

In the Time of Butterflies Fighting for Freedom

1. Question & Research Task

The book *In the Time of the Butterflies* by Julia Alvarez is a fictionalized account of the Mirabal Sisters, three women who were part of an uprising against Rafael Trujillo, the brutal dictator of the Dominican Republic. Their dedication to freedom has served as an inspiration to many.

SLIDE NAVIGATION

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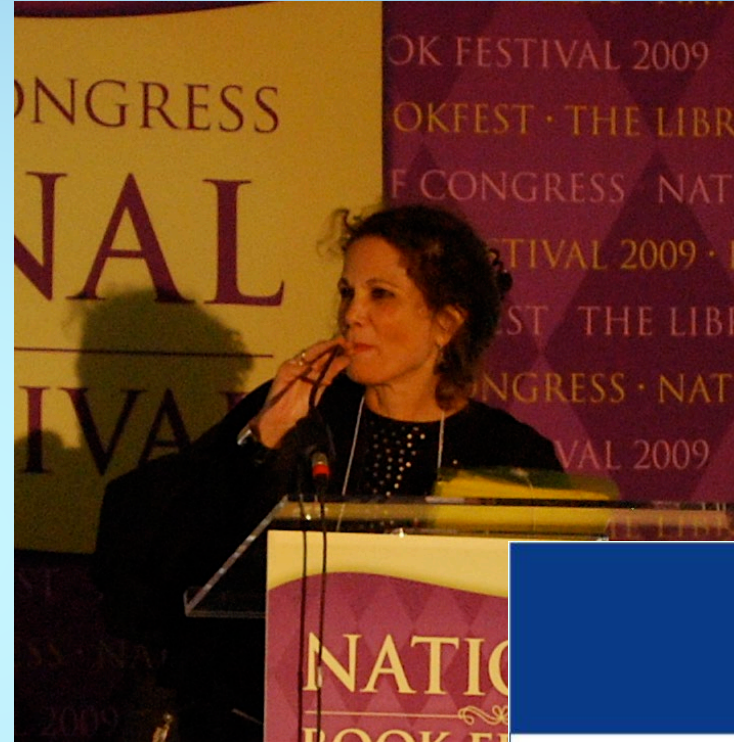
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Julia Alvarez Image
Source: Wikipedia
Commons. Flag of the
República Dominicana
Image Source:
CultureGrams, by
subscription.



In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

In the face of adversity, how do some individuals prevail while others fail?

2. Information Sources

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Mirabal Sisters	Culture of the Dominican Republic	Dictators	Latin American Events 1930s-1960s	Trujillo	US Events 1930s-1960s	Modern-day Rebellions
<ul style="list-style-type: none">• Overview• Courage & Cowardice• Pictures of the Museum	<ul style="list-style-type: none">• CultureGrams Facts & Statistics• Summary• Amnesty International Report	<ul style="list-style-type: none">• Uganda• China• Cuba• Italy• Russia• Sudan• Chile• Cambodia	<ul style="list-style-type: none">• Cuban Revolution• Bay of Pigs• Latin America (scroll down to US Involvement)	<ul style="list-style-type: none">• Overview• Assassination• Opposition• Biography• Video: News Coverage of the Assassination	<ul style="list-style-type: none">• US troops land in the Dominican Republic• Cuban Missile Crisis• Overview of Cold War	<ul style="list-style-type: none">• Arab Spring• Limits of Arab Spring• Ecuador• George Floyd Death: Why Protests are so Powerful this Time

3. Student Activity

Step 1: Your teacher will divide the class to examine one of the topics on [slide 2](#).

Step 2: Take [notes](#) on your topic. Apply your research to address the essential question focusing on how your topic contributed to the fight for freedom in the Dominican Republic and the overcoming of adversity.

Step 3: Design a poster or visual presentation to teach your classmates about your topic. Your class will refer to these visuals as you study the novel. This is the [rubric](#) that will be used to evaluate your poster/presentation.



Image Source: [Wikimedia Commons](#)

4. Assessment Activity

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In the face of adversity, how do some individuals prevail while others fail?

Each group presentation will be displayed in a gallery walk. One member of your group will be the “expert” and stay at the group’s table to “discuss” their topic with people who ask questions. The “expert” who stays at the table should be knowledgeable enough to explain/elaborate on the research topic. All “non-experts” travel and gather information on the other presentations completing the [“Introducing the Butterflies” gallery walk resource sheet \(notes sheet\)](#).



Image source: CultureGrams, by subscription.

After the gallery walk you will be asked to respond to this [prompt](#) utilizing all the information you have gathered. Your instructor may choose to use [this rubric](#) to evaluate your writing.

5. Enrichment Activities

- Read about the [Haitian Revolution](#)
- Create a digital presentation to respond to the following question: how were the events and actions leading up to the Haitian Revolution both similar and different than those leading up the Mirabal sisters uprising against Trujillo's regime?



Image source: [World Book Student](#)

6. Teacher Resources

Learning Standards Alignment

- **Content Learning Standards**
- [Common Core State Standards for English Language Arts & Literacy](#)
- RL2 CCR Anchor Standard Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- RL3 CCR Anchor Standard Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- RL6 CCR Anchor Standard Assess how point of view or purpose shapes the content and style of a text.
- [AASL Standards for the 21st Century Learner:](#)
- 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings
- 3.1.1 Conclude an inquiry- based research process by sharing new understandings and reflecting on the learning.
- 3.1.3 Use writing and speaking skills to communicate new understandings effectively
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess
- [ISTE Technology Standards for Students:](#)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
- Students demonstrate a sound understanding of technology concepts, systems, and operations.

Grade 10 Unit 3

Time Frame: The lesson is designed to take one 90-minute class session.

Differentiation Strategies:

- Direct students to use comprehension tools included in databases, such as: audio read-aloud, labeled reading levels, and embedded dictionaries.
- Have students use learning supports provided in BCPS Digital Content found in the [AppsPortal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

Learning Preferences/Styles:

- Field dependent, auditory, visual, active, reflective, global, sequential, kinesthetic

Notes to the Teacher:

- Consult with your Library Media Specialist for help in implementing the Slam Dunk.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is on the **BCPS Digital Content** page in the [Apps Portal](#)
- Consider using the [Schoolology Assignment App](#) feature to assign Google Docs for students to access, edit, and submit through Schoolology.
- You may wish to print the worksheets and scoring tools beforehand.
- This lesson is designed for GT English 10, Unit 3.
- Groups should be no larger than four students.
- Headphones/speakers are necessary for video links.
- There is an additional, optional resource for the “Mirabal Sisters” group from [the NYT](#). To access this source, sign into your Baltimore Country Public Library and [follow the instructions](#).

Last updated: July 2022. [Report broken links](#) to BCPS Library Media Programs & Digital Resources.

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