

"Names/Nombres"

Close Read: "Names/Nombres"

Grade 7, Unit 7

ELA 7
Wk 2

INTRODUCTION: This is a personal essay. A personal essay is a form of nonfiction that expresses the writer's thoughts and feelings about a subject.

You will *close read* this text and answer the questions on the following pages. Make sure to follow each of the directions below.

DIRECTIONS:

(1) **Get a sense of the gist.** Read the whole text from beginning to end one time to get a sense of what it's about.

(2) **Read Section 1 closely.** Reread just pages 782-785.

Mark your starting and stopping points: Start at the beginning of the text. Stop after "Oh! You must mean *Ah-nahl*!"

While you reread, circle any words that you don't know. Try to figure out what the words mean. Can you tell from context clues? Can you look it up? Can you ask someone?

After you reread, write 1-2 sentences of what the section is mostly about. Write this in the space labeled "Section 1 Gist."

After you reread, answer the Section 1 Questions. Write your answers in the chart.

(3) **Read Section 2 closely.** Reread just pages 785 to 786.

Mark your starting and stopping points: Start at "Our first few years in the States, though, ethnicity was not yet 'in.'" Read to the end of the text.

While you reread, circle any words that you don't know. Try to figure out what the words mean. Can you tell from context clues? Can you look it up? Can you ask someone?

After you reread, write 1-2 sentences of what the section is mostly about. Write this in the space labeled "Section 2 Gist."

After you reread, answer the Section 2 Questions. Write your answers in the chart.

(4) **Write about the text.** Read the question at the top of page 8.

Complete the graphic organizer.

Write your essay.

Use the rubric to assess your rubric and write an explanation of why you graded it the way you did.

"Names/Nombres"

Section 1: pp. 782 – 785

What is the GIST of this section? (1-2 sentences)

(1) Why does the author say, "... our names changed almost immediately" (page 782, lines 1-2)?	
(2) What are the many names by which Julia and her family are called?	
(3) Why do you think the author included the following quote from Shakespeare: "A rose by any other name would smell as sweet" (page 784, lines 17-18)?	
(4) What does the author mean by "I was Hoo-lee-tah to Mami and Papi and uncles and aunts ..." (page 784, lines 25-26)?	

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<p>(5) What does the author mean by "Mauricia did not translate into English" (page 784, line 31)?</p>	
<p>(6) Why did Alvarez's mother "[blush] and [admit] her baby's real name to the group" (page 784, line 44)?</p>	
<p>(7) What did the woman mean when she said, "Why'd ya give her an Irish name with so many pretty Spanish names to choose from" (page 784, lines 42-43)?</p>	
<p>(8) What does the author mean by "Ana had the easiest time of all" (page 785, line 57)?</p>	
<p>(9) What is the author trying to show you by including the line "Oh! You mean Ah-nah!" (page 785, line 67)?</p>	

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Section 2: pp. 785-786

What is the GIST of this section? (1-2 sentences)

(10) What does the author mean by "ethnicity was not yet in" (page 785, line 68)?	
(11) What does the author mean by "My initial desire to be known by my correct Dominican name faded" (page 785, lines 71-72)?	
(12) What does the author mean by "my accent and coloring gave me away" (page 785, line 73)?	
(13) What does the author mean by "I burned with shame" (page 785, line 85)?	

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<p>(14) What does the author mean by "I had made mouths drop one day by rattling off my full name ..." (page 785, line 87-88)?</p>	
<p>(15) Why does the author describe her name as "chaotic"?</p>	
<p>(16) What does the author mean by "I suffered most whenever my extended family attended school occasions" (page 786, lines 94-95)?</p>	
<p>(17) Why does the author use the word "convoluted" to describe her family relationships (page 786, line 105)?</p>	
<p>(18) What is the author trying to convey with the detail "... my family waited outside in the parking lot while my friends and I signed yearbooks with nicknames ..." (page 786, lines 112-113)?</p>	
<p>(19) What does the author mean by "... that was the plus to a large family" (page 786, lines</p>	

"Names/Nombres"
120-121)?

"Names/Nombres"

Write About the Text

DIRECTIONS: Consider the quote from "Names/Nombres" in the essay prompt on page 9. Use this chart to track what it shows you about the author's point of view, including evidence from the text.

Idea About Point of View	Evidence from the Text

"Names/Nombres"

Prompt: Write an essay in which you analyze the statement: "JUDY ALCATRAZ: the name on the wanted poster would read. Who would ever trace her to me?" (page 784, line 28-29). What does the statement reveal about the author's point of view? Use evidence from the text to support your response.

[illegible]

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"Names/Nombres"

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

"Names/Nombres"

DIRECTIONS: Use the rubric below to assess (grade) your essay. Mark the grade you would give yourself in each row. Then, write an explanation for why you assessed yourself the way you did.

Grades 6-8 English Language Arts Essay Rubric

Idea Development	
<ul style="list-style-type: none"> • QUALITY AND DEVELOPMENT OF CENTRAL IDEA * • SELECTION AND EXPLANATION OF EVIDENCE AND/OR DETAILS * • ORGANIZATION • EXPRESSION OF IDEAS • AWARENESS OF TASK AND MODE 	
5	<ul style="list-style-type: none"> • Central idea is insightful and fully developed • Skillful selection and explanation of evidence and/or details • Skillful and/or subtle organization • Rich expression of ideas • Full awareness of the task and mode
4	<ul style="list-style-type: none"> • Central idea is clear and well-developed • Effective selection and explanation of evidence and/or details • Effective organization • Clear expression of ideas • Full awareness of the task and mode
3	<ul style="list-style-type: none"> • Central idea is general and moderately developed • Appropriate selection and explanation of evidence and/or details • Moderate organization • Adequate expression of ideas • Sufficient awareness of the task and mode
2	<ul style="list-style-type: none"> • Central idea may be present and is somewhat developed • Limited selection and explanation of evidence and/or details • Limited organization • Basic expression of ideas • Partial awareness of the task and mode
1	<ul style="list-style-type: none"> • Central idea is not developed • Insufficient evidence and/or details • Minimal organization • Poor expression of ideas • Minimal awareness of the task and mode
0	<ul style="list-style-type: none"> • The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.

Standard English Conventions

"Names/Nombres"

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Names/ Nombres

Julia Alvarez

When we arrived in New York City, our names changed almost immediately. At Immigration, the officer asked my father, *Mister Elbures*, if he had anything to declare.¹ My father shook his head no, and we were waved through. I was too afraid we wouldn't be let in if I corrected the man's pronunciation, but I said our name to myself, opening my mouth wide for the organ blast of the *a*, trilling my tongue² for the drumroll of the *r*, *All-vah-rrr-es*! How could anyone get *Elbures* out of that orchestra of sound? **A**

At the hotel my mother was *Missus Alburest*, and I was *little girl*,¹⁰ as in, "Hey, little girl, stop riding the elevator up and down. It's *not* a toy."

When we moved into our new apartment building, the super³ called my father *Mister Alberase*, and the neighbors who became mother's friends pronounced her name *Jew-lee-ah* instead of *Hoo-lee-ah*. I, her namesake, was known as *Hoo-lee-tah* at home. But at school I was *Judy* or *Judith*, and once an English teacher mistook me for *Juliet*.

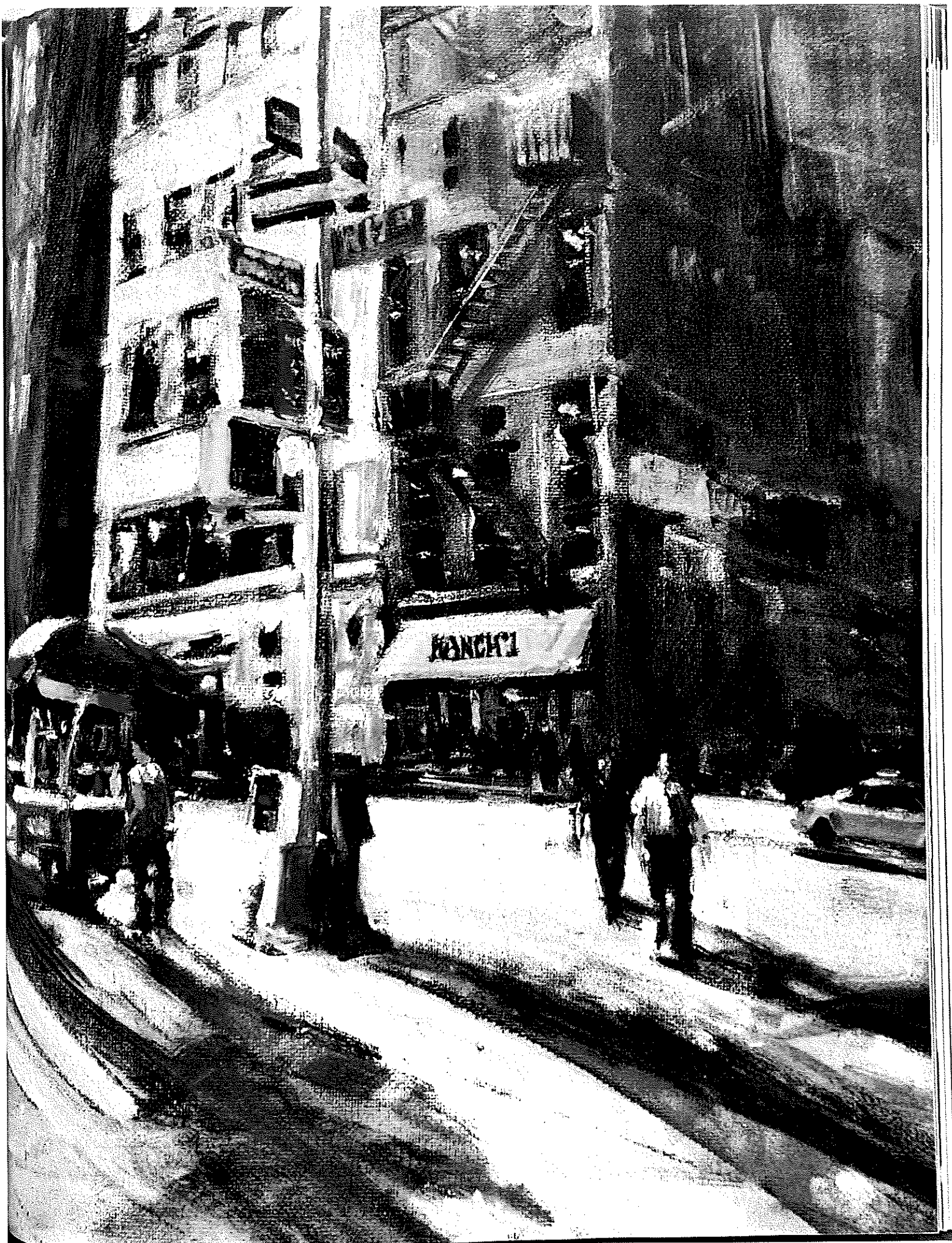
ANALYZE VISUALS

What mood do the colors, images, and brushstrokes create in this painting?

A PERSONAL ESSAY

Reread lines 1–8. Consider Alvarez's choice of words and her thoughts at Immigration. Do you think Julia is proud of her last name?

-
1. **At Immigration . . . declare:** Immigration is the place where government officials check the documents of people entering a country. People must acknowledge, or declare, certain goods or moneys that they are carrying.
 2. **trilling my tongue:** rapidly vibrating the tongue against the roof of the mouth, as in pronouncing a Spanish *r*.
 3. **super:** superintendent, or building manager.



It took a while to get used to my new names. I wondered if I shouldn't correct my teachers and new friends. But my mother argued that it didn't matter. "You know what your friend Shakespeare said, 'A rose by any other name would smell as sweet.'"⁴ My family had gotten into the habit of
20 calling any literary figure "my friend" because I had begun to write poems and stories in English class.

By the time I was in high school, I was a popular kid, and it showed in my name. Friends called me *Jules* or *Hey Jude*,⁵ and once a group of troublemaking friends my mother forbade me to hang out with called me *Alcatraz*.⁶ I was *Hoo-lee-tah* only to Mami and Papi and uncles and aunts who came over to eat *sancocho*⁷ on Sunday afternoons—old world folk whom I would just as soon go back to where they came from and leave me to pursue whatever mischief I wanted to in America. JUDY ALCATRAZ: the name on the wanted poster would read. Who would ever trace her to me? **B**

30 **M**y older sister had the hardest time getting an American name for herself because *Mauricia* did not translate into English. **Ironically**, although she had the most foreign-sounding name, she and I were the Americans in the family. We had been born in New York City when our parents had first tried immigration and then gone back "home," too homesick to stay. My mother often told the story of how she had almost changed my sister's name in the hospital.

After the delivery, Mami and some other new mothers were cooing over their new baby sons and daughters and exchanging names and weights and delivery stories. My mother was embarrassed among the Sallys and
40 Janes and Georges and Johns to reveal the rich, noisy name of *Mauricia*, so when her turn came to brag, she gave her baby's name as *Maureen*.

"Why'd ya give her an Irish name with so many pretty Spanish names to choose from?" one of the women asked her.

My mother blushed and admitted her baby's real name to the group. Her mother-in-law had recently died, she apologized, and her husband had insisted that the first daughter be named after his mother, *Mauran*. My mother thought it the ugliest name she had ever heard, and she talked my father into what she believed was an improvement, a combination of *Mauran* and her own mother's name, *Felicia*.

50 "Her name is Mao-ree-shee-ah," my mother said to the group.

"Why, that's a beautiful name," the new mothers cried. "*Moor-ee-sha*, *Moor-ee-sha*," they cooed into the pink blanket. *Moor-ee-sha* it was when

B CONNECT

You might have listed a nickname for the activity on page 780. Compare how this nickname makes you feel with how Julia's nicknames make her feel.

ironically (ī-rŏn'īk-lē)
adv. in a way that is contrary to what is expected or intended

4. 'A rose . . . smell as sweet': In Shakespeare's *Romeo and Juliet*, the main characters' families are enemies. But when Romeo and Juliet fall in love, Juliet uses almost these words to say that Romeo is precious to her no matter what his family name is.

5. *Hey Jude*: the title of a hit song by the Beatles in 1968.

6. *Alcatraz* (ăl'kə-trăz'): the name of an island in San Francisco Bay that was once the site of a prison.

7. *sancocho* (sāng-kŏ'chŏ) *Spanish*: a traditional Caribbean stew of meat and vegetables.

we returned to the States eleven years later. Sometimes, American tongues found even that mispronunciation tough to say and called her *Maria* or *Marsha* or *Maudy* from her nickname *Maury*. I pitied her. What an awful name to have to transport across borders! ③

My little sister, Ana, had the easiest time of all. She was plain *Anne*—that is, only her name was plain, for she turned out to be the pale, blond “American beauty” in the family. The only Hispanic-seeming thing about her was the affectionate nicknames her boyfriends sometimes gave her. 60 *Anita*, or as one goofy guy used to sing to her to the tune of the banana advertisement, *Anita Banana*.

Later, during her college years in the late 60’s, there was a push to pronounce Third World⁸ names correctly. I remember calling her long distance at her group house and a roommate answering.

“Can I speak to Ana?” I asked, pronouncing her name the American way.

“Ana?” The man’s voice hesitated. “Oh! You must mean *Ah-nah!*”

Our first few years in the States, though, ethnicity was not yet “in.” Those were the blond, blue-eyed, bobby-sock years of junior high 70 and high school before the 60’s ushered in peasant blouses, hoop earrings, *sarapes*.⁹ My initial desire to be known by my correct Dominican name faded. I just wanted to be Judy and merge with the Sallys and Janes in my class. But, inevitably, my accent and coloring gave me away.

“So where are you from, Judy?”

“New York,” I told my classmates. After all, I had been born blocks away at Columbia Presbyterian Hospital.

“I mean, *originally*.”

“From the Caribbean,” I answered vaguely, for if I specified, no one was quite sure what continent our island was located on.

80 “Really? I’ve been to Bermuda. We went last April for spring vacation. I got the worst sunburn! So, are you from Portoriko?”

“No,” I shook my head. “From the Dominican Republic.”

“Where’s that?”

“South of Bermuda.”

They were just being curious, I knew, but I burned with shame whenever they singled me out as a “foreigner,” a rare, exotic friend.

“Say your name in Spanish, oh, please say it!” I had made mouths drop one day by rattling off my full name, which, according to Dominican custom, included my middle names, Mother’s and Father’s surnames¹⁰ 90 for four generations back.

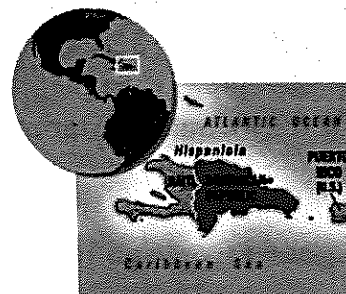
③ PERSONAL ESSAY

Why do you think Alvarez included this anecdote in her personal essay?

merge (mûrj) v. to blend together

specify (spēs’ə-fi’) v. to make known or identify

🌐 SOCIAL STUDIES CONNECTION



The Dominican Republic

8. **Third World:** from the developing nations of Latin America, Africa, and Asia.

9. **sarapes** (sə-rä’pāz) Spanish: long, blanketlike shawls.

10. **surnames:** last names.

"Julia Altagracia María Teresa Álvarez Tavares Perello Espaillet Julia Pérez Rochet González." I pronounced it slowly, a name as **chaotic** with sounds as a Middle Eastern bazaar or market day in a South American village.


I suffered most whenever my extended family attended school occasions. For my graduation, they all came, the whole noisy, foreign-looking lot of fat aunts in their dark mourning dresses and hair nets, uncles with full, droopy mustaches and baby-blue or salmon-colored suits and white pointy shoes and fedora hats, the many little cousins who snuck in without tickets. They sat in the first row in order to better understand the Americans' fast-spoken English. But how could they listen when they were constantly speaking among themselves in florid-sounding phrases, rococo consonants, rich, rhyming vowels? Their loud voices carried.

Introducing them to my friends was a further trial to me. These relatives had such complicated names and there were so many of them, and their relationships to myself were so **convoluted**. There was my Tía Josefina, who was not really an aunt but a much older cousin. And her daughter, Aída Margarita, who was adopted, *una hija de crianza*.¹¹ My uncle of affection, Tío José, brought my *madrina* Tía Amelia and her *comadre* Tía Pilar.¹² My friends rarely had more than their nuclear family¹³ to introduce, youthful, glamorous-looking couples ("Mom and Dad") who skied and played tennis and took their kids for spring vacations to Bermuda. **D**

After the commencement ceremony, my family waited outside in the parking lot while my friends and I signed yearbooks with nicknames which recalled our high school good times: "Beans" and "Pepperoni" and "Alcatraz." We hugged and cried and promised to keep in touch.

Sometimes if our goodbyes went on too long, I heard my father's voice calling out across the parking lot. "*Hoo-lee-tah! Vámonos!*"¹⁴ **E**

Back home, my tíos and tías and *primas*, Mami and Papi, and *mis hermanas* had a party for me with *sancocho* and a store-bought *pudín*, inscribed with *Happy Graduation, Julie*.¹⁵ There were many gifts—that was a plus to a large family! I got several wallets and a suitcase with my initials and a graduation charm from my godmother and money from my uncles. The biggest gift was a portable typewriter from my parents for writing my stories and poems.

Someday, the family predicted, my name would be well-known throughout the United States. I laughed to myself, wondering which one I would go by. 

chaotic (kā-ōt'Yk) *adj.*
confused; disordered

convoluted
(kōn've-lōō'tYd) *adj.*
difficult to understand;
complicated

D CONNECT

Think about how Julia feels when she introduces her family to her friends. What situation have you experienced or read about that can help you understand her feelings?

E PERSONAL ESSAY

Reread lines 112–115. Do you think Julia likes her nickname by the time she graduates from high school? Tell what clues helped you answer this question.

11. *una hija de crianza* (ōō'nā ē'hā dē krē-ān'sā) *Spanish*: a child raised as if one's own.

12. *My uncle of affection* ... Tía Pilar: My favorite uncle, Uncle José, brought my godmother Aunt Amelia and her close friend Aunt Pilar.

13. *nuclear family*: a family unit consisting of a mother, a father, and their children.

14. *Vámonos* (bā'mā-nōs) *Spanish*: Let's go.

15. *Back home* ... Julie: Back home, my uncles and aunts and cousins, Mami and Papi, and my sisters had a party for me with a stew and a store-bought pudding, inscribed with *Happy Graduation, Julie*.

4.1 Climbing Stairs

Using Rise and Run



Climbing stairs is good exercise, so some athletes run up and down stairs as part of their training. The steepness of stairs determines how difficult they are to climb. By investigating the steepness of stairs, you can find another important way to describe the steepness of a line.

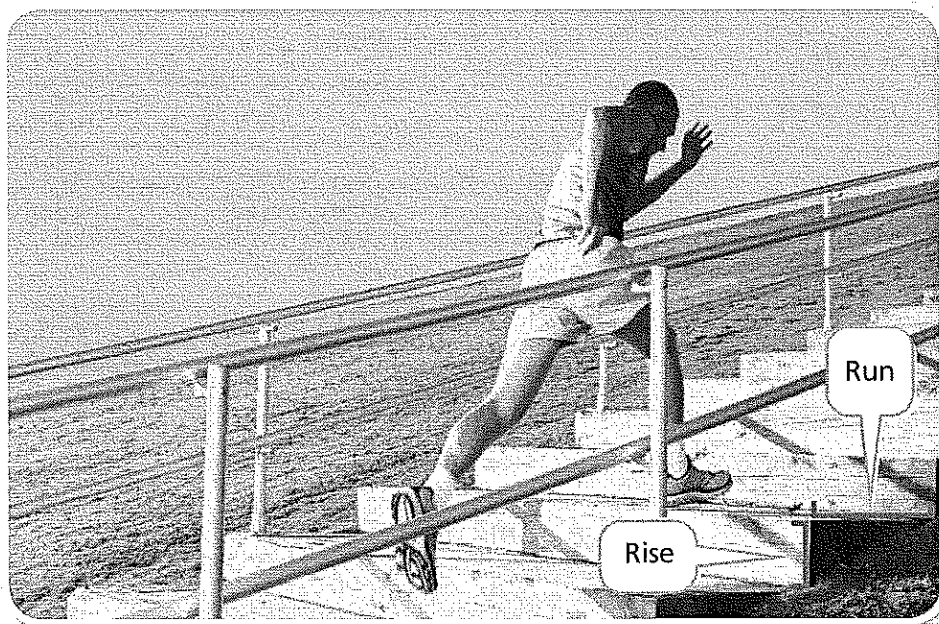
Consider these questions about the stairs you use at home, in your school, and in other buildings.

- How can you describe the steepness of the stairs?
- Is the steepness the same between any two consecutive steps?

Carpenters have developed the guidelines below to ensure that the stairs they build are relatively easy for a person to climb. Steps are measured in inches.

- The ratio of rise to run for each step should be between 0.45 and 0.60.
- The rise plus the run for each step should be between 17 and $17\frac{1}{2}$ inches.

The steepness of stairs is determined by the ratio of the rise to the run for each step. The rise and run are labeled in the diagram below.



7 Math
wk 2

Problem 4.1



- A**
1. Determine the steepness of a set of stairs in your school or home. To calculate the steepness you will need to
 - measure the rise and run of at least two steps in the set of stairs.
 - make a sketch of the stairs, and label the sketch with the measurements you found.
 - find the ratio of rise to run.
 2. How do the stairs you measured compare to the carpenters' guidelines on the previous page?
- B**
- A set of stairs is being built for the front of the new Arch Middle School. The ratio of rise to run is 3 to 5.
1. Is this ratio within the carpenters' guidelines?
 2. Make a sketch of a set of stairs that meet this ratio. Label the lengths of the rise and run of a step.
 3. Sketch the graph of a line that passes through the origin and whose y -values change by 3 units for each 5-unit change in the x -values.
 4.
 - a. Write an equation for the line in part (3).
 - b. What is the coefficient of x in the equation?
 - c. How is the coefficient related to the steepness of the line represented by the equation?
 - d. How is the coefficient related to the steepness of a set of stairs with this ratio?

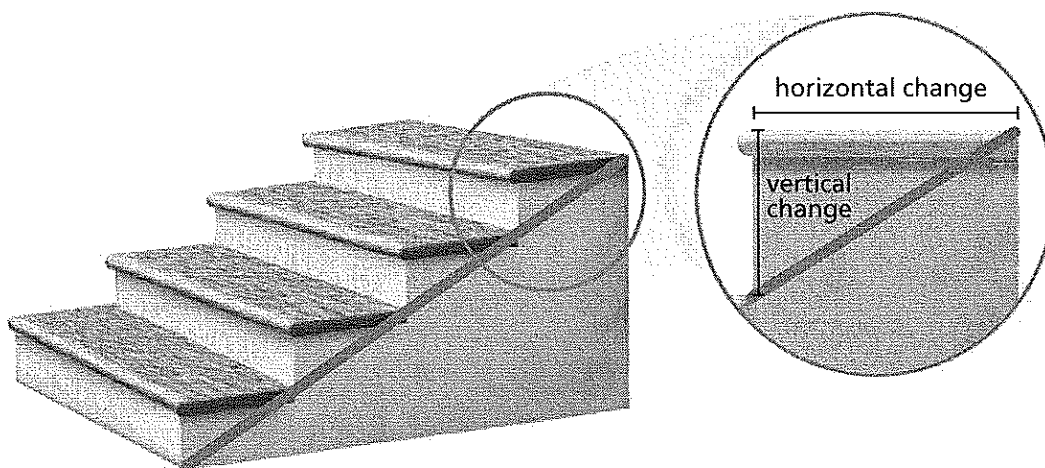


Homework starts on page 98.

4.2 Finding the Slope of a Line



The method for finding the steepness of stairs suggests a way to find the steepness of a line. A line drawn from the bottom step of a set of stairs to the top step touches each step at one point. The rise and the run of a step are the vertical and the horizontal changes, respectively, between two points on the line.



The steepness of the line is the ratio of rise to run, or vertical change to horizontal change, for this step. We call this ratio the **slope** of the line.

$$\text{slope} = \frac{\text{vertical change}}{\text{horizontal change}} = \frac{\text{rise}}{\text{run}}$$

- Does the slope change if we take two stairs at a time?
- Is the slope the same between any two stairs?

Unlike the steepness of stairs, the slope of a line can be negative. To determine the slope of a line, you need to consider the direction, or sign, of the vertical and horizontal changes from one point to another. If vertical change is negative for positive horizontal change, the slope will be negative. Lines that slant *upward* from left to right have *positive slope*. Lines that slant *downward* from left to right have *negative slope*.

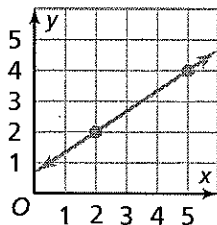
The following situations all represent linear relationships.



- For each graph, describe how you can find the slope of the line.

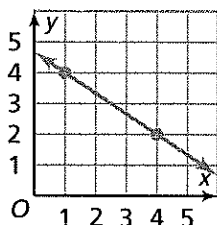
Line With Positive Slope

x	2	5
y	2	4



Line With Negative Slope

x	1	4
y	4	2



- Describe how you can find the slope of the line that represents the data in the table below.

x	-1	0	1	2	3	4
y	0	3	6	9	12	15

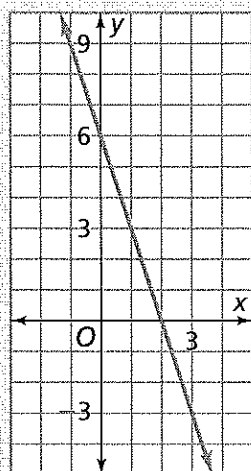
Information about a linear relationship can be given in several different representations, such as a table, a graph, an equation, or a contextual situation. These representations are useful in answering questions about linear situations.



Problem 4.2

A The graphs, tables, and equations all represent linear relationships.

Graph 1



Graph 2

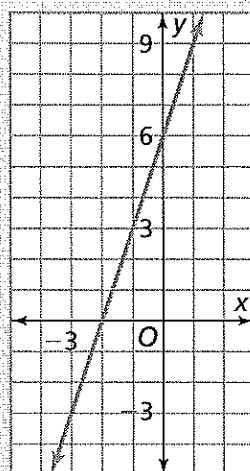


Table 1

x	-6	-4	-2	0	2	4
y	-10	-7	-4	-1	2	5

Table 2

x	1	2	3	4	5	6
y	4.5	4.0	3.5	3.0	2.5	2.0

Equation 1

$$y = 2.5x + 5$$

Equation 2

$$y = 20 - 3x$$

1. Find the slope and y -intercept of the line associated with each of these representations.
2. Write an equation for each graph and table.

Problem 4.2 *continued*

- B** The points $(3, 5)$ and $(-2, 10)$ lie on a line.
1. What is the slope of the line?
 2. Find two more points that lie on this line. Explain your method.
 3. Eun Mi observed that any two points on a line can be used to find the slope. How is Eun Mi's observation related to the idea of "linearity?"
- C**
1. John noticed that for lines represented by equations of the form $y = mx$, the points $(0, 0)$ and $(1, m)$ are always on the line. Is he correct? Explain.
 2. What is the slope of a horizontal line? A vertical line? Explain your reasoning.
- D**
1. Compare your methods for finding the slope of a line from a graph, a table, and an equation.
 2. In previous Investigations, you learned that linear relationships have a constant rate of change. As the independent variable changes by a constant amount, the dependent variable also changes by a constant amount. How is the constant rate of change of a linear relationship related to the slope of the line that represents that relationship?

ACE Homework starts on page 98.

4.3 Exploring Patterns With Lines

Your understanding of linear relationships can be used to explore some ideas about groups of lines.



For example, suppose the slope of a line is 3.

- Sketch a line with this slope.
- Can you sketch a different line with this slope? Explain.

In this Problem, you will use slope to explore some patterns among linear relationships.

Problem 4.2 *continued*

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Problem 4.3

A Consider the two groups of lines shown below.

Group 1 $y = 3x$ $y = 5 + 3x$ $y = 10 + 3x$ $y = -5 + 3x$

Group 2 $y = -2x$ $y = 4 - 2x$ $y = 8 - 2x$ $y = -4 - 2x$

1. What features do the equations in each group have in common?
2. For each group, graph the equations on the same coordinate axes. What patterns do you observe in the graphs?
3. Describe another group of lines that have the same pattern.

B Consider the three pairs of lines shown below.

Pair 1

$$y = 2x$$

$$y = -\frac{1}{2}x$$

Pair 2

$$y = 4x$$

$$y = -0.25x$$

Pair 3

$$y = -3x + 5$$

$$y = \frac{1}{3}x - 1$$

1. What features do the equations in each pair have in common?
2. For each pair, graph both equations on the same coordinate axes. What patterns do you observe in the graphs?
3. Describe another pair of lines that have the same pattern.

C Consider the three pairs of lines shown below.

Pair 1

$$y = 2x + 1$$

$$y = 2(x + 1) - 1$$

Pair 2

$$y = 5 - 2x$$

$$y = 3 - 2(x - 1)$$

Pair 3

$$y = 2(x - 1)$$

$$y = 4x - 2x - 2$$

1. For each pair, graph both equations on the same coordinate axes.
2. What do you notice about the graphs of each pair of equations? How might you have predicted this from the equations?

ACE Homework starts on page 98.