

*Face to Face:
Exploring the Change of People and Events over Time*

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Introduction

The Discovery

Our emotions and feelings are always changing according to what is going on around us. If there is new birth in the family we might feel elated or overjoyed. If we win the lottery we might feel ecstatic happy or on cloud nine. Children love hearing stories about life, especially when it relates to their own. Storytelling is a way that memorable moments can be shared. Often, what keeps people on the edge of their seats is finding “riveting” information that tells what a person was like when they were growing up. What were their hardships? What was their turning point? How did they overcome it? Taking a deeper look into the lives of authors may help children understand their work and emotions even more.

Of course, one of the primary benefits of an Author’s Visit or Author’s Study is to arouse a child’s interest in literature. Children’s interest in reading is stimulated when they are made aware of the people behind the creation of the books: the authors, illustrators, and translators. An Author’s Visit or Author’s Study is one of the most effective ways to develop this awareness in children. (Flor)

In teaching Language Arts to my 3rd grade students, I discover each day that they gravitate towards books that are introduced or shared in class. Any time I use a book as a read aloud, I often find them cuddled up with that very same book the next day. Not all students have the same exposure to books and libraries at home which is why it is so important to expose them to as many different types of books as I can while they are in school.

I want to create a unit that will boost children’s own natural creativity through literature and show how to incorporate their stories into writing and social studies. With this unit, I want students to feel confident with storytelling and immerse themselves into characters to creatively express themselves. This can be done through pictures, words and stories.

Demographics

Lansdowne Elementary School is a suburban school serving students K-5. The school is located in the heart of a historic neighborhood as part of the Charlotte-Mecklenburg

School System. The school has a diverse population of 565 students. Within our subgroups our student background is 30% African American, 48% White, 12% Hispanic, 7% Multi-Racial, and 3% Asian.

Our school received its hallmark distinction as being an International Baccalaureate School in 2008. As part of our IB program, students develop questions and use research skills such as the Scientific Method to answer their questions. Each student has an IB portfolio to document their growth and performance as they move from grade to grade.

Our school serves students with physical, emotional and mental special needs as part of our Inclusion program. Students also have opportunities for enrichment through our Talent and Development Program, English as a Second Language Program, Girls on the Run, Student Government, Odyssey of the Mind and Chess Club. This school has been an integral part of our community and school system for 50 years.

I am a 3rd grade teacher at Lansdowne and have also taught Kindergarten at Lansdowne. I teach a wonderful group of students who come from various background and are on diverse academic levels. I collaborate with my fellow 3rd grade team as well as staff to create lessons that meet the needs of all my students. I use professional development such as Discovery Education training, Investigations Math Training and Common Core training to enhance knowledge and growth in my classroom.

Our PTO involvement is very high within the school as parents volunteer both their time and monetary gifts. This year we were fortunate to receive 2 additional SMART boards for classrooms, which aid in technology and preparing our students for the 21st century. Currently each 3rd 4th and 5th grade classroom have SMART boards installed in their classroom and the goal for PTO is to have each classroom equipped with this essential resource. Having a SMART board enables me to display daily content and gives opportunities for student interaction.

Through the IB program, Lansdowne also participates in several service projects throughout the year to help the community and demonstrate positive examples of helping others. Each fall students participate in "Pennies for Patients" which is a fundraiser used to benefit the Leukemia and Lymphoma Cancer Society.

*The LLS mission: Cure leukemia, lymphoma, Hodgkin's disease and myeloma, and improve the quality of life of patients and their families. LLS funds lifesaving blood cancer research around the world and provides free information and support services.*¹

Lansdowne also initiated a Gardening Project with the help of our PTO. Students have an opportunity to plant, harvest and grow crops such as green beans, onions, lettuce, spinach and much more. Once students harvest the vegetables, they are taken to the

Second Harvest Food Bank to give to those in need. What a great way to use hands-on learning and caring hearts to better the community!

Objectives

The Purpose

The overarching idea for this unit is using Eloise Greenfield, an African-American author as the foundation for Creative Expression in Stories. Once students have background information on Eloise through an Author's Study, they will look at some of her work, which include: *The Friendly Four*, *Honey I Love*, *Brothers and Sisters*, and *Grandpa's Face*. They will discover WHY she wrote the stories she wrote and how they can use events from their life to springboard their writing.

The Goals

This unit will target 3 main literacy goals, writing goals, and social studies goals. In the first literacy strand, *students will analyze how and why individuals, events, or ideas develop and interact over the course of a text.*

With this goal, I plan to use stories from our Balanced Literacy Program, read-alouds, novels, and storytelling clips from Discovery Education. I want to expose students to a variety of literature so they can apply skills such as identifying main idea and detail, making inferences, and summarizing.

CCSS.ELA-Literacy.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

Before reading the words to the selected stories, I will show students just the pictures and have them create their own version of the story. This will give them an opportunity to study the setting and characters to develop their own predictions and thoughts. I want to use this opportunity to focus on Reading with Expression. This will be done mainly through Reader's Theater and having students put themselves in "the characters' shoes." We will discuss how the main character changes emotions throughout the story and the overall mood or tone of the story.

CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

This will be accomplished through the use of SMART board technology, Discovery Education clips and verbal opportunities to share stories. One website I found particularly interesting for technology is <http://www.storylineonline.net/> where stories are told online by members of the Screen Actors Guild (SAG). This allows students to hear the stories out loud from different sources and the site also has accompanying activities and lessons for students to extend their learning.

CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

During the lesson “Bubble Wrap, Bubble Map” students will have an opportunity to compare and contrast elements of two different books written by the same author. They will observe the characters, the setting, the problem and the mood of the story to determine how it is similar or different.

CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

Under this goal, students will have an opportunity to create their own writing convincing readers why their Generation Pen Pal is deserving of a Positive Profile Award. They will give supporting reasons on how their pen pal faced problems in their life and what they did to overcome those problems. Students will choose a profile such as Integrity, Honesty, Commitment, etc. and give reasons on how their selected person exemplified those traits.

The Connection

Further aspects of learning I would like to incorporate with this unit are social studies objectives. The third grade curriculum mainly focuses on Culture, Families Around the World, Roles and Changes in family structure from past to present. Using stories is a perfect way to blend these elements together. I would love to have special guests come talk to the students about their own personal lives and how they compare to daily living of today.

We have a Storytelling Festival each year at school where librarians and community volunteers are invited to retell their favorite stories. I would like to extend this to a cultural Storytelling event so students not only have an opportunity to hear stories from the past, but from other cultures as well. I would like presenters to show their background on maps and globes for students to see, bring in artifacts and pictures that relate to their story or culture, and give students an opportunity to interact through question and answer sessions. Following the Storytelling Festival, I would like students to use their communication skills to share their knowledge learned to students in younger grade levels. This could be presented through art, through skits, through music or through speaking. Communication Skills is an enormous part of our IB program. We want students to feel confident in expressing themselves to their classmates and enhance their listening and speaking skills. Having an opportunity to communicate and teach students in other grade levels will only add to their educational balance.

Background Knowledge/ Helpful Hints

Before starting this unit, there are several questions teachers must ask themselves about Author's Study to make the unit as successful as possible. Teachers must bring as much enthusiasm to the table about the Author's Study so that students can feed off that excitement and become engaged as well. Below are five main points from author Alma Flor on the most important messages for children:

1. Good books are fun and can be great friends to everyone. All we need is to find those appropriate for each moment.
2. Language belongs to all of us, and we can all use it creatively to enhance our lives.
3. Stories, values, feelings, ideas, and information can be shared with many people via writing.
4. All children have the potential and the right to become anything they want in life.
5. Two languages are better than one. Developing the ability to translate can lead to a useful and rewarding profession.

An author's study can be incorporated into your daily reading scheduling as a Reader's Workshop mini lesson. Before starting this unit I will gather several books written by Eloise Greenfield so students have an opportunity to view her work. She has written over 41 books during her lifetime, but I want to target books for my particular grade level. A complete list of her books can be found at <http://www.harpercollinschildrens.com/Kids/BookFinder/ContributorBooks.aspx?SCId=12162>

Eloise Greenfield was born in Parmale, North Carolina but grew up in Washington, DC. Her birth and childhood will be a great foundation for students to use with their map skills. They will be excited to know that she was born in the same state we live in and also has connections to our nation's capital. Eloise grew up during the Great Depression, a severe economic event preceding World War II. How did the Great Depression affect the economy? What problems arose as a result?

A major obstacle Eloise had growing up was that she was VERY shy. She was so shy that she dropped out of Teacher's College in her 3rd year. Teaching was always one of her childhood dreams but she let her fear of shyness overtake her dreams. After seeing the negative images and portrayals of African Americans in books and media, Eloise decided it was time for a change. She began writing in 1950 and began writing Children's books in 1971. She wanted to reveal the true lives of African Americans but in a positive light. Below are her words that she used as inspiration to write: A Three Generation Memoir (*a semi autobiography).

People are a part of their time. They are affected, during the time that they live by the things that happen in their world. Big things and small things. A war, an invention such

as radio or television, a birthday party, a kiss. All of these help to shape the present and the future. If we could know more about our ancestors, about the experiences they had when they were children, and after they had grown up, too, we would know much more about what has shaped us and our world.^[5]

Eloise Greenfield led a very interesting life that can be uncovered through a deep discovery and research of her past. Learning about the problems she faced can help students make connections to obstacles or problems in their own lives and how they can change over time.

Strategies

For this unit, I would like to arrange students in a variety of ways from independent reflection to small group jigsaw. When students work independently on a new reading passage or play, I would like them to choose an area of the classroom they feel they work best and use whisper phones to practice their reading out loud (*Whisper phones can be made from PVC pipes as well and look similar to telephones. It allows students to hear themselves without disturbing others). This helps students experience her work of art on their own to see what images or pictures come to mind when they read and view her books. I would also like students to work with partners to switch roles and experience fluency practice. With small group jigsaw, I would like students to work together to put their Story Quilts together by telling their classmates their reasoning for drawing the memory images on their quilt square. Small groups will also be used when students create their Mind Maps. Mind Maps is a tool I would like to try which is similar to a large graphic organizer. I will choose certain words or topics and write them on butcher paper. Students will “blog” their thoughts by writing their connections to the topics on butcher paper. Each time a new thought or idea is added, a line is drawn to show the connection. By the end of the Mind Map, student work may look similar to fireworks with lots of connected ideas.

Conversation Journals

This strategy provides a non-threatening outlet for students to write and for teachers to create dialogue with their students. For this unit I want to use Conversation Journals to find out what type of stories my students are interested in so that I can correlate similar scripts based on their interest level. I also would like to use the journals to discover any fears or concerns my students may have about reading and speaking in front of others. For example, if I know that James is extremely shy and he expresses that in his journal, I may assign him parts with a mask so that he is not looking directly into the audience or place him in a buddy or group script. If Cara writes in her journal that she enjoys poems and singing, I can find parts that include a rhythmic or singing part in them.

Centers

There are so many aspects to Author’s Study and Creative Expression and I want students to have an opportunity to experience as much as they can. I will have four different

rotating centers set up in the classroom, which will include: Research, Creative Writing, Dramatics and Art. These centers will be introduced at the beginning of the unit so that all students understand expectations and activities. Students at the Research station will use the computer and SMART board to “dig up” interesting facts about Eloise Greenfield and her life. They will have opportunities to work collaboratively or individually and record their research on chart paper to be kept throughout the unit. The second station will be the Creative Writing station where students will experience writing scripts at first hand by referring to writing templates and ready-made scripts. They can use books written by Eloise Greenfield to spark their writing. The Dramatics station will allow students to use their acting skills practice their voice intonation and reading with expression. There will be tape recorders at this station where students can record their voice from the story and listen back to make changes and reflect over their skills. The final station will be the Art Station where students will design murals and 3D objects from Greenfield’s work. They can choose a variety of art materials such as markers, poster board, boxes, craft stick, etc.

Rubrics/Surveys

Rubrics are extremely helpful in focusing on a specific skill or task. Rubrics give students a guideline to what is expected of them and helps me as a teacher evaluate and assess whether they understand. For example, if the goal or purpose of the assignment is Working Cooperatively with a group, a rubric can be used to assess. Students would receive a 4 if they participated and respected the ideas of others’ 90-100% of the time. They would receive a 3 if they participated and respected the ideas of others’ 70-80% of the time. They would receive a 2 if they participated and respected the ideas of others’ 60-70% of the time, etc. Surveys will also be used to get an idea of student interest and self-assessment. Students will rate themselves on how well they completed a task or performance skill. They will reflect using their survey and in their response journals.

Best Picks

Once students have an opportunity to work with a variety of literature, we will create a Top Ten List of Best Picks for the classroom. This will include class favorite books, poems, and student-created samples. Students will vote on literature they find stimulating, appealing, and use those resources to extend into their own writing. This will give students a voice and help them find areas they are strong in.

Cooperative Grouping

This is another strategy I would like to use with this unit so students can share ideas and learn how to work together. When placing students in groups, it is helpful to assign task jobs for each student to hold them accountable for their own learning. Some examples of task jobs include: Director, Reader, Materials Manager, and Data Recorder. (NSTA Cooperative Grouping)

Director or Taskmaster—Encourages each group member to participate and perform his or her jobs. The director may also read and assign parts to play, notify the teacher of group problems or questions, and monitor the time.

Materials Manager—Gathers all necessary materials for the group. Ensures that all members are taking care of materials and using them properly, and that the work area is cleaned by all members of the group at the end of the activity.

Data Recorder—Writes ideas on a group paper once members have reached a consensus. They check for accuracy. They may also act as group reporter if needed. Students will rotate their task jobs during different plays and dramatic practices to get an opportunity to experience each task.

Overall, I would like this unit to be engaging, exciting, and give students an opportunity to make real life connections in their everyday life. I want to use storytelling as a springboard to culture and stories of the past and present. The culminating activity for this unit will be hosting a Generation Tea. During this event, I will invite local church members that are older to share their stories with my students. They will discuss how their lives were growing up and any CHANGES they witnessed in their life or changes in the community. Students will conduct an interview with them to find out more about their life, then write a paragraph about their life to show what they learned. They will take pictures when the volunteers come and create a Community Collage. The Community Collage and the Generation Paragraph will be used as an assessment of their listening skills and connection skills. They will then communicate that same paragraph to their Kindergarten buddies to show how stories are passed down from one generation to the next. This is a great example of how to share stories from person to person. I want students to have an excitement for literature and discover that it is all around them!

Lesson 1: Bubble Wrap...Bubble Map

Session Length: 1 class session (approx. 45 minutes)

Overview:

Students will work in triads to view pictures and artifacts related to a central topic. They will write on a graphic organizer such as a bubble map or tree map using chart paper. They will discuss what the objects have in common and predict how they think they are related.

Common Core Standards:

SL3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

Materials:

- Copies of various books written by Eloise Greenfield
- Chart Paper (Bubble map with one object in the center of each bubble map)
- Compare/Contrast Map (*see appendix A)
- Map of North Carolina
- Map of Washington, DC

- Pictures of Eloise Greenfield (* <http://www.balkinbuddies.com/greenfield>)
- Pictures of a piano or toy piano
- Pencils

Background for Teachers

Teachers should read the stories to themselves prior to presenting them out to the students so that you have background knowledge of the subject. As you read more about Eloise Greenfield, you may discover other artifacts that can be used in the Bubble Wrap...Bubble Map activity.

Strategies/Lesson

Grabber: Teacher will have students form a circle and pass around bubble wrap from box packaging. As the bubble wrap is passed around, students will pop one bubble and give a hidden or unusual fact about them. After everyone has a chance to share, teacher will explain how our experiences or memories help us understand each other better and learn more about each other.

Teacher will form students into groups of 3 and give each group 2 artifacts (picture, book, toy, etc) and a sheet of chart paper. On the chart paper should be a large bubble map for students to record their ideas. The teacher will NOT tell students what the objects have in common, but students will need to guess and make predictions to the connections. Students will discuss within their triad the similarities and differences between their objects. They will use a compare/contrast graphic organizer to individually record their objects (Appendix A). Then they will use the Bubble Map chart to record their group ideas for characteristics of the object (ex. Describe its shape, content, color, texture, pictures, etc). Teacher will ring a bell or make a signal for students to move to the next artifact station.

Students will repeat the same activity at their next station and fill in their Bubble Map. They will make any new connections necessary from their new artifacts to their previous artifacts.

This will continue until students have the opportunity to rotate through 4 different artifact stations. At the end, teacher will gather everyone together and compare each Bubble Map. As a class, students will make predictions about the subject or topic for their upcoming unit. What do ALL the artifacts have in common? (*They all relate to Eloise Greenfield)

Closure: Students will confirm or make changes to their predictions about who Eloise Greenfield is and why she is important. Teacher will emphasize how we make CHANGES each day about our own thoughts, feelings, writing and more!

Lesson 2: Book Ex”CHANGE”

Session Length: 2 class session (approx. 45 minutes)

Materials: Several copies of Eloise Greenfield Picture Books

Overview:

Students will work in pairs to view books written by Eloise Greenfield. They will use the partner strategy “I read... You read” to take turns practicing their fluency. Prior to placing books with partners, teacher will need to make sure the reading level is appropriate for each pair. It may be helpful to pair stronger readers with struggling readers to help them sound out their words. Students will fill out a book rating form to show how they felt about the book and what they noticed when reading.

Common Core Standards:

SL 3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

RL 3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Materials:

- Books by Eloise Greenfield:
 - *Africa Dream*
 - *Honey I Love*
 - *The Friendly Four*
 - *Good News*
 - *When the Horses Ride By*
- Change Happens Graphic Organizer
- Chart Paper
- Sticky Notes

Background for Teachers

Teachers should read the stories to themselves prior to presenting them out to students so that you have background knowledge of the subject. Teacher will review how characters can change within stories, how the setting can change and how problems can change.

Strategies/Lesson

Teacher will arrange students in pairs and give each pair one picture book by Eloise Greenfield. Before opening up the book students will predict what they the book will be about by looking at the cover of their book. They will write their predictions on a sticky note and place it on the class prediction chart.

To practice partner fluency, students will read to each other by taking turns. Teacher will model with students expectations for partner reading (ex. How should partners sit so that both of them can see the book? How will they determine who reads first? How will they hold each other responsible for their learning?)

*Seating: Partners can sit “Elbow to Elbow” or “Knee to Knee” (EEKK strategy!) This allows both partners to hear each other and limits distractions with close seating. As students are reading, they will jot down any changes they notice within their book on their sticky note. How did your characters change? How did the setting change? How did the problem change? Finally students will review their sticky notes together and decide on one element of change. They will use the “Change Happens Graphic Organizer (<http://caryncamp.com/camp/guides/storymap/proposal.pdf>) to record their results.

Before

What Happened?

After

Day 2: Students will summarize their part of the book and the characters or setting that changed within their book on the graphic organizer. Click here to find a variety of graphic organizers: http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_1.pdf. They will make it as creative as possible to draw other readers’ attention. Then they will swap books with a new set of partners. They will use the same procedure from the previous day to make predictions on sticky notes and identify changes in their book.

Closure:

Students will share out their favorite book from the book swap and why they enjoy it. Students will describe the changes they discovered in their book with the whole class.

Lesson 3: Grandpa's Face

Session Length: 2 sessions (45 minutes)

Materials:

- Index Cards
- *Grandpa's Face* by Eloise Greenfield
- Chart Paper
- Reading Journals

Background for Teachers

Book summary: A warm family story about a little girl and her grandfather who have a special relationship. Grandpa is an actor with the ability to express everything in his face. He lives with Tamika's family. Often Grandpa and Tamika take talk-walks, just the two of them. They talk about everything they saw, felt and remembered. One day Tamika is frightened when she peeks in Grandpa's room and sees him scowling in the mirror rehearsing lines for a play. She is very frightened because she thinks it shows a side of him she hadn't seen before. She feels he may look at her that way and it would mean he didn't love her any more. She broods and acts out at dinner. Grandpa discovers the cause of Tamika's misbehavior. He reassures her he will always love her as she will him. Tamika feels safe again and loved.

Strategies/Lesson:

Before reading this story, read the title and just show the pictures from the book. Give students index cards and have them predict and describe what is being displayed from the pictures. They will write down their thoughts on each index card to create a mini booklet. After students write their predictions, give them an opportunity to share their theories.

Begin reading story and have students use a red pen or marker to revise their theories. They will discuss whether their predictions were correct or incorrect.

Questions to ask students during read aloud:

This story is told as much through pictures as words. Reread the story through the pictures. Pick out your favorite picture and tell why.

Have students sketch out their favorite picture and make a class collage.

- Why do you think Tamika was so interested in Grandpa's face?
- Why was Tamika so frightened when she saw Grandpa's face rehearsing his lines?
- What is the main idea of this story?

Closure:

Students will choose one of the questions above to record in their Reading Journals. Teacher will use the journals to begin class discussion the following day.

Lesson 4: Mixed Emotions

Session Length: 3 class session (approximately 45 minutes)

Overview:

Teacher will revisit *Grandpa's Face* book and point out areas where he shows emotions. Teacher and students will create an Emotion Chart to find synonyms of words from the story. This chart should be placed in a prominent area of the classroom so that students can refer to it during writing time throughout the year.

Common Core Standards:

CCSS.ELA-Literacy.L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
knew, believed, suspected, heard, wondered).

Materials:

- Copies of various books written by Eloise Greenfield
- Paper Plates
- Popsicle Sticks
- Chart Paper

CCSS.ELA-Literacy.L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., Chart Paper)

Strategies/Lesson:

Teacher will review student reading journals from the previous day using the class discussion questions. When revisiting the book *Grandpa's Face*, teacher will create a class emotion chart using words that describe his feelings throughout the book.

Ex.

<p><u>Glad</u> Happy Excited Pleased Content Cheery</p>
--

Teacher will ask students to find examples from the text that support each emotion. *How do we know Grandpa is glad? What are his actions from the text? How can we compare his actions from a different part of the book?*

Students will work in pairs to create other examples of emotion charts. They may use the internet, a thesaurus or dictionary to help them identify synonyms for their emotion words. They will complete a Character Analysis chart on their own to show whether Grandpa was a flat or round character (did he stay the same or change?)



Character ✓ Sheet and Traits List

Name: _____

Title: _____

Character Traits



Illustration

1. Does the character seem real to you?
Yes No
(Please explain on back)
2. Do the character's actions fit what you know of him/her? Yes No (Please explain on back)
3. This character is: _____ flat (stays the same)
 round (changes)

Common Character Traits

adventurous	friendly	pretty
awesome	fun-loving	quiet
artistic	gentle	rich
athletic	generous	respectful
active	happy	rad
beautiful	humble	sad
brave	hostile	sloppy
bold	honest	serious
bossy	intelligent	successful
cheerful	independent	shy
curious	inventive	short
creative	a leader	smart
courageous	lazy	studious
considerate	messy	selfish
daring	mischievous	simple
a dreamer	mean	tall
dainty	neat	trustworthy
dangerous	nasty	thoughtful
exciting	nice	unselfish
entertaining	nosy	warm
energetic	open	witty
funny	poor	wild
a fighter	proud	wonderful

Day 2: Students will create paper plate puppets of Grandpa's face. They will choose one event from the story where Grandpa displayed a vivid emotion and create that emotion on their paper plate face. They will describe using clues from the text where they found the actions to support the emotion and write it on the back of the paper plate. Optional Activity: Have students practice acting out the emotion in a play or skit by adding their own lines that match their emotion.

Lesson 5: Generation Pen Pals

Materials:

- Generation Tea Parent Letter
- SMART Board
- Nonfiction Summary Graphic Organizer

CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-Literacy.W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CCSS.ELA-Literacy.W.3.1b Provide reasons that support the opinion.

CCSS.ELA-Literacy.W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

CCSS.ELA-Literacy.W.3.1d Provide a concluding statement or section.

Strategies/Lesson:

Teacher will model how to create a nonfiction biography or summary about a person. Within the biography, students should identify a problem and solution. What was a problem that your pen pal faced growing up? How did they react or change based on the problem? Was the problem ever solved? If you were in the same situation, what do you think you would have done?

Nonfiction Biography Graphic Organizer

Someone	Who is the person you are interviewing?
Wanted	What were their goals or achievements?
But	Did they face any problems growing up?
Then	What happened as a result?

So	How did it make them a better person? What character trait would you use to describe them?
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Students will work on their interview and take notes throughout the week. When their interview is completed, they will compile their information in a biography paragraph format. Their biography paragraph will help prepare them for their Opinion Piece where they state their opinion on why their pen pal is so special and important.

Task:

Imagine the school is having a “Golden Globe Awards Ceremony” to recognize important people in the community. If you could nominate your pen pal for an award, what would you nominate them for and why? Would you give the Committed Citizen Award for their hard work in the community? Would you give them the Ritzy Risk Taker Award for their bravery and courage in standing up for what they believe in? After deciding on a character trait or profile that best fits your pen pal, you will design an opinion paper with 3 valid reasons to support your statement. Please use the rubric below to guide your paper and include the required elements. Happy Creating!

Culminating Activity: Generation Tea

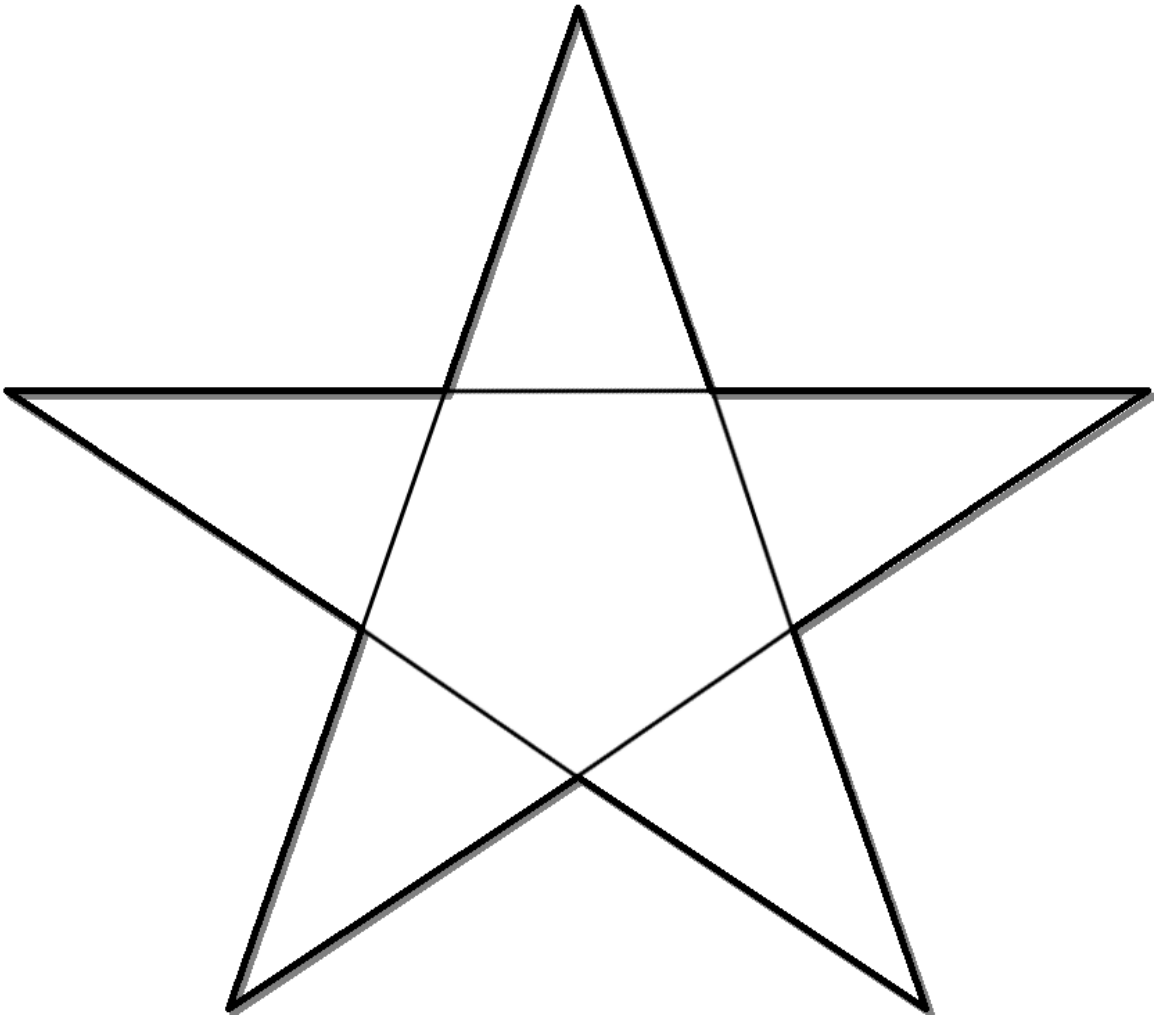
The final activity for this unit will end with a Generation Tea. This will be an opportunity for students to share their Opinion Pieces as well as biography paragraphs. Each student will create a display showcase with pictures and artifacts that relate to their Generation pen pal. During the tea, they will present their Golden Globe Award to their pen pal and explain why they are receiving an award. This will not only enhance students’ communication skills but give them a better understanding about the lives of someone else. From this tea, students will listen to the lives of other pen pals and compare them to their own life and their own pen pal’s life. This will give students hands on experience and expose them to emotions and ideas other than their own. My hope is that students will walk away from this experience learning that the lives and faces of others can impact even them and change over time. *Face to face they will learn and grow as they become aware of changes around them!*

Appendix A

FOCUSED COMPARE AND CONTRAST	
<input type="text"/> <input type="text"/>	
PURPOSE:	
FACTORS TO CONSIDER:	
FACTORS CONSIDERED IN THIS ACTIVITY	HOW ALIKE?
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	CONCLUSION OR INTERPRETATION

Appendix B

Design a star for your book. What adjectives can you use to describe it? Would you recommend it to others? Why or why not?



Appendix C

THE MEMOIR: GATHERING IDEAS

MEMOIR IDEA #1:	MEMOIR IDEA #2:	MEMOIR IDEA #3:	MEMOIR IDEA #4:
What is the story/memory?	What is the story/memory?	What is the story/memory?	What is the story/memory?
Where & when did it happen?	Where & when did it happen?	Where & when did it happen?	Where & when did it happen?
How much <u>time</u> does it cover?	How much <u>time</u> does it cover?	How much <u>time</u> does it cover?	How much <u>time</u> does it cover?
Why is it significant? What did you learn or how did you change ?	Why is it significant? What did you learn or how did you change ?	Why is it significant? What did you learn or how did you change ?	Why is it significant? What did you learn or how did you change ?

Appendix D

Dear Parents/Guardians,

As part of the third grade language arts curriculum, students are expected to write opinion pieces by supporting their point of view with reasons. Presently, we are learning about people and events and how they have changed over time.

In order to guarantee meaningful learning, your children and I have embarked on a journey that includes a number of activities that I hope will ensure comprehension. As a culminating activity to our unit I would like the students to transfer their knowledge of this people and events to create an opinion piece.

For that reason, I intend for the students to interview a grandparent, create a timeline of the various events and/or changes that have occurred during that grandparent's lifetime, and to compose a biography of that grandparent's life. Your children will present their compositions at our Generation Tea in the media center.

As you can see, they need to contact a grandparent soon. For various reasons this may not be possible. Although no one can take the place of a grandparent, there are many wonderful senior citizens in our community who would be willing to "adopt" your child during our study. It is my intention for every child to work with someone. They may interview and write about a neighbor, fellow church member, or someone else who holds a special place in their heart.

I have attached a copy of the interview questions that the students agreed upon. I am asking the students to bring their completed interviews back to class no later than Thursday, January 22nd. They may conduct their interviews in person, over the telephone, or email the questions to their grandparents. You may help your child with the interview if there is a need.

I will direct the students through the writing process as we transform the completed interviews into grandparent biography paragraphs. If they would like to bring pictures of their grandparents for display, that would be appropriate as well. We will share our completed stories with the grandparents at our Generation Tea scheduled for Tuesday, February 3rd. We hope many of the grandparents will be able to attend. Parents, you are welcome to come as well.

Thank you in advance for your help with this endeavor. This should be a fun learning experience and one that I am looking forward to sharing with the students!

Sincerely,
Miesha Gadsden

Please sign below if you are able to help bring in treats or paper products for our tea. Thank you!

Name: _____
Donated Item: _____
Phone Number: _____

Annotated Resources

"TeacherWeb - Websites for Teachers, Schools, and Districts ." TeacherWeb
- Websites for Teachers, Schools, and Districts . <http://www.teacherweb.com>
(accessed October 31, 2012).

This website has a great variety of graphic organizers and ideas for teachers to use.

"African-American Authors of Books for Children and Young Adults." Wisconsin
Department of Public Instruction Homepage.

http://dpi.wi.gov/rll/wrlbph/ya_a_a.html (accessed September 21, 2012).

Excellent website that contains a list of African American authors and the childrens' books written by them.

"An Author's Study | Alma Flor Ada." Alma Flor Ada | Latino, Hispanic, Bilingual &
Multicultural Children's Literature & Poetry.

<http://almaflorada.com/transformative-education/an-authors-study/> (accessed
September 21, 2012).

This website contains information on the benefits of using Author's Study in the classroom.

"BrainPOP Jr. | Eloise Greenfield | Lesson Ideas." BrainPOP Jr. - K-3 Educational
Movies, Quizzes, Lessons, and More!.

[http://www.brainpopjr.com/readingandwriting/authors/eloisegreenfield/grownups
.weml](http://www.brainpopjr.com/readingandwriting/authors/eloisegreenfield/grownups.weml) (accessed September 21, 2012).

This website contains information on Eloise Greenfield for teachers and activities

that can be used with students.

"Character Sheet and Traits List | Scholastic.com." Scholastic, Helping Children Around

the World to Read and Learn | Scholastic.com.

<http://www.scholastic.com/teachers/lesson-plan/character-sheet-and-traits-list>

(accessed November 26, 2012).

This website has a variety of graphic organizers available to help with comparing characters and identifying the problem and solution in a story.

"Eloise Greenfield's Biography | Scholastic.com." Scholastic, Helping Children Around

the World to Read and Learn | Scholastic.com.

<http://www.scholastic.com/teachers/contributor/eloise-greenfield> (accessed

October 28, 2012).

This website gives a brief bibliography of the life of Eloise Greenfield

"Eloise Greenfield, Children's Book Author." African American Literature - Author

Profiles, Book & Film Reviews, Interviews, Articles and More.

<http://aalbc.com/authors/eloise.html> (accessed November 26, 2012).

This website has a link to a current interview by Eloise Greenfield and a list of all her picture books.

"Faith Ringgold - Biography." Faith Ringgold.

<http://www.faithringgold.com/ringgold/bio.htm> (accessed May 16, 2012).

Website about Faith Ringgold; By downloading the chronology you can find a detailed depiction of her life.

"Houghton Mifflin Reading: Meet Eloise Greenfield." Education Place®.

<http://www.eduplace.com/kids/hmr/mtai/greenfield.html> (accessed September 21, 2012).

This website contains information in a kid-friendly format about Eloise Greenfield and her accomplishments.

"My Home Page." Walled Lake Consolidated School District.

<http://www.wlcsd.org/webpages/ljarvie/> (accessed November 27, 2012).

High school website that contains information and graphic organizers used to compare and contrast.

"Pattonville School District." Pattonville School District.

http://tech.psdr3.org/projects/HERO/html/Bueckendorf/html/lesson_plan_4.html
(accessed October 31, 2012).

"Project ARTiculate." Project ARTiculate. <http://www.projectarticulate.org> (accessed June 13, 2012).

This is a great website with lesson ideas to incorporate different works of art. By clicking specifically on the website below you will be sent directly to Faith Ringold's lesson plan <http://www.projectarticulate.org/lessons/faithRinggold.pdf>

"The Childtimes of Eloise Greenfield | Kids." Kids | The Central Rappahannock Regional Library. http://kids.librarypoint.org/eloise_greenfield (accessed September 22, 2012).

This site contains a biography of Eloise Greenfield for kids.

Â . " HarperCollins Children's Books - Kids Book Finder." HarperCollins
Children's Books - The Destination for Kids, Parents, Teachers and Librarians.

<http://www.harpercollinschildrens.com/Kids/BookFinder/ContributorBooks.aspx?SCId=12162> (accessed September 21, 2012).

This website contains a complete list of Greenfield's work.

Chicago formatting by BibMe.org.

Implementing Common Core Standards

R.L.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Within this unit, students will read a variety of text from Eloise Greenfield and discuss the central message with their peers.

R.L.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Within this unit students will identify Greenfield's feelings and motivations on why she wrote her books.

R.L. 7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

3.H.1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.

Students will explore how Greenfield made a difference in the literary community.

3.H.2.2 Explain how multiple perspectives are portrayed through historical narratives.

Students will look at a variety of texts relating to the Great Migration to see how perspectives are told through books. Students will also listen to perspectives of life from multigenerational volunteers.

CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

Under this goal, students will have an opportunity to create their own writing convincing readers why their Generation Pen Pal is deserving of a Positive Profile Award. They will give supporting reasons on how their pen pal faced problems in their life and what they did to overcome those problems. Students will choose a profile such as Integrity, Honesty, Commitment, etc. and give reasons on how their selected person exemplified those traits.