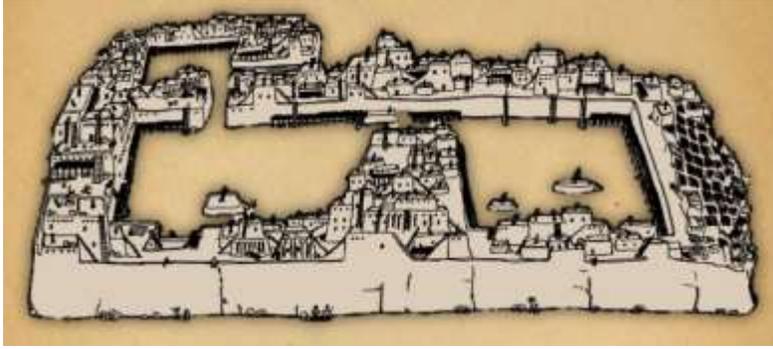


## Poetry Analysis: “It Used To Be A Village”



### Setting the Stage

Watch “Coronado State Monument and Kuaua Pueblo Ruins,” a 2:29 video clip on YouTube, produced by the ASU Hispanic Resesarch Center. Before viewing, ask students to imagine themselves in this place. Their job will be to write an historic poem about this ancient pueblo village. As they watch, they should fill in more information on their prewriting chart. After watching the video, ask students to share the details and images that they noticed.

### Introduction to New Material

Share “From Dawn to Dust: Revelation and Revelry at Coronado,” by John L. Sinclair. Ask students to actively read the article by highlighting descriptive information about the ancient pueblo as it was before the arrival of Francisco Vasquez de Coronado in 1540. Students should mark the text with questions, comments, reflections. Ask them to add information to their prewriting charts that they want to include in their historical poem. Emphasize inclusion of concrete details.

### Group Practice

Together, students will read “It Used To Be A Village,” by Carlos Contreras.

1. Review vocabulary to ensure that every student understands these words as they read.
2. Have the class read the poem aloud, either together, or by alternating lines between sides or the classroom, boys and girls, or simply going down the row to have each student read one line.
3. Working with a partner, ask students to use two different colors of highlighters or colored pencils as they go over the poem for a second time. This time, they should use one color to highlight words or phrases which refer solely to the Tiwa people who once lived in this village. A second color should be used for words or phrases which refer to the Spanish who came north with Coronado. Leave uncolored all words or phrases that come from the mouth of the modern people like the poet who are viewing the village from our time. Share with the class.
4. Then, ask students to read the poem again on their own, using Contreras’ poem to add ideas to their prewriting page.

### Independent Practice - Assessment: Writing an Historical Poem

1. Poetic Devices: Review examples of sensory details and figurative language, and find examples of each in Contreras’ poem. Discuss rhyme, repetition, alliteration, imagery, metaphor, simile, and word choice in the

**Materials –See Resources**

**Common Core Standards for Literacy:**

#### Key Ideas and Details:

- CCSS.ELA-LITERACY.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision

#### Craft and Structure:

- CCSS.ELA-LITERACY.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- CCSS.ELA-LITERACY.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- CCSS.ELA-LITERACY.RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

#### New Mexico Grade 7 Benchmark I-D Skills-Performance Standards

- Analyze and evaluate information by developing and applying criteria for selecting appropriate information and use it to answer critical questions
- Demonstrate the ability to examine history from the perspectives of the participants

#### Vocabulary:

Sustainability	Perspective
Communion	Retablos
Cyclical	Ceremonial
Curators	

example, and ask students to jot down some ideas that they might use in their own poem on their prewriting chart.

2. Ask students to listen as you read the poem again, allowing them to watch the images of the video as you read.
3. Allow students to brainstorm possible titles for their poems and include that on their prewriting sheet as well.
4. Allow students time to draft a poem of their own, using their prewriting sheet. Review the rubric to make sure that students understand how they will be assessed. Put away copies of "It Used To Be A Village" to discourage repetition of Contreras' language.
5. Allow students to read one another's drafts to share ideas, revise, and edit to produce a final draft. Illustrate and publish.

## Extension Lessons:

Ask students to research, write and create a video which depicts the arrival of the Spanish at Kuaua.

Read about author Carlos Contreras' experience in writing the poem by reading his article, "On Creating 'It Used To Be A Village.'" Then ask students to reflect and write about their own experience as an author.

Hold an art and poetry night at your school to showcase student achievement.

## Resources

Student Resources:

- Prewriting Chart

Teacher Resources:

- Rubric for Historical Poem
- ASU Hispanic Research Center. "Coronado State Monument and Kuaua Pueblo Ruins." <https://www.youtube.com/watch?v=5oaVsWPCzsA>
- Contreras, Carlos. "It Used To Be A Village." <http://www.elpalacio.org/articles/summer12/poem.pdf>
- Contreras, Carlos. "On Creating 'It Used To Be A Village.'" <http://www.elpalacio.org/articles/summer12/contreras.pdf>
- Sinclair, John L. "From Dawn to Dust: Revelation and Revelry at Coronado." New Mexico Magazine, March 1947. <http://www.nmmagazine.com/article/?aid=85232#.VbfCFfIVhBc>

