edit your essay: Edit your essay using the Editing Process.</p> <p>Step 10: Write the final copy: Rewrite your essay to create a final copy.</p>
<p>Lesson 6</p>	<p>Step 11: Create citations: Make sure you've properly cited the quotes and information in your essay.</p> <p>Step 12: Create a works cited list: Make a list of the works you cited in your essay.</p>

ESSAY LESSONS: OVERVIEW

Essay Prompts

Research Option 1: Informative Essay

Frida Kahlo: The Early Years

Why did Frida Kahlo begin painting? How did this circumstance affect the type of paintings that she did? What did that mean for her long-term career? Write an informative essay about the beginning and development of Frida's artistic work.

As you conduct your research in the Collection, be sure to look for relevant facts, concrete details, and clear evidence to support your claim.

Research Option 2: Argumentative Essay

Who was right—Rivera or Rockefeller?

Nelson Rockefeller dismissed Diego Rivera while he was in the middle of working on a grand mural in the RCA Building in Rockefeller Center. Was Mr. Rockefeller right to cancel the project? Was Diego Rivera right to hold to his artistic vision? Research the texts in the Collection to find the information you need. Be ready to make a claim about these men and to cite sources.

You will write an argumentative essay stating your claim that either Diego was right or Rockefeller was right. Be sure to identify at least two sources you can use in your work. As you conduct your research in the Collection, be sure to look for relevant facts, concrete details, and clear evidence to support your claim.

Unit 8E, Sub-Unit 5: Write an Essay

LESSON 1 OVERVIEW

Explore the texts and images in the Frida & Diego Collection for information about your topic.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson

LESSON 1 Review Essay Prompt and Calendar

Step 1: Choose an essay prompt

You will now be working on a research paper based on topics from The Frida & Diego Collection. Your essay will...

- be either argumentative or informative.
- consist of 5 paragraphs: an introduction, 3 body paragraphs, and a conclusion.
- be written about a topic you select from the 2 options.
- include a Works Cited page that lists the resources you cited in your research.

Your final essay will include these elements:

Elements of Your Response to Text Essay

An introduction to the essay and claim. It includes:

- A lead
- Relevant background or context of the topic and the texts
- A statement of the claim

Body paragraphs to develop the reasoning and evidence. Each includes:

- Specific textual evidence that supports the claim
- Description of the key parts of your evidence
- Clear explanation of how this evidence supports the claim
- In-text citations

A conclusion that wraps up the ideas about the claim/argument. It includes:

- A restatement of the claim
- A final thought

A Works Cited page

- Source information for Collection texts

LESSON 1 Review Essay Prompt and Calendar

Both informative and argumentative essays require a claim to be made in the first paragraph, so once you have chosen your research question, you should not change your topic—or you will have to do a lot of rewriting.

1. Take a few minutes to review the two research options in the Essay Lessons Overview. Which one would you like to explore further? Circle your choice.
 - Research Option 1: Informative Essay: Frida Kahlo: The Early Years
 - Research Option 2: Argumentative Essay: Who was right—Rivera or Rockefeller?

LESSON 1 Gathering Evidence

Step 2: Gather evidence

Review The Frida & Diego Collection to see which resources will be useful in completing your essay. Choose valid and relevant sources, and use the skills you learned in the Information Literacy lessons when assessing sources.

1. Complete the chart below, filling in source information (author, title, publisher, date, place of publication, and line number for texts, or artist, title, and date of creation for images) in the left column and relevant information for your essay in the right column.

Collection Source	Information for My Topic

LESSON 1 Wrap-Up

Answer the following questions to determine whether you are ready to start your research paper.

1. Have I found two or three valid sources that provide useful information about my topic?
 - a. Yes
 - b. No
2. Is the information I've gathered focused on my topic?
 - a. Yes
 - b. No
3. Do I have enough information to write an introduction, three body paragraphs, and a conclusion?
 - a. Yes
 - b. No
4. Are there any gaps in my research?
 - a. Yes
 - b. No

LESSON 2 OVERVIEW

Stake a claim and back it up with evidence!

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 2 Claim Statement

Step 3: Make a claim

You're going to use the evidence from your research to write the body paragraphs for your essay. But first, you need to decide on the claim you will make for your essay.

A claim is a statement, written as a complete sentence, that makes a clear point that can be supported by evidence. To write your claim statement, think about your research for your chosen topic, then state your main point about what the evidence in your research showed you.

When you write your body paragraphs, you should only focus on one general idea, or claim, for each paragraph. You'll also need to describe and explain how the textual evidence you chose in Lesson 1 supports your claim, and write a transition sentence at the start of each new body paragraph to show how it relates to the one before it.

What idea are you trying to explain in your research essay? Write a claim statement that answers the question for the research option you chose. Your claim statement should be written as a complete sentence and make a clear point that can be supported by the evidence you have gathered. Label it "Claim Statement."

Unit 8E, Sub-Unit 5: Write an Essay

LESSON 4 OVERVIEW

A strong conclusion ties your essay together and leaves the reader with something to think about.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 4 Revise Body Paragraphs

Step 7: Revise your body paragraphs

Today you are going to spend some time revising your body paragraphs. You will work on adding more explanation to your evidence, or adding new evidence to help support your claim.

1. Underline two places in each of your body paragraphs to revise. One could be a place where you can add more evidence to support the claim in your essay, and another could be a place where you can develop your evidence further in order to support your claim.
2. For each place you have identified as needing revision, write 3–5 sentences that present additional evidence or describe your evidence further. Reread your body paragraphs with the new sentences and then revise so the sentences connect clearly with one another.
3. When you are done, compare what you wrote before and after your revision. Which version do you think supports your claim most effectively? Circle your choice.
 - a. I prefer my original version without revisions.
 - b. I prefer the revised version.
 - c. I would like to keep some parts of the revised version, but not all.

Unit 8E, Sub-Unit 5: Write an Essay

LESSON 5 OVERVIEW

Edit your essay!

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 5 Edit Your Essay

Step 9: Edit your essay

You have worked on all the elements of your essay. Today you can complete whatever parts of your essay still need some work. Focus on revising your introduction, body paragraphs, or conclusion to make your essay stronger.

Make any necessary changes to your essay, following the Editing Process guidelines below.

EDITING PROCESS

- 1. Read each part of your essay aloud to yourself, quietly and slowly.**
- 2. Arrange what you have written in the appropriate order. Make sure to incorporate your revisions into your body paragraphs or delete them if you don't want to use them. This list shows you how the pieces you have written will go together:**
 - Introduction
 - Body paragraphs with revisions and in the order you prefer
 - Conclusion
- 3. Reread your essay to correct any errors in spelling, punctuation, and grammar. Follow these basic rules:**
 - The first letter of every sentence is capitalized.
 - Every sentence ends with a period, a question mark, or an exclamation point.
 - There are no obvious spelling errors.
 - The word "I" is capitalized.
- 4. Refer to the following guidelines to make sure you have written your direct quotes correctly:**
 - Make sure you have an introduction to your quote (e.g., According to the text.).
 - Use double quotation marks to show where the quote begins and ends.
 - Use single quotation marks around any dialogue within the direct quote.
 - Only include the end punctuation of your quote if it is a question mark or exclamation point.
 - At the end of the sentence, cite the source you are using in parentheses with the author's last name or source title, followed by the paragraph or page number (if available). For example: (Smith 10) or (ABC News)
 - Add the period after the parentheses (Smith 10).

Unit 8E, Sub-Unit 5: Write an Essay

LESSON 6 OVERVIEW

You used evidence from the text to back up your claim—now you'll make sure you credit your sources!

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 6 In-Text Citations

Step 11: Create citations

Now you're going to edit the citations in your essay, following the Guidelines for In-Text Citations.

1. Reread your essay and check that your citations are complete and correct. (See Guidelines for In-Text Citations below.)
2. Make sure you have an opening frame, that you quoted the text, and that you have cited the text used.

GUIDELINES FOR IN-TEXT CITATIONS

An in-text citation has three parts:

1. Introduction to the quote (for example, *According to the text...* or *Studies have found that...*)
2. The borrowed words (the quote) in quotation marks
3. The citation in parentheses: the author's last name or the source title, followed by the page or paragraph number

How to write a direct quote:

- Make sure you have an introduction to your quote.
- Use double quotation marks to show where the quote begins and ends.
- Use single quotation marks around any dialogue within the direct quote.
- Only include the end punctuation of your quote if it is a question mark or exclamation point.
- At the end of the direct quote, cite the source you are using in parentheses with the author's last name or source title, followed by the paragraph or page number, for example: (Smith 10) or (ABC News).
- Add the period after the parentheses: (Smith 10).

LESSON 6 In-Text Citations

Examples of properly formatted in-text citations:

A source with an author and a page or a paragraph number: As the author explains, “He was born on December 8, 1886, in the beautiful old silver town of Guanajuato, capital of the Mexican state of the same name” (Hamill 11). According to the 2007 *Chicago Tribune* article, “This sort of commercialization has outraged many intellectuals and Kahlo devotees” (Avila 3).

A quotation that ends in a question mark or exclamation point: Early in their relationship, Diego wondered “Why didn’t she trust my judgment? Hadn’t she come herself to ask for it?” (Rivera 7).

A source that has an author but no page or paragraph number: According to the text, “Named for the valley in which it was situated, called Cullumah, meaning ‘beautiful’ to the native Nisenan Indians, the new ‘town’ was called Coloma” (Weiser).

A source with no author, but there is a title: According to this article, “A visit to the Museo Frida Kahlo is like taking a step back in time” (“A Tribute to Frida Kahlo: Biography”).

If your sentence already includes the title of the text and the author’s name, provide just the name of the website in the citation: In “Art lovers fret as kin cashes in on Frida Kahlo name,” Oscar Avila writes that “This sort of commercialization has outraged many intellectuals and Kahlo devotees” (chicagotribune.com).

A quotation that contains dialogue (or any quoted text): After seeing the response to his candy drops, “Halvorsen called the airlift the ‘healing balm on the wounds of war’” (abcnews.com).

LESSON 6 Works Cited List

Step 12: Create a works cited list

Refer to the guidelines below as you create a works cited list for your essay.

NOTE: These guidelines reference internet sources and digital word processing tools such as double spacing. You can disregard these for your written Works Cited page.

GUIDELINES FOR A WORKS CITED PAGE

1. Title the page "Works Cited." Center this title.
2. Double space all citations.
3. Indent the second line of each citation one-half inch.
4. Capitalize the first word and the last word in a title, as well as any nouns, verbs, adjectives, and adverbs.
5. Put your citations in alphabetical order by author's last name.
6. Do your best to follow the punctuation and formatting styles in the examples below.

Examples of Citations:

Citing a Book

Author's last name, first name. *Title of book*. City of publication: Publisher's name, year. Format.

Herrera, Hayden. *Frida: A Biography of Frida Kahlo*. New York: Harper Perennial, 2002. Print.

If only the name of the editor is available, start with the editor's name and put "ed." Or "eds." after the name as follows: *Lapham's Quarterly*, eds. *Titanic Collection*. 2014. Web.

Citing a Newspaper or Magazine Article

Author's last name, first name. "Title of Article." *Name of Newspaper/Magazine*. Day Mo. Year, Edition: Pages. Format.

Kennedy, Randy. "'Frida Kahlo's Garden' to Sprout in New York City."
The New York Times. 17 June 2014, late ed.: C.3. Print.

Citing an Article From a Website

Author's last name, first name. "Title of Article." *Name of site*. Name of sponsor or publisher. Posting date. Format. Date you viewed the article.

Zimmermann, Kim Ann. "Mexican Culture: Customs & Traditions."
livescience.com. Purch, 10 Feb. 2015. Web. 18 Feb. 2015.

If there is no date available include "n.d." as follows:

Weiser, Kathy. "California Legends: Coloma - Gold Town to Ghost Town,"
legendsofamerica.com. n.d. Web. 18 Feb. 2015.

Citing an Image From a Website

Artist's last name, first name. Title of Work. Date of creation. Name of website.
Kahlo, Frida. *Still Life with Parrot and Fruit*. 1951. *fridakahlofans.com*.

