

Cognitive Verb Questions
Standing Strong from the Chapter Entitled
“Agave”

KNOWLEDGE LEVEL

- *Where does this chapter’s setting begin?
- *List the characters in this chapter.
- *Name the various settings from the different scenes in “Agave”.
- *Can you recount the situation that happened at the border crossing?
- *What occurred when Clarisa went to the back of the tourist store in Matamoros?
- *Where was Maribel while inside the tourist store and restate what happened that caused a controversy.
- *Can you remember how this chapter ends?

COMPREHENSION LEVEL

- *Paraphrase the action from pages 57 to 61.
- *Can you describe how Maribel feels at the beginning of this chapter?
- *Express your feelings about the border crossing. Have you ever had an experience like this, either at a border crossing or another place?
- *Clarify Clarisa’s specific experience in the tourist store when she looked at a picture frame.
- *Tell us about the scene with Maribel at the Agave bar area in the tourist store.
- *Relate any scene in this chapter to one of your personal experiences.

APPLICATION LEVEL

(Visual Cue)

- *Give me a “thumbs-up” if you can categorize this chapter into its various scenes.

(Graphic Organizer)

- *Use a “Cycle Chart” to categorize the scenes of “Agave” in your groups of four.
(5 minutes)
- *Now, I (teacher) will randomly choose a person from each group to help me transfer the answers from your Cycle Charts to a Classroom Cycle Chart on a giant “post-it note” and display it on the wall of the classroom.

ANALYSIS LEVEL

- *Determine whether Clarisa’s reactions to Maribel and her communications with her mother regarding the situation are appropriate or not. Why?
- *Can you isolate specific moments that give insight into the personalities of Clarisa and Maribel?
- *Write one fact and one opinion related to each character in the chapter entitled “Agave”.

SYNTHESIS LEVEL

- *Within each scene of this chapter, can you hypothesize what the function of the setting is?

EVALUATION LEVEL

(Timed Thinking and Quick Write)

Teacher states, “Choose a character (not Clarisa) in this chapter. I’m giving you 30 seconds. (Pause) On your device, write everything that you know about that character.”

Teacher puts on timer.

Give students time to “chatter” about each other’s choices.

Teacher states, “Now, using that character, I want you to persuade me that this person will have a very important role in about 100 pages more into the story and what that role may be using either ethos, pathos, or logos. Use your device)

Give students 10-15 minutes.

Students get with a partner and share their answers.

Teacher summarizes by calling on various pairs of students randomly for their answers and give positive critique for the class to take down in their notes, all the while emphasizing the differences between ethos, pathos, and logos.