

Cognitive Verb Questions
Standing Strong from Prologue Entitled
“The Border”

KNOWLEDGE LEVEL

(Timed Thinking and Visual Cue)

Teacher states: “We will tell a neighbor, in your own words, what the prologue was about. Don’t say anything. I want you to think for 30 seconds by yourself.”

The teacher then asks for a visual cue: “Now, give me a 'thumbs up' if you can recount the events in the prologue.”

The teacher chooses a student.

*What characters are introduced in the prologue?

*What is the setting of the prologue?

*Is there anything else that you remember about the prologue that you can tell me?

COMPREHENSION LEVEL

(Pair Share)

Teacher states: “Describe how you feel after reading the prologue.”

(Pause for about 30 seconds to 1 minute)

“Tell a partner how you feel after reading the prologue.”

*Describe the scene in the prologue.

*Can you explain what the border crossing looks like?

*Express your thoughts about the characters in the prologue.

*Does in student in this class have experience with any Mexico border crossings?
Describe your experiences.

APPLICATION LEVEL

(Quick Write)

Please summarize the prologue in 3-5 sentences. Take 5 minutes to do so.

The teacher then chooses three students to read their summaries.

Teacher states: “Would one more student like to read their summary?”

ANALYSIS LEVEL

- *Can we determine some particular obstacles that Esteban faces at the border crossing?
- *Can you hypothesize anything about Esteban’s physical, mental, and emotional states?
- *Can you compare/contrast the setting of the prologue to the setting for Book 1: *Standing Ground*?

SYNTHESIS LEVEL

- * Is there anything that you can speculate about Esteban’s character in this novel?
- *Can you make a conjecture about the Matamoros border crossing, its importance, and possible relevance to the story?
- *What can we hypothesize about the setting of the prologue as it relates to a possible plot?
- *Can you relate anything about the policía, as they are described in the prologue, to your knowledge of law enforcement in our city?

EVALUATION LEVEL

(Timed Thinking)

The teacher states, “I want you to scribble some notes in your journal for 1 minute about the question I am going to ask you. What conclusions about (a) characterization and (b) one of the possible settings for this novel after reading the prologue?”

After a brief amount of time, the teacher states, “I am going to choose to hear four answers. I will draw four popsicle sticks (or use a cell phone name randomizer) and ask for your comments.”

(Pair Share)

Teacher states: “Take 30 seconds to share with a partner what you will say and I will randomly choose students to share what your partner told you.”