

**Land of the Cranes Lesson Materials & Answer Keys**  
**Stories of 2 Immigrants - Liz and Sam:**

**Liz:**

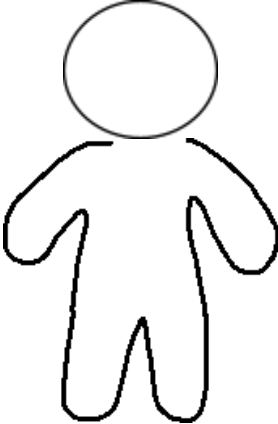
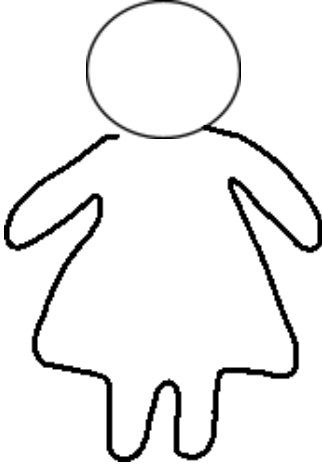
My parental grandparents are from Manua, American Samoa and my maternal grandparents are from Moata'a, Samoa and Manu'a, American Samoa. My parents met and got married in Manua, American Samoa. I was born and raised in San Francisco, CA after my parents decided to migrate here in 1976 from American Samoa to begin a new life. Unfortunately, my mother struggled to raise my siblings and me alone after my dad decided to go his own way. After I graduated from high school in 1994, Mom decided to move us all back to Manua to help care for her elderly parents.

Years went on and mom found her way back to America where one of my sisters moved to after college. By that time, I had started my own family as well. I remained in American Samoa with my husband and five children until 2012. I wanted to be close to Mom after we learned she was in critical condition. So, my little family moved to be with my mom in Seattle, Washington. We lived there with her for six years until my husband chose to take leadership in a newly established church from our organization in Phoenix, Arizona, in 2018. This is my 22nd year of teaching, and I have been blessed with the opportunity to work in private, charter, and public schools all my years combined in American Samoa, Washington, and now in Arizona.

**Sam:**

I did more than an inspiration or like a defining moment in time. In Puerto Rico we have a phenomenon that has been called the brain that leaves the heart that stays, mainly because a lot of young people that are in their productive years and things of that nature leave the island and come to the mainland, the United States, to either further their education or pursue careers after they get educated in Puerto Rico and then later on in their retired years they return back to the island, and I think I never planned on that being my case, never the less, when I was finishing my Bachelors I got an opportunity of a lifetime because the dean of students at the university of Puerto Rico that I was attending is an alumni of ASU and they contacted him to let him know there were some fellowships available for a student with a background in math or science so they could get their... you know, they were going to pay for their Masters, and they will pay you to get your Masters, and he knew about me because I was part of the student government at that point and he reached out and said, "Hey, are you interested?" and I said, "Sure, why not." because I wanted to go to grad school but I was busy doing everything and anything, so I didn't apply to any grad school in Puerto Rico. So, it came, you know, it fell right in my lap, and then, the options were ASU or ASU, right? because that was the university we had contact with and I moved out here and the process took like three, four months. I think this happened like in March and then I was living in Arizona by July, the 4<sup>th</sup> of July, and I completed my Masters, and throughout the process, the plan was for me to complete my Masters and go back to Puerto Rico and complete a Doctorate there and carry on, but in the process, I enjoyed the whole process of being a teacher. This is from coming and getting a background in Microbiology, so I decided to apply for a job, and then now it's almost 17 years I've been here in Arizona and I certainly see my professional career is here and this is my home, but it is like my home away from home. Puerto Rico always will be home, I feel like both emotionally and mentally. So that happened and is the reason why I have been here in the United States for now over 17 years, but I certainly see it in me, the whole constant of life, yeah, and any time I go back to Puerto Rico, any time that I talk to the people that are in the trenches back home doing different things, I always know that dip in my heart, that's where my heart is. So I am sure eventually, I will be one of those hearts that return back home, and you know, either retired or continue contributing to their project of life that has been developed in Puerto Rico there. So, that's how I ended up being here.

**Character Map: Liz and Sam**

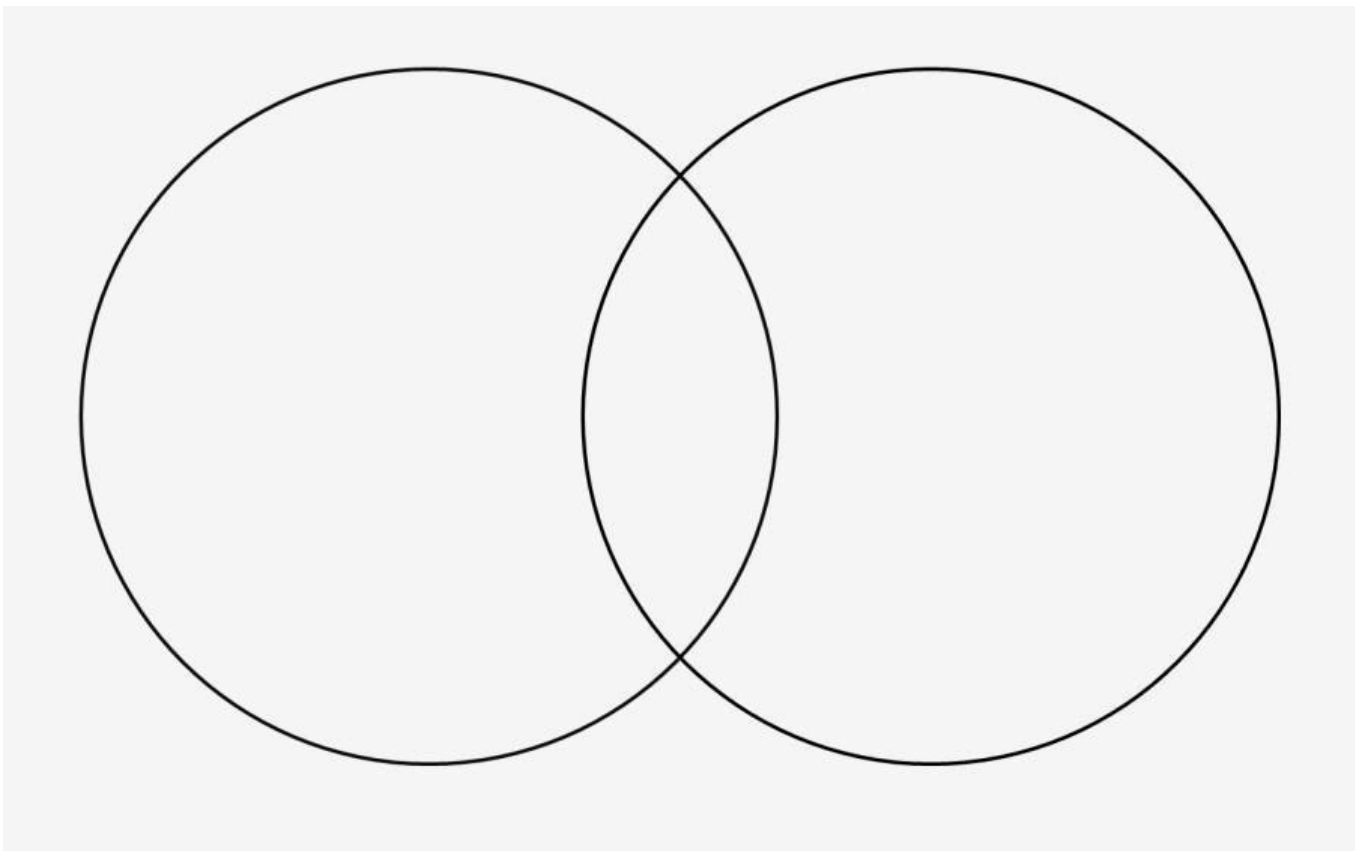
<p>Originated from? _____ Feelings about home country:</p>	<p>Originated from? _____ Feelings about home country:</p>
<p> Name: _____</p>	<p> Name: _____</p>
<p>Reason/s for coming to the United States:</p> <p>PUSH/PULL Factors:</p> <p>United States Living Experience:</p> <p>Plans for the Future:</p>	<p>Reason/s for coming to the United States:</p> <p>PUSH/PULL Factors:</p> <p>United States Living Experience:</p> <p>Plans for the Future:</p>

## Venn Diagram Template

Use the Venn diagram to compare two major characters in the novels. Make sure to include at least five details in each section of the diagram. Use the information in the diagram to write a short paragraph that explains the similarities and differences between the two characters. You can also create the diagram in an app like PicCollage or Canva and include the paragraph in your picture.

Character #1: \_\_\_\_\_

Character #2: \_\_\_\_\_



Paragraph that explains the similarities and differences between the two characters:

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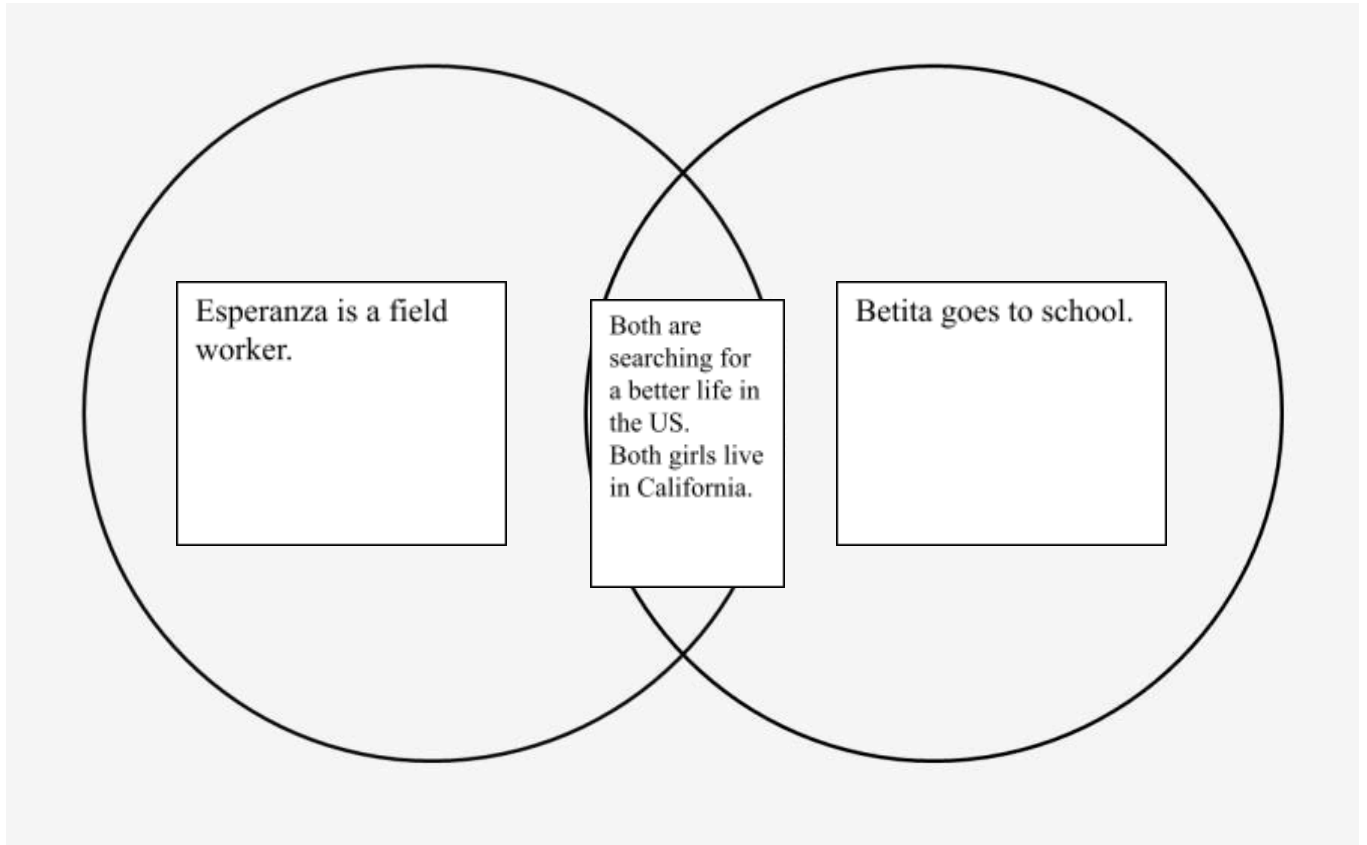
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## Venn Diagram Template- Sample Answer Key (Answers may vary)

Use the Venn diagram to compare two major characters in the novels. Make sure to include at least five details in each section of the diagram. Use the information in the diagram to write a short paragraph that explains the similarities and differences between the two characters. You can also create the diagram in an app like PicCollage or Canva and include the paragraph in your picture.

Character #1: Esperanza

Character #2: Betita



Paragraph that explains the similarities and differences between the two characters:

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**Land of the Cranes Lesson Materials & Answer Keys**  
***Land of the Cranes: Vocabulary Worksheet***

Define the following words from the book, *Land of the Cranes*. Include a sentence from the novel and illustrate the meaning of each word.

You will need to do this for each of the 7 words.

Word and Definition: <b>agrónomo</b>	Sentence from the Text
Illustration	
Word and Definition: <b>prophecy</b>	Sentence from the Text
Illustration	
Word and Definition: <b>campaign</b>	Sentence from the Text
Illustration	

Land of the Cranes Lesson Materials & Answer Keys

Word and Definition:

**asylum**

Sentence from the Text

Illustration

Word and Definition:

**deportation**

Sentence from the Text

Illustration

Word and Definition:

**Mi'ja**

Sentence from the Text

Illustration

Land of the Cranes Lesson Materials & Answer Keys

Word and Definition:

**petition**

Sentence from the Text

Illustration

## *Land of the Cranes: Vocabulary Worksheet-Answer Key*

Define the following words from the book, Land of the Cranes. Include a sentence from the novel and illustrate the meaning of each word.

You will need to do this for each of the 7 words.

Word and Definition: <b>agrónomo:</b> Spanish word meaning “A plan and soil scientist.”	Sentence from the Text Papi is looking for a job as an <i>agrónomo</i> . (p. 59)
Illustration	
Word and Definition: <b>asylum:</b> Shelter from danger	Sentence from the Text I don’t understand so many words. “Petition,” “failed to appear,” “political asylum,” “deportation” only that Papi will be put on a plane and flown to Mexico. (p. 41)
Illustration	
Word and Definition: <b>campaign:</b> An action to achieve a goal.	Sentence from the Text And fifteen days since Fernanda took out picture poems but now, she is back to tell us our <i>campaign</i> is starting to go viral! (p. 220)



Land of the Cranes Lesson Materials & Answer Keys

Illustration

Word and Definition:  
**prophecy:** Divine inspiration

Sentence from the Text

The god of war announced his *prophecy* that they would move south to build their great civilization in the ombligo of the world. (p. 117)

Illustration

Word and Definition:  
**deportation:** Expulsion of a non-citizen from a country.

Sentence from the Text

I don't understand so many words. "Petition," "failed to appear," "political asylum," "deportation" only that Papi will be put on a plane and flown to Mexico. (p. 41)

Illustration

Word and Definition:  
**Mi'ja:** Spanish word meaning "Daughter or girl"

Sentence from the Text

Yes, *mi'ja*. He is with her now. (p. 16).  
Let's walk, *mi'ja* get as warm as you can. (p. 112)

Land of the Cranes Lesson Materials & Answer Keys

Illustration

Word and Definition:  
**petition:** In formal writing

Sentence from the Text

*Petition?* It's like getting on a wait list. For what? To fly free, Plumita. (p. 26)

Illustration

*Land of the Cranes Plot Graph Template*

Date: \_\_\_\_\_

# STORY MAP

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_

**CLIMAX**

**RISING ACTION**      **FALLING ACTION**

**CONCLUSION**

**EXPOSITION**      **Problem**

Date: \_\_\_\_\_

## STORY MAP

Name: Land of the Cranes

Title: Aida Salazar

Author: \_\_\_\_\_

Betita and her mother suffer inhumane conditions at the detention camp.

Betita feels that her wings have been clipped when she is caged in the detention camp.

Betita remembers the stories her father tells her about the cranes.

Betita and her mother are put in a family detention camp.

Betita and her father are very close, and he tells her stories of how they are similar to cranes.

Betita's father is arrested and is going to be deported.

Betita and her family are reunited.

Betita uses poetry to overcome the hardships in her life and difficult circumstances.

**RISING ACTION**

**CONCLUSION**

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**Land of the Cranes Summary of Learning Assessment Rubric**

	Criteria	Points
Exceeds Expectations	The poem or song discusses 3 or more points and references the book. Explanations are detailed and clear. The poem or song is creative.	90-100
Meets Expectations	The poem or song discusses 3 or more points and references the book. The poem or song is creative.	80-89
Approaches Expectations	The poem or song discusses only 2 points. Ideas are briefly supported by the book.	70-79
Fails to Meet Expectations	The song or poem discusses only 1 point. Ideas are not clear or supported by the book.	below 69

The students will be expected to reference specific poems that resonated with them the most.

- a. The students must use examples from the book to support their ideas.

## Poem Instructions: Write Your Own Song or Poem

Write a song or poem about the characters or ideas in the book *Land of the Cranes*.

If you choose to write a poem, below is an example of a poem that you could create to describe one of the characters or events from the book. You can also choose to write a found poem, free verse poem, acrostic poem, or concrete poems. Write your poem or song lyrics on a blank sheet of paper and add symbols or illustrations to add to the meaning. You can also use a digital platform, where you can type it and decorate it. Be creative!

**If you choose to write a song, below are resources that you can use to guide your songwriting adventure!**

**Be creative!**

**Links:**

<https://muse.dillfrog.com/sound/search>

<https://www.rhymezone.com/>

<https://www.rhymer.com/>

### ***Bio Poem Template***

(Line 1) First name  
(Line 2) Three or four adjectives that describe the person  
(Line 3) Important relationship (daughter of . . . , mother of . . . , etc.)  
(Line 4) Two or three things, people, or ideas that the person loved  
(Line 5) Three feelings the person experienced  
(Line 6) Three fears the person experienced  
(Line 7) Accomplishments (who composed . . . , who discovered . . . , etc.)  
(Line 8) Two or three things the person wanted to see happen or wanted to experience  
(Line 9) His or her residence  
(Line 10) Last name (or first name repeated if last name is unknown)

### ***Bio Poem Sample:***

Rosa  
Determined, brave, strong, loving  
Wife of Raymond Parks, mother of all children  
Who loved equality, freedom, and the benefits of a good education  
Who hated discrimination, loved to stand up for her beliefs, and loved to help others  
Who feared that racism would continue, feared losing the opportunity to make a difference, and feared that young people might lose opportunities to develop strength and courage  
Who changed history as she accomplished great strides for equality and encouraged excellence for all  
Who wanted to see love triumph and see an end to all bias and discrimination in a world in which respect is freely given to all  
Born in Alabama and living in  
Detroit Parks

## **Additional Resources for *Land of the Cranes***

A Variety of Crane Images and Video Clips about Cranes (for Engage): ***All About Birds:***  
[https://www.allaboutbirds.org/guide/Whooping\\_Crane/photo-gallery](https://www.allaboutbirds.org/guide/Whooping_Crane/photo-gallery)

**Author Website:**

<http://www.aidasalazar.com/land-of-the-cranes.html>

**Wakelet Resources:**

<https://wakelet.com/wake/c3i8fE8MNIud8oh6OGFa3>

**Reading by the Author:**

<https://www.teachingbooks.net/tb.cgi?tid=71739>

**Vocabulary Activities:**

<https://www.vocabulary.com/lists/uzltey6f/land-of-the-cranes>

**Explanation of Plot Graph:**

<https://www.englishfury.com/plot-chart.html>

**Bloom's Taxonomy:**

<https://innovativeteachingideas.com/blog/a-teachers-guide-to-blooms-taxonomy>