

**UNIT OVERVIEW**

Unit Length	1-2 Weeks; Four 90 minute lessons and an end of unit reflection activity
Grade Level(s)/Subject(s)	7-12th Grade with appropriate scaffolding
Unit Overview	<p><b>Background for teachers:</b></p> <p><i>Querencia</i> means a beloved place. It can be our homeland, it can be a person or our family. It is where we feel honored, safe and secure and also where we feel challenged and experience growth.</p> <p>“In Spanish, <i>la querencia</i> refers to a place on the ground where one feels secure, a place from which one’s strength of character is drawn. It comes from the verb <i>querer</i>, to desire, but this verb also carries the sense of accepting a challenge, as in a game.</p> <p>In Spain, <i>querencia</i> is most often used to describe the spot in a bullring where a wounded bull goes to gather himself, the place he returns to after his painful encounters with the picadors and the bandilleros. It is unfortunate that the word is compromised in this way, for the idea itself is quite beautiful-- a place in which we know exactly who we are. The place from which we speak our deepest beliefs. <i>Querencia</i> conveys more than “hearth.” And it carries this sense of being challenged-- in the case of a bullfight, by something lethal, which one may want no part of.</p> <p>I would like to take this word <i>querencia</i> beyond its ordinary meaning and suggest that it applies to our challenge in the modern world, that our search for <i>querencia</i> is both a response to threat and a desire to find out who we are. And the discovery of a <i>querencia</i>, I believe, hinges on the perfection of a sense of place.”</p> <p>-- by Barry Lopez, <i>The Rediscovery of North America</i>, p.14, <u>Orion Summer</u>, 1992.</p> <p><b>Unit Overview:</b></p> <p>This unit is designed to introduce students to the idea of <i>place</i> and <i>belonging</i>. It is important for students to explicitly work to develop a sense of self and awareness of their own <i>querencias</i> while also introducing students to the concept of <i>otherness</i>-- we all come to our own knowledge of history and place from varied experiences and have a responsibility to self, to others, and to place in terms of how we understand and create space and <i>belongingness</i> for all members of our community. This unit is perfectly suited to be a way for students to connect in a meaningful way while gaining a deeper understanding of themselves and their classmates at the beginning of the year.</p>

<p>Objectives &amp; Outcomes</p>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does place or homeland define and shape us? How do we know who we are?</li> <li>2. To what extent is querencia more than just a place or homeland?</li> <li>3. What responsibility do we have to be stewards of our and others' querencia?</li> <li>4. How can the idea of querencia and self-naming help us and others in creating a culture of belonging?</li> </ol> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to apply the terms <i>belonging</i>, <i>querencia</i>, <i>labeling</i>, <i>self-naming</i>, and <i>otherness</i> through personal art, writing tasks, and discussion</li> <li>2. Students will be able to understand their peers and the lived experiences of others in a deeper and more meaningful way while also coming to understand the importance of deep and meaningful connections across differences</li> <li>3. Students will understand the four kinds of naming and the impact name calling and self-naming has in empowering and disempowering</li> </ol>
<p>Standards</p>	<p>CCSS ELA Standards:</p> <ul style="list-style-type: none"> <li>● RI.1 Cite several piece of textual evidence to support analysis of what the text says explicitly</li> <li>● RI.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text</li> <li>● RI.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 a specific word choice on meaning and tone</li> <li>● W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>
<p>Unit Resources</p>	<p>“The Rediscovery of North America” by Barry Lopez, pp.14, <i>Orios</i> Summer 1992.</p> <p><a href="#"><u>“Pueblo Returns to Traditional Name” by Ann Constable, <i>The New Mexican</i></u></a></p> <p><a href="#"><u>“Between Two Rivers: Searching for Omar Ibn Said,” by Jennifer Berry Hawes &amp; Gavin McIntyre</u></a></p> <p><a href="#"><u>Chained Migration by Tiya Miles (The 1619 Project)</u></a></p> <p><a href="#"><u>Fort Mose by Tyehimba Jess (The 1619 Project)</u></a></p> <p><a href="#"><u>Where I am From by George Ella Lyon</u></a></p>

## Querencia & Belonging

Unit by Educators from Thrive Community Charter School,  
part of the 2021 cohort of *The 1619 Project* Education Network

	<p><a href="#">On the Question of Race by Quique Aviles &amp; Michelle Banks</a></p> <p>Video: <a href="#">Robert Mirabal from Taos Pueblo</a></p> <p>Video: <a href="#">Robert Mondragon, “Voices of the Stop Tererro Mine”</a></p> <p><a href="#">Fundamentals of Music Making, University of Massachusetts Amherst</a> (for verse/chorus reference)</p> <p><a href="#">Round Me Application</a> ; <a href="#">Tutorial on Round Me</a></p> <p><a href="#">Story Maps HomeStories</a></p>
Performance Task(s)	<p>Student presentations that incorporate the elements of the individual lessons: map, song, poem, vision board</p> <p>Students will work on each portion of the presentation during individual lessons. Students should be provided feedback at the end of each lesson and the teacher can score elements as the lessons progress or wait until the final end product to score. Teachers should utilize the included scoring guide for feedback and grading.</p>
Assessment/Evaluation	<p><a href="#">Student Project Rubric .DOCX</a> <a href="#">Student Project Rubric .PDF</a></p>

**DAILY LESSONS AND RESOURCES**

*Lesson 1: Mapping Our Querencia*

Lesson Objective(s) or Essential Question(s)
<p>Essential Question: <i>How does place or homeland define and shape us?</i></p> <p>Guiding Questions: <i>Ask yourself – Where am I when I feel at my happiest? Is it a location or an act that fulfils you? Can it be an action? Does it have to be a place? Where are you most peaceful? What does it feel like, smell like, feel like, look like, sound like, taste like? How does thinking of your querencia make you feel? Can you imagine your querencia so it is accessible at any time? Can you have more than one querencia? Can it be a person?</i></p>
Lesson Materials & Resources
<p><a href="#">Student Readings &amp; Reference Materials .DOCX</a>  <a href="#">Student Readings &amp; Reference Materials .PDF</a>  <a href="#">Student Project Rubric .DOCX</a>  <a href="#">Student Project Rubric .PDF</a>  <a href="#">Story Map HomeStories</a>  <a href="#">Round Me Platform</a></p> <p>Computers or other tech for web browsing and research</p>
Lesson Activities
<p><b>Framing</b></p> <ol style="list-style-type: none"> <li>1. Display the following words on the board: querencia, querer, creation story, and belonging on the board.</li> <li>2. Read the excerpt from “The Rediscovery of North America” out loud to students (or ask for a volunteer student reader). Write down initial student responses to the excerpt under the vocabulary on the board.</li> <li>3. Ask students to look up the word querencia online- there are several different, but similar definitions for the term. Write them on the board as students state them.</li> <li>4. Ask students to look up the term Creation Story. Share those on the board as well. Discuss similarities and differences of meaning and application to understanding ourselves and where we come from.</li> <li>5. Frame the unit for students. Let them know they will be considering their own querencias and places of belonging throughout the unit as part of their final performance task. You can also introduce the task and the rubrics to students at this time.</li> </ol> <p><b>Class Activity</b></p> <ol style="list-style-type: none"> <li>1. Explore the Story Map <a href="#">HomeStories</a> site with your students: This allows students to understand that home can mean many different things to many different people and where we feel our safest and best selves isn’t necessary in what we think of as a traditional home or in a traditional family. Give students a set amount of time to explore and make note of a few stories</li> </ol>

that stand out to them personally.

2. Transition and introduce students to the website/application, Round Me: <https://roundme.com/>. Watch the [Round Me tutorial](#) together and respond to any immediate questions students have about navigating the platform.

**Independent work**

1. Invite students to consider their own querencias. Let them know as the first part of the project they will have the choice to make a hand drawn map, computer map, or Round Me map of a place of querencia for them and should locate the most important “touchstone” querencia with a marker (tear drop in the Round Me application). The teacher can model by sharing what their personal querencia is-- (Where the teacher draws their strength and feels their most authentic self, can speak their deepest beliefs, where we know who we are.)
2. Invite students to spend 15 minutes free writing about their own querencia or querencias (many may have more than one). They should include specific supporting details that highlight the senses-- sight, sound, taste, touch, hear. This should be added or incorporated into the map.
3. The remaining class time should be spent on creating student Maps. This is thoughtful and personal work and students will want time to add details. Students can use the rubric as guidance in their

**Closing**

1. After students complete their maps, invite them to share any details they’re comfortable sharing with the class.
2. Exit ticket-- What is querencia? What does belongingness mean?

*Lesson 2*: Naming and Self-Representation

Lesson Objective(s) or Essential Question(s)
<p>Essential Question: <i>How do we know who we are?</i></p> <p>Guiding Questions: <i>When are we our authentic selves? When are times that people change themselves for the benefit of pressures to be different?</i></p>
Lesson Materials & Resources
<p><a href="#">Student Readings &amp; Reference Materials .DOCX</a>  <a href="#">Student Readings &amp; Reference Materials .PDF</a>  <a href="#">Student Project Rubric .DOCX</a>  <a href="#">Student Project Rubric .PDF</a>  <a href="#">“Pueblo Returns to Traditional Name” by Ann Constable, <i>The New Mexican</i></a>                      Video: <a href="#">Robert Mirabal from Taos Pueblo</a>  <a href="#">Fundamentals of Music Making, University of Massachusetts Amherst</a> (for verse/chorus reference)</p> <p>Computers &amp; other tech for videos and research</p>
Lesson Activities
<p><i>Note: this lesson requires students to have some background knowledge about how race has been historically constructed and weaponized in the US. Students will make connections between the labels imposed on people historically and access to privilege and power in communities. Assess your student background knowledge on the subject and scaffold accordingly. It could be a good lesson to co-teach in partnership with a Social Studies or US History teacher at your school. “Chained Migration” by Tiya Miles is a short essay from <i>The 1619 Project</i> that can provide helpful historical background to students for this lesson.</i></p> <p><b>Framing</b></p> <ol style="list-style-type: none"> <li>1. Display the following words on the board: tension, otherness, alienation, labeling, self-naming, bias. Instruct students to look up each word. As a class, discuss the context of the words in how students and others experience the world.</li> <li>2. Students watch <a href="#">youtube video of Robert Mirabal from Taos Pueblo</a>. Ask students to write a list of words that answers the following question: Who is Robert Mirabal? Invite students to share their words after viewing the video; look for similarities among student lists.</li> <li>3. Frame the lesson for students. Let them know they will be considering the names they've given themselves and the names others have given them as part of their final performance task. Direct them to the rubric and let them know they will work on the song writing part of the project in this lesson.</li> </ol> <p><b>Class Activities</b></p> <ol style="list-style-type: none"> <li>1. Review with the students four kinds of naming in human society: self-naming, the definition one</li> </ol>

gives oneself and one's community, labels imposed from the outside, and name-calling. Tell students that we all know about bullying and name calling and labels, but we need to know *our name* and what *we* want to be called. Self-naming and wearing names given to us that we are proud of helps us to rise above the name calling and labels that *others* give us. Discuss with students the power of naming the groups they are proud to belong to. Have students divide a paper into four quadrants. Label the quadrants "Self-Naming", "Names Others Call You", "Labels Others Give You", and "Names One Gives Oneself and Others"

2. Read [Fort Mose from The 1619 Project](#), and have students identify names and titles in the poem and then sort them into the correct quadrant of the paper.
3. Introduce the U.S. History Textbook, *A Primary Geography*, published in 1870 (just over 50 years after the attack on Fort Mose), and explain to students that the text was used in school houses around the country for years in Native American residential schools, white schools, and schools for African Americans. The text introduced labels for different kinds of people in a section it uses to describe "[Races of Men](#)." Let students know they will be reflecting on the meaning and intention behind the labels, the ways in which they are hurtful and disrespectful, and who was left out of the process in creating and distributing this information.
4. Look over the pages of "A Primary Geography" together and ask students to identify which quadrant of their paper the book belongs in. Ask students about how engaging with the text changes the way they think about certain labels they use for other people and other communities.
5. Show students the [photos documenting forced Native American assimilation from The Sun](#) and ask them to consider: Which one of the photos reflects self-naming versus other-naming. Have students list the photo examples under the right quadrant on their note sheet.
6. Share the *The New Mexican* article that discusses "naming" in present day: "[Pueblo Returns to Traditional Name](#)" by Ann Constable, *The New Mexican*. Allow students to read independently and identify where this article fits in the four types of naming.
7. Read the duet poem "[On the Question of Race](#)" by Quique Aviles & Michelle Banks and have students identify which quadrant the poem fits into.

### Closing & Work Time

1. Class Discussion: How can we shift power with self-naming?
2. Assign students to write a 1 minute song or rap that uses self-naming-- they will write three verses that get repeated, and a chorus.
  - a. Definitions for song/rap: A verse is made of lyrics (words) that tell the main story of the **song** and keep the action or thoughts moving forward; a chorus is the repeated part that is the ultimate message of the song.
  - b. Invite students to use both their rubric and this [information on parts of a song](#) from the University of Massachusetts for guidance.

Lesson 3: Storytelling & Poetry

Lesson Objective(s) or Essential Question(s)
Essential Questions: <i>To what extent is querencia more than just a place or homeland? Why is it important to our own stories to claim querencias?</i>
Lesson Materials & Resources
<a href="#">Student Readings &amp; Reference Materials .DOCX</a> <a href="#">Student Readings &amp; Reference Materials .PDF</a> <a href="#">Student Project Rubric .DOCX</a> <a href="#">Student Project Rubric .PDF</a> <a href="#">“Between Two Rivers: Searching for Omar Ibn Said,” by Jennifer Berry Hawes &amp; Gavin McIntyre</a> <a href="#">Where I am From by George Ella Lyon</a>
Computers & other tech for videos and research
Lesson Activities
<p>Framing</p> <ol style="list-style-type: none"> <li>1. Display the following words on the board: language, culture, beliefs, values. Students look up each word and discuss how each of these words help to define who we are. Discuss with students specific examples from their own experiences.</li> <li>2. Explain to students that they will be exploring language, culture, beliefs, and values in three different ways this class period. First, they will learn how journalists used historical archives and primary source documents to piece together these elements of identity for a man named Omar Ibn Said. Then, they will consider the ways the poet, George Ella Lyon, pieced together these elements of identity in her writing. Finally. They will have the opportunity to write their own poem exploring their language, culture, beliefs, and values in a creative way.</li> </ol> <p>Class Activities</p> <ol style="list-style-type: none"> <li>1. Instruct students to take out a clean sheet of paper and write “I Am Omar” at the top of their page. Then, ask students to create a 5 column list on their paper and make the following headings: Groups, Traditions, Senses (sight, smell, sound, taste, touch), Places Lived, Other.</li> <li>2. As a class, explore the “I Am Omar” reporting project             <ol style="list-style-type: none"> <li>a. Read the article <a href="#">“Between Two Rivers: Searching for Omar Ibn Said”</a></li> <li>b. <a href="#">Listen to the audio file about the search for Omar</a></li> <li>c. Access the <a href="#">Autobiography of Omar Ibn Said</a></li> </ol> </li> <li>3. Students enter facts about Omar and his life based upon the article, audio file, and/or autobiography. Ask students to spend 20 minutes free writing a poem called “I am Omar” that incorporates what they have from their graphic organizer. Invite students to share their poems in small groups and then select one from the group to read to the class.</li> <li>4. Direct students to create a second graphic organizer on the other side of their paper. The organizer</li> </ol>



should have the same 5 column headings: Groups, Traditions, Senses, Places Lived, Other.

5. As a class read aloud the poem “Where I’m From” by George Ella Lyon. After reading, give students time to return to the poem and pull out information about the speaker that they sort into the columns on their organizer. Allow time for students to share or discuss the information on their charts.

### **Work Time**

1. Let students know they will make one last graphic organizer, this time for themselves, with the same headings: Groups, Traditions, Senses (sight, smell, sound, taste, touch), Places Lived, Other.
2. Ask students to brainstorm a list of words (nouns or adjectives) that best describe their querencia from lesson one. Ask students to also highlight four to five lines or words from lesson two’s song on naming that they think should also be included in their poem. They should put these words or phrases into their graphic organizer.
3. After students have had time to brainstorm and add several words and phrases to the different columns of their organizer, tell them it’s time to transition to writing. Share the rubric for writing with students and if comfortable, share your own “I am” poem (prepared prior to class) with students. The poem project is personal and it could be affirming for students to have the teacher modeling what sharing the poem can look and feel like.
4. Students then write their own poem and start with “I Am (insert their first name)”-- using ideas, words, things that they thought about in the previous lessons and included in their own graphic organizer. Assign students a minimum poem length that is appropriate for their grade level. The first line of their poem is the title of their poem. Students should integrate words or phrases from their graphic organizer into their poem and can include more as they remember other things important to add.

### **Extension Activity for Lesson Three**

Handout for teacher and students:

[Lesson 3 Extension Activity– Intro to Literary Devices .DOCX](#)

[Lesson 3 Extension Activity– Intro to Literary Devices .PDF](#)

1. Prior to class, teacher should review the device sheet and work through Poem 1: I Have Roads in Me, annotating for different literary devices, as an example
2. In class, the teacher discusses the general purpose of a literary device and how they are used in speeches, writing, poetry, and music in order to highlight something important or worth remembering. Explain that the class will read two poems that are other examples of “I Am” poetry that gets to the heart of where people are from and who they are/represent.
3. Read Poem 1: I Have Roads in Me with students and break down the literary devices that can be found in the poem so that they may mark on the poem. Having a hard copy of the devices close by while they analyze and then write their own is helpful.
4. Assign students to groups of three and have them take turns reading the three remaining poems aloud.
5. Depending upon the time available, students can break down all three poems in discussion or groups can be assigned work on one specific poem and then share with the rest of the class. Student groups can focus on annotating the poem with literary devices
6. Students return to their personal “I Am” poem and incorporate a set number of teacher-determined devices into their poem. Peer conferencing/sharing encouraged as classmates might be able to make suggestions for the incorporation of other literary or rhetorical devices into peer poems.

Lesson 4: Dreaming & Stewardship

Lesson Objective(s) or Essential Question(s)
Essential Question: <i>What responsibility do we have to be stewards of our and others' querencia?</i>
Lesson Materials & Resources
<p><a href="#">Student Project Rubric .DOCX</a>  <a href="#">Student Project Rubric .PDF</a>  <a href="#">Robert Mondragon, Voices of the Stop Tererro Mine</a></p> <p>Vision boarding supplies                  Computers &amp; other tech for videos and research</p>
Lesson Activities
<p><b>Framing</b></p> <ol style="list-style-type: none"> <li>1. Display the following words on the board: visions, dreams, hopes, stewardship, responsibility. Students look up each word and discuss how each of these words help to define who we are. Discuss with students specific examples from their own experiences.</li> <li>2. Explain to students that they will consider the different ways people share their visions for a better future for themselves and others in class today. Invite students to think about examples of speeches, art, murals, music, and other media that are visioning a better or different future. Write student examples on the board.</li> </ol> <p><b>Class Activity</b></p> <ol style="list-style-type: none"> <li>1. Watch the video, <a href="#">Robert Mondragon, Voices of the Stop Tererro Mine</a>. Invite students to consider what Mondragon’s vision is and who it is for. How is his vision connected to his past?</li> <li>2. Ask students to share places or things in the querencias they’ve been exploring during the unit that they would like to see changed or improved in future. Students can reflect independently or in small groups.</li> <li>3. Allow students time to free write a letter to their future self about their hopes and wishes for themselves and the future of their community.</li> </ol> <p><b>Work Time</b></p> <ol style="list-style-type: none"> <li>1. Present students with a few examples of completed vision boards. Explain what the different photos, symbols, and ideas on the board represent. Ask students to discuss why they think people utilize vision boards as a tool.</li> <li>2. Provide students with the rubric and the materials available in the classroom to make their own vision boards. Students can work on a computer for the purpose of projecting, but a printed copy will be needed. The student vision board should include one representation for each of the following and can be from magazines, hand drawn, computer graphics, etc: Hope for generations of family behind you, hope for relationships, work, lifestyle, skills, and hobbies.</li> <li>3. Let students know they will select a few items from their vision board to present to the class in the next lesson.</li> </ol>

Lesson 5: Closing Presentations

Lesson Objective(s) or Essential Question(s)
Essential Questions: <i>How can the idea of querencia and self-naming help us and others in creating a culture of belonging?</i>
Lesson Materials & Resources
Student presentation materials Guidelines for speaking and listening during presentation
Lesson Activities
<p><b>Framing</b></p> <ol style="list-style-type: none"><li>1. Let students know that this lesson is dedicated to presentations of their querencia map, song lyrics, poem, and vision boards. Set guidelines for student speaking and listening during presentations and provide students with a checklist they can use while listening to presentations in order to provide feedback:<ol style="list-style-type: none"><li>a. Does the presentation show interest in and excitement about the topic</li><li>b. Did the presenter speak clearly and communicate effectively</li><li>c. Can you name one querencia for the presenter and a hope they have for their querencia in future</li></ol></li></ol>
<p><b>Class Activity</b></p> <ol style="list-style-type: none"><li>1. Students follow an established rotation to present their work, sharing affirmation and peer feedback after each presentation.</li><li>2. After presentations, have a class discussion about the essential question: How can the idea of querencia help us in our feelings of belonging and in helping others belong? Record student answers on the board.</li></ol>
<p><b>Closing</b></p> <ol style="list-style-type: none"><li>1. Journal Reflection: <i>What have we learned about ourselves and each other?</i></li></ol>