

Unit 5/Week 2

Title: Gloria Estefan

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.4.1, RI.4.2, RI.4.4, RI.4.5, RI.4.6, RI.4.8, RI.4.10; RF.4.4; W.4.2, W.4.4, W.4.6, W.4.7, W.4.9; SL.4.1, SL.4.4; L.4.4, L.4.5, L.4.6

Teacher Instructions

Refer to the Introduction for further details.

Before Teaching

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

A hero is defined by her good works and determination to overcome obstacles.

Synopsis

In this biography, we learn how Gloria Estefan rose from life as a Cuban refugee to worldwide musical fame. With her fame she also experienced tragedy but continued to help others in unfortunate situations. Gloria's success has allowed her to receive multiple honors and awards for her selfless work leading to her being referred to as "a star with a heart."

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

During Teaching

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

Text Dependent Questions	Answers
Reread the introduction to the story on page 561. Why were Gloria and her family considered refugees ?	Gloria was born in Cuba where her mother taught school and her father was in the Cuban army. When a war began in Cuba, the family “fled to the United States for safety.” The family settled in Miami, Florida and her dad went back to fight against Fidel Castro.
Reread page 562. What evidence does the author provide to show that Gloria was a determined young girl?	Gloria quickly learned English and caught up with the other children even though it wasn’t easy. She was a good student even in difficult times. The author says, “She was always at the head of her class.”
Reread page 563. Why did the author use the idiom, “a little mother to her family”?	Gloria was a young girl performing motherly tasks. After her mother went back to work, Gloria helped out at home. Gloria took care of her sister, Becky and her father.
Chapter 1 is titled “Escaping with Music”. What evidence of “escaping” does the author provide in this section of the biography?	First, the family members become refugees as they “fled to the United States for safety”. They were escaping from Cuba and the government control of Fidel Castro. Jose Fajardo also was

	<p>“captured and kept in a Cuban prison for nearly two years” and freed just before Christmas to return to Miami. Lastly, Gloria said, “When my father was ill, music was my escape”. She would listen to music and sing along with pop songs to feel better when her father was sick.</p>
<p>Reread page 563. What words does the author include from Gloria in this chapter? What message is the author trying to give the reader by including these words?</p>	<p>Gloria says of her father when he returned from war, “he’d fall for no reason.” This supports what the narrator says, “the girls and their mother knew something was wrong with him.” She also is quoted with reference to her father’s “constant care.” She says, “It was round the clock...very hard.” This elaborates on the narrator’s telling and reinforces how hard life was for Gloria at this time</p>
<p>Why did the author include Gloria’s words, “My mother dragged me to this wedding...”? (p. 564)</p>	<p>Even though she didn’t want to go so much that it seemed as if she had to be dragged into somewhere she didn’t want, she met Emilio who would forever change her life.</p>
<p>How do we know education is important to Gloria’s family?</p>	<p>Gloria and her mother worried that singing in a band might not leave enough time for her studies. Her mother allowed her to sing only if she finished college. Gloria accepted an offer from Emilio to only sing on weekends so her studies were not interrupted.</p>
<p>How did Gloria come to realize that “music was her calling”? What evidence does the author give that shows Emilio’s passion was also music?</p>	<p>First, she learned to play the guitar and then during high school, put together a band. Emilio came to watch them rehearse and later asked her to sing with his band. He then wanted her to join the band permanently. The band, Miami Sound Machine, became popular and Gloria realized she loved performing. Emilio quit his job as a director of marketing to work full time with the band.</p>

Why did the albums sell in Miami but didn't sell anywhere else? (p 567-568)	The songs were sung in Spanish and Emilio's original band was well known in Miami. Many Cubans are in Miami and were familiar with the band's music until CBS spread their influence among the Latin American countries.
Why did the hit "Dr. Beat" change the success of the Miami Sound Machine? (p 569)	"Dr. Beat" was recorded in English and released in both English and Spanish. CBS released it nationally and it became a hit on the top ten dance chart. This allowed the band to succeed as they "wanted to try for the states."
What does it mean, "Life shined brightly for Gloria, her family and the band?" (p. 571)	Gloria has a family, worked with teenagers in preventing using drugs, and was honored by the President of the United States. The band performed for the American Music Awards and the Grammys and also sold many records.
The author writes Emilio found his son "under a mountain of purses, books, and bags." Why did the author use figurative language rather than simply stating his son's collar bone was broken? (p. 572)	The author created imagery of the son in a mess caused by an accident. The impact of the accident was severe enough to cause belongings to be strewn about the tour bus. The image creates a site for which Emilio must have been frightened to find his son under such conditions.
Besides therapy and rest, what helped Gloria recover from the accident?	Her fans sent and brought cards and letters with good wishes.
What does Gloria's Congressional Medal of Honor represent? (p. 574)	She is a representative for all Americans and Hispanics who live in America.
Gloria helps those with troubles, how? (p. 575)	Helped victims of Hurricane Andrew, helps battered and abused children by giving to a home society that cares for children. Helped teenagers understand drug prevention.
What does Dr. Cole mean by "giving so much of themselves"?	Gloria and Emilio are fortunate and have given time and money (hurricane) to help children less fortunate. Gloria saw things that ruin the lives of children and she wants to help them.

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided in the Introduction
TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text	Page 561 - officer Page 562 - duty Page 567 - album Page 571 - prevention Page 573 - recovery, therapy, suspected	Page 564 - rehearsal Page 567 - ballads, disco, pop, original Page 569 - single Page 576 - petty
STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text	Page 561 - refugee Page 563 - constant Page 564 - scholarship Page 567 - grief Page 571 - tragedy Page 576 - fortunate	Page 561 - settled Page 564 - permanently Page 567 - crippling Page 566/575 - passion, passionate Page 568 - record Page 572 - jackknifed Page 573 - paralyzed

Culminating Tasks

- *The author says people throughout Miami call Gloria Estefan “a star with a heart.” Using information from the text, write a newspaper article describing how Gloria became a star and why she deserves the description.*

Answer: Information from the text could include examples of how Gloria became a “star” - began singing when she was young, became a member of Miami Sound Machine and “began the long, hard job –getting the band known all over the world.” Examples showing she has a “heart” include caring for her father when he was ill, her love for her son, “the most important thing in their lives”, or any of the community work she has done- Hurricane Andrew relief, helping abused children or performing at a benefit for the American Cancer Society.

- *Gloria is a thankful person and she says, “The bottom line is that we’re here for each other.” List things that Gloria has said that show Gloria thankful for what she has. List activities that show that Gloria really believe we are here for each other – she helps others. Write a paragraph about Gloria living what she believes.*

Additional Tasks

- *A timeline shows a person’s activities throughout his or her life. Create a timeline, using Timeliner or another timeline generating software, indicating years marked with important activities/happenings in Gloria Estefan’s life from birth to present day. How did the structure of the biography support this task?*

Answer: [Students will include 6 events in Gloria’s life plotted on a timeline. The events must represent events that define Gloria as a hero.] This task is supported by the sequential telling of Gloria’s story. It begins with her birth in Cuba and ends with her situation when the story is written.

- *In a small research group, utilizing a search engine, research Gloria Estefan to add information found on the web to information in the text. Find 3 new pieces of information about her early life, life with the band, and her family life. (Note to teacher: if this task is completed, standards W4.6 and W4.7 will be addressed.)*

Answer: [Each group's research will be included on a research sheet outlining the three areas of her life that are highlighted in the text and on the internet. Mandatory citations will be added to the information sheet along with a detailed paragraph/graphic representation of three periods of Gloria Estefan's life.]

Note to Teacher

- Do not read the "Background and Vocabulary" piece prior to reading the selection. Use this as after-reading scaffolding.