

# Current Events



## LEARNING OBJECTIVES

This resource incorporates activities aligned to the following [Common Core Standards](#):

### 1. Reading Standards for Informational Text:

**Key Ideas and Details:** In reading the New York Times article “The Quinceañera, Redefined” students will be asked to pay close attention to themes and content of the article while analyzing and interpreting it as they read. **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.** **2. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).**

### 2. Writing Standards:

**Text Types and Purposes:** Students will be asked to respond to what they read in the article by answering prompted questions and responding to photos by critically writing about what they see. **1. Write arguments to support claims with clear reasons and relevant evidence. B) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.** **2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. B) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.**

### 3. Speaking and Listening Standards:

**Comprehension and Collaboration:** Students will engage in discussion both with the whole class and with partners. **1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.** **2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation**

# The Quinceañera, Redefined

Muslim quinces. Double quinces. “Quincenegras.” In the United States, a traditional right of passage has become a celebration of identity.

By Walter Thompson-Hernandez

Published Nov. 12th, 2019

<https://www.nytimes.com/2019/11/12/style/quinceaera-genz-millennial.html>

Lesson adapted from NY Times current events lesson of the day



Photograph by **June Canedo**

**Before** reading the article get with a partner and discuss the following questions. Make sure to write down the important points you come up with so you can share with the class.

1. What does coming-of-age mean to you?
2. Are there any coming-of-age ceremonies that you or your family celebrate? If so, tell your partner about it.
3. Do you think there is a certain age where you transition from one stage of your life into another? What age? Why?

**Discuss with the class what you and your peers came up with in pairs.**

While you read the article answer the following questions: (Questions from <https://www.nytimes.com/2019/12/06/learning/lesson-of-the-day-the-quinceanera-redefined.html> )

1. Why did Jayla Sheffield call her 15th birthday celebration a “quincenegra”? What were some of the ways that she celebrated different aspects of her identity at her quincenegra?
2. What are some of the traditions and rituals associated with quinceañeras? Why might these traditions feel limiting to some teenagers?
3. Amina Sherif Hamza chose to incorporate multiple parts of her identity in her quinceañera. What were some of the different traditions that were important to her and her parents?
4. Helly Toscano, Amina’s family friend, had a personal reaction to some of the choices that Amina made for her quinceañera. Why did Amina’s celebration resonate with Helly’s experience of coming-of-age?
5. Stephanie Canizales, a postdoctoral scholar, made connections to the history of quinceañeras and their meaning to different young people today. How would you summarize what she described?



Photograph by **June Canedo**

# Analyzing Journalistic Photos

Look at each of the photos below and think about the article. What is unique about each girl’s experience with her quinceañera. How do the photos portray their individual experiences? What about the photos distinguishes one quinceañera from the other? Use the space below each photo to write down your thoughts.



Photograph by **June Canedo**

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