



## ***Limitations in Many Languages: Memoirs of Immigrant Students***

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This curriculum unit is suggested for:  
Literacy / Ninth Grade, English Language Learners

**Keywords:** Memoir, nonfiction, limitations, stories, literacy, journal, narrative, sensory language, tone, digital book, writers, theme, cite, analyze, collaborative discussions, ninth grade.

**Teaching Standards:** see [Appendix 1](#) for teaching standards addressed in this unit.

**Synopsis:** This Multicultural Responsive curriculum unit offers teachers and students a predictable guide of instructional practices for teaching and learning the Memoir genre and its characteristics. It is intended for English language learners (ELL) in ninth grade. The theme in this unit is “Limitations” and students will have the opportunity to read a variety of authors from different cultural backgrounds that will inspire them to evoke memories of their lives experiences and to write about them.

The students will learn and apply different reading and writing strategies to understand concept and content related to the Memoir genre. The students will demonstrate comprehension of the concept by citing textual evidences from a variety of multicultural literacy works. They will build semantic knowledge to understand the relationships between words and phrases across the texts. The students will examine on the limitations characters in the stories experienced and apply newly gained knowledge to new situations by reflecting on their own limitations during class discussions that will help them to foresee the process of writing a Memoir as a problem solving. The students will demonstrate the different processes of writing by rewriting and editing their personal narrative, and applying 21<sup>st</sup> century skills by using technology to create a digital Memoir book. Students will demonstrate how citizens participate and contribute to the wellbeing of the community by promoting cultural awareness when presenting their digital book during a Ted Memoir Talk to the class and teachers in the school.

*I plan to teach this unit during the coming school year to six ninth grade English language learners, English I.*

*I give permission for Charlotte Teacher Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.*

## **Introduction**

This is a Multicultural Responsive curriculum unit because it promotes **multicultural literacy** through the Memoir genre that can break the disconnection between English language students and teachers' cultural background, and enhance a mutual cultural understanding that empowers students' success.

As an English as a second language (ESL) teacher and being myself an immigrant too, I discovered that English language learners go through a lot of stress and discomfort while adjusting to their new learning environment. One of the most significant memories that English Language Learners (ELLs) have after leaving their countries, relatives, and friends is their experience entering school for the first time in the United States. This school experience could become the beginning of a profound positive change in their lives or it could result in total failure leading to a lack of academic achievement that can have a repercussion in a limited future. Not being able to communicate makes their first days of school the longest and worst days of their lives. By the time they are able to speak English, they have to continue fighting to be recognized and to assimilate into the school system.

As *Limitations* is the topic for this Multicultural Responsive curriculum unit, it is an opportunity for English language learners to express the limitations they have as an immigrant student in the United States and by reflecting on them to recognize the significant value that limitations can influence not only their lives but also others' lives.

Learning about the memoir genre, and developing and applying it in writing will also become a therapeutic opportunity for them to restore their identity, and set a life purpose that helps them to become proactive leaders in their communities. Through this reading and writing experience, they will acquire a better understanding of their roles as students in their school and they will feel more confident about participating in academic and school activities, as well as bringing their communities to become part of the school.

In a similar way, promoting multicultural literacy in the classroom, this curriculum unit will be a great opportunity for teachers to develop an ample understanding of English language learners' culture and the challenges to adjust to a new school system. I personally will immerse myself in this writing process by keeping a journal about the implementation of the unit in my classroom. I will record students' experiences when responding and reacting to classroom readings and writings tasks. I will write a daily self-reflection of each students' learning process and my own teaching experience that would contribute in continuing promoting Multicultural Responsive curriculum units in the future.

## **Rationale**

The rationale that supports the development of this Multicultural Responsive unit is to promote Multicultural literacy through the Memoir Genre and help English language learners to increase their English proficiency language through writing. The students will develop writing skills through analysis of multiple points of view or cultural experiences reflected in a variety of literary excerpts that highlight the topic of limitations.

This unit is intended for English language learners in ninth grade and with an English language of proficiency level between Emerging and Developing but is adaptable to any grade and English language proficiency level when making the corresponding teaching and learning modifications based on the students' academic needs.

Multicultural literature has special effects for both students and teachers. Minority students feel recognized and understood when their culture is acknowledged. On the other hand, teachers understand diversity in their classroom and build a sympathetic and respectful learning environment.

I believe that there is a very important correlation between writing and language development; therefore, my goal is to prove that writing might be more effective for English language learners (ELL) to improve reading, listening, and speaking skills. Supporting students to develop writing skills will also help Ell students to increase their vocabulary, develop and apply language grammar skills.

Writing is not an easy task to accomplish, it requires discipline and time but I intend to write a Teaching Memoir book using my journal about the implementation of this Multicultural Responsive unit as well as a Memoir collection of my teaching experience as immigrant teacher in the United States. I have been untangling my memories and feelings everywhere: a pencil, color, pen, or lipstick can print to make them alive. A cover of a book, notebooks, and scratch papers have witnessed the wonders (uncertainty) of my life experiences, especially as an immigrant teacher in the United States. Just like my students, I have also experienced the stress and discomfort that it brings to be seen as an alien and to fight to be accepted as I am. Writing has been chasing me everywhere and for so long, but, as many people, I also think that I am not a writer. I am not Gabriel García Márquez, Shakespeare, Gustavo Adolfo Becquer, or Borgues to mention some of my favorite writers. Thinking of becoming a writer reminds me of a very discouraging feedback I received about my writing when (at the time) I was a student. Today, I understand that sometimes we mistakenly see the frame and not the picture; consequently as I am having the opportunity to prepare myself to submerge my students into the Memoir genre therefore, I will guide my English language learners to see the picture and not the frame.

## **School Demographic**

I am one of the two English as Second language teachers at Ardrey Kell High School (AKH). Ardrey Kell High School is part of the Mecklenburg South Learning Community. The school Website is: <http://schools.cms.k12.nc.us/ardreykellHS> and its principal is Mr. David Switzer. Ten members, the principal, an assistant principal representative, a teacher representative, an Inst. Support Representative, a teacher assistant representative, and five parent representatives compose the school Improvement Team Membership.

The school Vision Statement is: “We, the students, parents, staff, and community of Ardrey Kell High School will: Provide a challenging, comprehensive education that will prepare every student to lead a productive life.” The school Mission Statement is: “Ardrey Kell High School is a student-centered community that implements a challenging curriculum leading to the development of creative and independent thinkers who have a strong sense of honor, respect, and service.”

Ardrey Kell High School Profile: Established in 2006, Ardrey Kell High School is located in the steadily growing Ballantyne area of South Charlotte. Ardrey Kell High School is a student-centered community that implements a challenging curriculum leading to the development of creative and independent thinkers who have a strong sense of honor, respect, and service. This mission is achieved through comprehensive academic and extracurricular offerings, which encourage each student toward reaching his or her full potential. There are 3,300 students

enrolled at Ardrey Kell. The student demographics is 57.3% White, 19.2% Asian/Pacific Islander, 11.8% African-American, 2.5% Multiracial, and 0.1% American Indian, 9.1% Hispanic. Ardrey Kell serves 74.5 % students in the General Education population, 19.8% Academically Gifted and 5.7% Students with Disabilities. 2.0% of our students are English Learners.

English language learners receive academic and language support in a daily basis through their English language lab class. The ELL students attend their regular classes too and the teachers follow the English Language Student Plan to provide them with the best teaching practice. The English Language Student Plan provides basic demographic information, ELP Test Scores and instructional information related to the student's English Language Development. Each ELL student takes an English Proficiency test when they enroll for the first time in the school district and each spring to evaluate language progress. Each student receives a proficiency level in each domain (listening, speaking, reading, and writing) based on her raw scores. The test results are ranked into six categories, 1. Entering (Level 1), 2. Emerging (Level 2), 3. Developing (L3), 4. Expanding (L4), 5. Bridging (L5), 6. Reaching (L6). The English Language Student Plan includes information about Classroom Modifications that are to be used throughout the year, as well as the Testing Accommodations Eligibility to receive Accommodations on state-test. The group I will implement my curriculum unit is ninth grade with six students.

### **Content Research**

During the **Writing About Our Lives: A Genre Study of Memoir** CTI seminar I had the opportunity to read different articles from different authors. I will include in my curriculum unit some of the pedagogy philosophy and teaching and learning tools from some of the authors.

I will start by expressing my agreement with what Katherine Bomer states in her article ***Why Teach Memoir***. She expresses that “Reading and writing memoir can help create a better world.” Teaching the Memoir genre to English language learners is a great opportunity not only to develop language skills but also to develop a better understanding about the diverse nature of immigrant culture in the school, staff, and students. The mutual understanding is essential and can contribute to minimize the generated behaviors among peers and staff that are associated with prejudice and discrimination. This article inspired me to create a **Multicultural Responsive Curriculum Unit**. One important purpose in creating and implementing this curriculum unit is to exemplify a multicultural literacy model through the Memoir genre that can promote cultural awareness in the schools.

In the same way, I recently read an article from the “*Teaching Tolerance Magazine*” titled “**Culturally Relevant Curriculum**” where high school creative writing teacher **Foster Dickson** talks about “**Text Selection**” and the importance of a “*Diverse Selection of Authors*”. (<https://www.tolerance.org>) I agree with Dickson that by “*providing students with models of writers whose lives are similar and dissimilar to them*” we, teachers, are “*broadening their horizons and validating literacy of their culture into the educational spectrum too.*”

In this Multicultural Responsive curriculum unit, ELL students will have the opportunity to read a variety of authors of different cultural backgrounds and focus on the Memoir genre and use some of the them as a model to write their own memoir book. Reading and writing about Memoir genre will influence students and teachers in many ways. First of all, it can break the disconnect between students and teachers’ cultural background; secondly, it can also empower student success; and more importantly, it will enhance mutual understanding -empathy- which

will also contribute to build a multicultural learning environment and minimize the violence and discipline issues in schools.

I will follow **Dickson**'s recommendation by providing students with a variety of multicultural text selections and authors with different backgrounds. Students will read some of the authors selected for this Culturally Responsive curriculum unit to examine on the limitations characters in the stories experienced and reflect on their own limitations when exposed to a new school environment for the first time. Students will explore their own perceptions and reactions to their circumstances and compare them with the characters in the books. Students will understand choices they make that can influence their future by discussing characters' choices with peers. Students will take action by writing decisions about their future.

I was deeply impacted by the author **Jyothy Bathina** with her article "*When The Subaltern Finally Speaks: Personal Narrative as a Means to Identity and Voice.*" I will use Bathina's project methodology as one of the **writing strategies** in this curriculum unit. Her project methodology will benefit Ell students to rebuild and voice their cultural identity at the same time they are learning English and how to apply the Memoir genre literary elements to write their own memoir. Her **Project Methodology** leads students to a simple but well developed step by step writing process focuses on the writer's personal development with an emphasis on enabling students to envision alternatives that moves them to examine their actions and foresee the process of writing as problem solving. Bathina's project methodology also includes a social context with **collaborative writing** where students' contributions include different voices, experiences, reflections, peer editing and feedback that reflects students' genuine motivation and engagement allowing students to develop writing skills during the writing learning process.

Another key point to add to my curriculum unit is multimedia. **Peggy Albers** in her article "*Imagining the Possibilities in Multicultural Curriculum Design*" expresses the role that multimedia plays in the teaching and learning of English concepts and literature. Students will make more powerful their writing piece by creating a digital memoir book with images and music that will take the readers to the emotional space of their own experiences captured in their memoir.

I also will include Art as an important element for this curriculum unit. **Tom Romano** expresses in his article "*Crafting Authentic Voice*" that "*Meaning Making starts with the Aesthetic.*" He explains, "*Art evokes learning and emotions, and supports critical reflection and public signification allowing students to see themselves and the word differently.*" Students will create a picture for the cover of their Memoir books.

"*A Reader's-Writer's Notebook: It's a Good Idea*" By Editor **Linda Rief**, also encouraged me to ask my students to start a Reader's & Writer's Journal and I will do mine. Students will write in their journal during the ten first minutes of the class. They will also write ideas for writing their Memoir Book, record responses and reactions to classroom and independent readings, drawing thoughts about their memoir, observations related to the school, home, friends, etc., and write self-reflections about their learning progress. The journal will help students to keep ideas in one place to write their Memoir Book.

Students will also develop a Ted Talk Memoir Speech, where they will express how writing their memoir helped them to visualize writing as a problem solving solution to the challenges they have to face as immigrant students.

## **Readings and Resources for Researching Topic**

After scanning several books, I chose some texts and classified them in a Book Table Chart below. The students will read excerpts from books listed in column, “**Students’ Books to Read in Class under the theme: *Limitations.***” The students and I will use *Reference Books* for teaching and learning purposes. The books in the *Independent Reading in the Reading Corner* will be available for students as optional reading to build up on the topic of a personal memoir. Students’ Books to Read in Class under the theme: Limitations were selected from StudySync. StudySync is a complete source for ELA and literature instruction for grades 6–12, offering powerful digital instruction with full print support. StudySync engages students while advancing reading, writing, critical thinking, speaking and listening skills. This educational software is offered by CMS English Learner (EL) Services Department. (StudySync is an educational software suite created by BookheadEd Learning, LLC)

<b>Students’ Books to Read in Class under the theme: <i>Limitations</i></b>	<b>Reference Books</b>	<b>Independent Reading in the Reading Corner</b>
<p>The Story of My Life, by Helen Keller</p> <p>I Know Why the Caged Bird Sings, by Maya Angelou.</p> <p>Barrio Boy, by Ernesto Galarza.</p> <p>The Teacher Who Changed My Life, by Nicholas Gage.</p>	<p>Immigrant Children Negotiate School: The Border In Our Hearts, by Donna Vukelich-Selva</p> <p>Going to America Going to School: the Jewish immigrant public school encounter in turn-of-the-century <b>New York City</b>, by Stephen Brumberg</p> <p>New Kids Big Dreams &amp; Brave Journeys at a High School for Immigrant Teens, by Brooke Hauser</p>	<p><b>Three Little Words</b>, by Ashley Rhodes-Courter. <b>Breaking Night</b>, by Liz Murray. <b>The Best We Could Do</b>, by Thi Bui. <b>I am Malala</b>, by Malala Yousafzai. <b>Born Confused</b>, by Desai Hidier Tanuja. <b>American Born Chinese</b>, by Yang Gene</p> <p><b>Extra Resources</b> Immigration Books: <a href="https://www.leeandlow.com/collections/immigration-collection">https://www.leeandlow.com/collections/immigration-collection</a></p>

**Instructional Implementation**

## Teaching Strategies

This culturally responsive curriculum unit offers teachers and students a predictable guide of instructional practices for teaching and learning the Memoir genre to make the learning process a **powerful transformative writing experience** for both, students and teachers. The topic in this unit is “**Limitations**” and students will read different literature related to the topic that will inspire them to evoke memories of their lives and to write about them.

The students will actively participate in four progressive lessons; each lesson has activities, resources and materials that are aligned with a specific standard(s), and learning goal(s), and the Quality Teaching for English Learners principles (QTEL) principles. The QTEL principles reflect explicit cognitive and social learning theories about how people learn in general, as well as how they learn in a new language. (Vygotsky's Social Development Theory, (1896-1934). The QTEL approach considers three steps or moments in the development of teaching a concept: 1. Preparing students for the topic, 2.-Guiding students to interact with new concepts and skills, and 3. Extending their understanding by having them apply what they have learned to new and problems that are more challenging.

I will apply three main Teaching Strategies that align with the QTEL approach’s three steps. Each step include different learning tasks for each lesson and students will develop using different graphic organizers and charts:

**1. Think-aloud strategy:** I will use this strategy as the first step or moment in the lesson to prepare the learners to the concepts they are going to learn and guide them to start interacting with the texts they are going to read. The purpose is to connect the concepts to the students’ own experiences to generate knowledge and understand it. Students will use different graphic organizers and activities such as, Anticipatory Guides, Think-Pair-Share, Novel Ideas Only, and Secret Envelope, all recommended in the QTEL approach for preparing the learning. Students will draw on background knowledge as they read; they will make predictions and visualize events, recognize text’s structure and the purpose of reading and build semantic knowledge to understand the texts. This strategy will also help students to develop and apply different reading strategies, such as connecting, questioning, visualizing, inferring, and synthesizing when reading. It includes Text-to-text and text-to-self connections, answering questions about the text, create pictures in their heads based on text we read or words we hear.

**2. Using Literature:** As I mentioned previously, I will follow **Dickson’s** recommendation by providing students with a variety of multicultural text selections and authors with different backgrounds (teacher **Foster Dickson** talks about “**Text Selection**” (<https://www.tolerance.org>). ELL students will have the opportunity to read a variety of authors of different cultural backgrounds. As the second moment of the lesson, I will use this strategy to help the students develop their learning and monitoring their comprehension while **interacting with the text/concept**. This teaching strategy will teach students how to analyze different elements of the writing and reading craft such as plot, characterization, dialogue and tone, theme, setting, *conflict*, and *point of view* as well as the figurative language used in the texts that will support students’ creation of a piece of writing. Students will use different graphic organizers and activities in every lesson and with different texts, such as, Double Entry Journal, Reading

Jigsaw, Reading in Four Voices, and Clarifying Bookmarks, all recommended in the QTEL approach for helping students to interacting with the text/concept.

**3. Active Learning: I will use this strategy during the third moment of the lesson, Extending Understanding.** Students work independently and in groups to connect concepts learned to other ideas outside the text, and apply newly gained knowledge to new situations or problem solving. Students will participate in **Active** learning activities such as, visual learning, writing in class, problem solving, computer-based instruction, cooperative learning, debates, drama, role-playing, simulations, games, and peer teaching Pair-Think-Share. The active learning activities will help students to be engage and feel enthusiastic to learn about the Memoir genre, it also helps students in thinking critically or creatively, speaking with a partner, in a small group, or with the entire class, expressing ideas through writing, exploring personal attitudes and values, giving and receiving feedback, and reflecting upon the learning process. Active learning will also contribute to develop language and social skills in a distressful learning environment. Students will use different graphic organizers in every lesson and with different texts such as, Mind Mirror, Collaborative Poster, Collaborative Dialogue, all recommended in the QTEL approach for helping students to interacting with the text/concept.

### **Information and Technology Use**

Students will use appropriate technology tools and other resources to design and share their Memoir digital book and present it in the class.

### **Student Learning Outcomes**

At the end of the unit, the students will be able to:

- Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades ninth about the different texts they read and analyzed in class.
- Demonstrate comprehension by establishing connections between concepts within the text when practicing different activities such as, clarifying bookmarks, double entry charts, and words extended web, collaborative poster with rubric, double entry journal.
- Cite textual evidences from a variety of multicultural literacy works to support analysis of what the text says as well as inferences drawn from the texts.
- Extend their learning by connecting concepts learned to other ideas outside the text and applying newly gained knowledge to new situations or problem solving when analyzing the theme of “limitations” in a variety of multicultural literacy works, and examining on the limitations characters in the stories experienced.
- Use the semantic knowledge they built to select specific words choices, including figurative language to narrate their own Memoir.
- Reflect on their own limitations when exposed to a new school environment for the first time that will lead them to foresee the process of writing a Memoir as a problem solving.
- Follow the different processes of writing by rewriting and editing their personal memoir and applying 21<sup>st</sup> century skills by using technology to create a digital Memoir book.
- Demonstrate how citizens participate and contribute to the wellbeing of the community by promoting cultural awareness when presenting their digital book during a Ted Memoir talk to the class and teachers in the school.



### **Informal Assessment**

Each lesson will have a series of informal assessments to monitor and measure students' knowledge and evaluate learning progress. These assessments are designed to determine whether students are learning what is being taught, for the purpose of adjusting instruction. Some of the informal assessments include Anticipation guides, Think-Pair-Share activities, Collaborative class discussions, Clarifying Bookmarks, Graphic Organizers, Double Entry charts, Collaborative Posters, Anchor charts, peer observations, daily writing, and classroom presentations.

### **Formal Assessments**

At the end of each lesson, a formal assessment will measure the students' achievement of learning goals. Formal assessments include Rubrics, the writing project: Students' Memoir Digital Book, a Memoir Ted-Talk presentation, and a Memoir Portfolio.

Please refer to the Lesson Synopsis and unit materials, you will find the links to find the formal and informal assessments.

### **Lessons and Activities**

This curriculum unit has four lessons and its implementation takes four to six weeks, five days a week in blocks of ninety minutes. The lessons are developed based on the North Carolina English Language Arts Standard Course of Study and the Quality Teaching for English Learners principles (QTEL). The QTEL principles reflect explicit cognitive and social learning theories about how people learn in general, as well as how they learn in a new language. The QTEL approach considers three steps in the development of teaching a concept: The first one is "Preparing the Learner", during this approach, students will activate prior knowledge, focus attention on concept, and be introduced to vocabulary. The second approach is "Interacting with the Concept/Text", during this approach, the students will deconstruct the concept and establish connections between concepts within the text. The third approach is "Extending Understanding," during this approach; the students will connect concepts learned to other ideas outside the text and apply newly gained knowledge to unique situations or problem solving. (© 2018 by Quality Teaching for English Learners at WestEd)

The students will read four texts, *The Story of My Life*, by Helen Keller; *I Know Why the Caged Bird Sings*, by Maya Angelou; *Barrio Boy*, by Ernesto Galarza, and *The Teacher Who Changed My Life* by Nicholas Gage, the texts are included in this unit. Every lesson has all the materials you need to teach it, charts, rubrics and assessments. The materials are embedded in a link, some of the materials are needed in more than one lesson, but the link is included too for the teacher to have access to it. The lessons include the purpose of the lesson, the standards, the learning objectives, the activities. This unit is ready to print and teach.

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The four lessons in this Multicultural Curriculum Unit include the purpose of the lesson for each day, the materials needed, the standard addressed, and the activities to practice. The dynamic of the lesson starts with 10 minutes warm up (preparing the learner), follow by Activity One with a twenty minutes interaction with the text where the teacher directs and supports the learning. A Second twenty minutes Activity where the students work in groups. During the Third Activity, the students extend their leaning by developing an activity(s) during twenty minutes. There is an additional 10 minutes Learning Time where the students work independently on academic vocabulary. The last 10 minutes of the class, the students share academic vocabulary activity with peers and/or have a teacher's conference to review assessment or classwork.

### **Lesson 1: Memoir Genre and Its Characteristics**

**Day 1:** What is Memoir?

**Day 2:** Memoir Characteristics.

### **Lesson 2: Inter Interacting With the Text: Deconstructing and Connecting Within the Text and Extending Understanding**

**Day 1 and Day 2:** Reading #1 "The Story of my life" by Helen Keller.

**Day 3 and Day 4:** Reading #2 "I Know Why the Caged Bird Sings" by Maya Angelou.

**Day 5 and Day 6:** Reading #3 "Barrio Boy" by Ernesto.

### **Lesson 3: Writing My Memoir**

**Day 1:** Writing My Memoir.

**Day 2:** Planning My Memoir.

**Day 3:** Revising Writing My Memoir.

**Day 4:** co-editing My Memoir.

**Day 5:** Publishing.

### **Lesson 4: Presenting My Memoir**

**Day 1:** Preparing my Memoir presentation Digital Book.

**Day 2:** Preparing my Memoir Ted-Talk.

**Day 3:** Presenting My Memoir.

## **Lessons and Activities**

### **Lesson One: Preparing Learners - Memoir Genre and Its Characteristics**

#### **Description**

The first lesson takes two days, each block of ninety minutes, and its focus is on “*Preparing the Learners.*” The students will do different tasks to activate prior relevant knowledge and practice activities focused on learning the concept of Memoir and its characteristics to create a class anchor chart.

The students will recognize the purpose of Memoir narrative and identify its characteristics by asking and responding to some questions from a Secret Envelope and an Anticipatory Guide during Think-Pair-Share activities. The students will reflect on their answers in writing to create a definition of what a Memoir is. The students will build semantic knowledge related to content when engaging effectively in collaborative discussions with diverse partners and use verbal expression to communicate their understanding of Memoir and its characteristics on an Anchor chart.

#### **Informal Assessment**

**In lesson One Day 1 Task 3**, Unique Ideas Only: “We think the word memoir means/is about...” will serve as an informal assessment to monitor students’ understanding of concept.

**In lesson One Day 2 Task 2**, Match Memoir Characteristics with Supportive Explanation, will serve as an informal assessment to monitor students’ understanding of Memoir characteristic concept.

#### **Formal Assessment**

**In Lesson One Day 2 Task 5** Learning Progress Anchor Chart Memoir Characteristic will serve as a formal assessment to assess students’ semantic knowledge and understanding of Memoir purpose and its characteristics.

#### **Lesson One - Day 1: What is Memoir?**

#### **Learning Objective(s)**

Purpose: to connect students’ own experiences to the Memoir concept to generate knowledge and understanding of it.

1. The students will recognize the purpose of Memoir by asking and responding to some questions posted on the board, from a Secret Envelope, and in a Unique Ideas activity during Think-Pair-Share activities.
2. The students will reflect on their answers to create a definition of what a Memoir is in their Memoir Journals.
3. The students will build semantic knowledge related to content when engaging effectively in collaborative discussions with diverse partners and use verbal expressions to communicate their understanding of the concept of Memoir.

## **Education Standards Addressed**

### **Literature**

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.9-10.1

The students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text to develop comprehension of a topic by asking and answering questions.

### **Listening and Speaking**

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.9-10.1

The students will have the opportunity to initiate and participate in collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts, and when completing activities, building on others' ideas and expressing their own clearly and persuasively.

### **Writing**

CCSS.ELA-LITERACY.W.9-10.10

The students will write routinely over extended time frames, such as ten minutes daily writing at the beginning or the end of the class to reflect on the different texts read in class. They will also write during an extended time when writing their memoir book. The writing practice will help students to foresee the process of writing a Memoir as a problem solving.

### **Materials / Activities**

**Task 1: Task 1** Think-Pair-Share: Writing: "Have you had to leave someone or something that you loved? What happened? How did that experience make you feel?"

**Task 2:** Secret Envelope: "Memoir questions about specific moments in my life." and verbal expressions.

**Task 3:** Reflection on Memoirs – Memoir journals.

**Task 4:** Unique New Ideas Only: "We think the word memoir means/is about..."

**Academic Vocabulary:** Memoir.

**Other Resources:** Memoir Journals - Smartboard/projector/technology/Chromebook.

### **Practice**

**Warm-up – 10 minutes – Task 1** Think-Pair-Share: "Writing: Have you had to leave someone or something that you loved? What happened? How did that experience make you feel?"

The teacher starts the class by reviewing the lesson objectives with the students.

The students will connect the Memoir concept to their personal experiences. Doing the Think-Pair-Share, the teacher will ask the students to ask and response to the two questions posted on the board or the smartboard in their Memoir journals, and share their answers with the class: 1. Have you had to leave someone or something that you loved? What happened? 2. How did that experience make you feel?

**Closing Activity:** the teacher will ask students to reflect and share how everyone’s experience occurs in different settings and times in each one’s life. Students will use their Memoir Journals to write it.

**Activity 1 – 20 minutes - Task 2** Secret Envelope: “Memoir questions about specific moments in my life and verbal expressions.” ([Appendix 2](#))

The students will connect Memoir concept to their own experiences and build semantic knowledge of content using verbal expression to communicate understanding of it.

The teacher will arrange students in groups of four and distribute the Secret Envelope with the questions. Each student, in each group, will ask and answer one question from the Secret Envelope. Students read the question aloud, put it on the table, and answer it to the group. Tell students that they will be called on to share their partner’s contribution.

**Activity 2 – 20 minutes Task 3** Reflection on Memoirs.

Doing Think Pair Share, the teacher asks students to reflect on how each one’s memoir evokes different feelings. For example, “My memoir makes me feel ... because / sad ... because / surprised because ...” The students will use their Memoir journals to write their answers.

**Activity 3 – 20 minutes Task 4** Unique New Ideas Only: “We think the word memoir means/is about...”

The students will generate knowledge about Memoir and apply semantic knowledge of content using verbal expression to communicate understanding of it.

The teacher will arrange students in groups of four, and ask each member to copy the prompt posted on the board in their Memoir Journals: “We think that memoir means/is about ...” Ask students to write down the numbers 1-8 on the left side of the page. The teacher explains to the students that they will have three minutes to make predictions of what they think Memoir means using the following steps:

1. Student one in the small group offers a suggestion, and students two repeats it.
2. All students write the suggestion on their Memoir Journals without discussion.
3. Student two in the small group offers another suggestion, and student three repeats it.
4. All students write the suggestion on their Memoir Journals without discussion.
5. Students three and four follow the same process.

Students should not proceed until the four student have already completed writing the idea on their Memoir Journal.

After three minutes, the teacher asks students to stop brainstorming and draw a line after the last item in the group’s list. Call on one student from each group to read the team’s ideas. Invite students to start by reading the prompt “*We think the word memoir means...*” and then add whatever ideas the team has come up. The rest of the class pays attention because when a second student from another group is called to add an idea, the student should begin by reading the prompt and the unique/new ideas only! If a team has all of their ideas covered, at that time, they sit down saying: “We think we do not have a new idea.”

**Note:** The quick movement from group to group builds understanding. Simply comment, “Thank you. You may sit down.”

**Closing Activity** the students will write a short definition of what “memoir” means in their Memoir Journal.

**Independent Practice - 10 minutes** Activity – Academic Vocabulary.

Using a dictionary, digital or hard copy, the students find and write the definition(s) and synonym(s) for the academic vocabulary word(s) *Memoir* in their Memoir journal.

**Closure of Lesson One Day One** – 10 minutes: The students share the Academic vocabulary with a partner.

## **Lesson One - Day 2: Memoir Characteristics**

### **Learning Objectives**

The purpose is focused on learning the concept of “Memoir and its Characteristics” **to create a class anchor chart.**

1. The students will be introduced to Memoir Characteristics during collaborative discussions in class when completing an Agree/disagree Anticipatory guide.
2. The students will reinforce prior knowledge by matching statements in the Memoir Characteristics chart with statements in the Supportive Explanations.
3. The students will build semantic knowledge related to content when engaging effectively in collaborative discussions with diverse partners and use verbal expression to communicate their understanding of it.
4. The students will synthesize understanding of Memoir characteristics by creating and sharing a Memoir Anchor Chart.

### **Education Standards Addressed**

#### **Literature**

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.9-10.1

The students will develop literal comprehension accompanied by evidence from the texts. The students will cite textual evidences to support analysis of the text using an Anchor chart.

#### **Listening and Speaking**

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.9-10.1

The students will have the opportunity to initiate and participate in collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners when creating and presenting the Memoir Anchor chart, building on others’ ideas and expressing their own clearly and persuasively.

## **Writing**

CCSS.ELA-LITERACY.W.9-10.10

The students will write routinely over extended time frames, such as ten minutes daily writing at the beginning or at the end of the class to reflect on the different texts read in class. They will also write during an extended time when writing their memoir book. The writing practice will help students to foresee the process of writing a Memoir as a problem solving.

## **Materials / Activities**

**Task 1:** Anticipatory Guide: Memoir Characteristic.

**Task 2:** Match Memoir Characteristics with Supportive Explanation.

**Task 3:** Memoir Anchor Chart Instructions and Self-Monitoring Anchor chart.

**Task 4** Memoir Anchor Chart Presentation.

**Task 5** Lesson 1 Learning Progress.

**Academic Vocabulary:** Anchor – Characteristics.

**Other Resources:** Smartboard/projector - Memoir journals – Chromebooks.

## **Practice**

**Warm up – 10 minutes - Task 1** Anticipatory Guide: Memoir Characteristics ([Appendix 3](#))

The teacher starts the class by reviewing the lesson objectives with the students. Then, the students will activate prior knowledge about the topic and learn key vocabulary related to memoir characteristics.

The teacher will arrange students in pairs and distribute **Anticipatory Guide and Verbal Expressions** to each student. Partners will take turns reading each statement aloud using the script **Verbal Expressions**. The students discuss whether they agree or disagree with a statement and place a checkmark in the column that represents their opinion. Partners do not need to agree on a single answer, each may record a different answer. The teacher will pre-read the Verbal Expressions for Anticipatory Guide Memoir Characteristics and model for students the activity.

**Closing activity:** Students will pick one of the statements from the Anticipatory Guide and explain why they agreed/disagreed on it to the class.

**Activity 1 – 20 minutes - Task 2** Match Memoir Characteristics with Supportive Explanation. ([Appendix 4](#))

The students will reinforce prior knowledge on topic and vocabulary. The teacher arranges students in groups of four and distributes copies of Instructions for the Match Memoir Characteristics Poster with Supportive Explanations for each student.

The teacher explains the instructions for the activity and models the first one with a student. The teacher monitors students during activity and encourages them to use the Verbal Expressions.

The teacher provides the students with poster, scissors and glue.

**Closing activity:** The teacher asks the students to compare the Anticipatory Guide with their Match Memoir Characteristics with Supportive Explanation Poster and discuss the differences between them.

**Activity 2 – 20 minutes - Task 3** Memoir Anchor Chart Instructions. ([Appendix 5](#))

The students will synthesize understanding of Memoir characteristics so far. The teacher debriefs observations and any questions from preceding activity. The teacher arranges students in groups of three and explains that they will create an anchor chart that expresses understanding of the Memoir characteristics and present it to the class.

The teacher explains the **Memoir Anchor Chart instructions** and reads it with the students. Allow some time to students to ask questions if necessary.

The students will start creating their anchor charts. Each student will have a different color marker. Allow some time to the students to organize their ideas. The teacher will monitor and support students during this activity.

The students may use the Match Memoir Characteristics with Supportive Explanation chart as a reference to do their Anchor chart.

The teacher explains the **Self-Monitoring Anchor chart** ([Appendix 6](#)) to the students and the students use it to review their Anchor chart.

**Activity 3 – 20 minutes - Task 4** Memoir Anchor Chart Presentation.

Each group presents their anchor charts to the class. The students will listen to peers' anchor charts presentation and ask questions.

**Independent Activity - 10 minutes – Task 5** Lesson 1 Learning Progress. ([Appendix 7](#))

While the students do academic vocabulary, the teacher conferences with students to review their Lesson 1 Learning Progress with each student too.

**Academic Vocabulary**

Using a dictionary, digital or hard copy, the students find and write the definition(s) and synonyms for the academic vocabulary word(s) **Anchor - Characteristics** in their Memoir journal.

**Closure of Lesson One Day Two – 10 minutes**

The students share the Academic vocabulary with a partner.



## **Lesson Two: Interacting With the Text: Deconstructing and Connecting Within the Text and Extending Understanding**

### **Description**

Lesson two takes six to eight days depending on how students are progressing through the different tasks. Lesson Two focuses on the second moment of the Quality Teaching for English Learners (QTEL) approach, which is the “*Interacting with the Concept / Text*”, and is followed by the third approach, the “*Extending Understanding.*” Every lesson will start with a *Preparing Learners* activity related to the text students are reading. In Lesson two the students will read four different texts: The Story of My Life by Helen Keller; I Know Why the Caged Bird Sings by Maya Angelou; and Barrio Boy, by Ernesto Galarza.

During the *Interaction with the Concept / text* approach, the concept and text is deconstructed and students will establish connections between concepts within the text. Students will do different tasks that will lead them to use clarifying strategies during close reading that will help them to monitor their comprehension. Students will build semantic knowledge using content specific categories that will help them to understand the relationships between words and phrases they encounter across the texts.

During the *Extending Understanding*, students will connect concepts learned to other ideas outside the text and apply newly gained knowledge to new situations or problem solving. Students will start analyzing the *topic* of “*limitations*” in a variety of multicultural literacy works. Students will examine on the limitations *characters* in the stories experienced and reflect on their own limitations when exposed to a new school environment for the first time. Students will understand choices they make that can affect their future by discussing *characters’* choices with peers. Students will engage in conversations that builds understanding of theme that will help them to foresee the process of writing a Memoir as a problem solving.

### **Informal Assessment**

**In lesson Two Day 1 Task 3**, Double Entry Journal: Reading #1 “The Story of my life” by Helen Keller, What do we learn about the narrator’s life. What is the Evidence? Teacher/student Review will serve as an informal assessment to monitor students’ reading comprehension.

**In lesson Two Day 3 Task 2**, Secret Envelope Context Clues: Reading #2 “**I Know Why the Caged Bird Sings**” by Maya Angelou vocabulary chart will serve as an informal assessment to monitor students’ understanding of vocabulary in context.

**In lesson Two Day 5 Task 3:** Figurative Language Chart Activity Reading #3 “Barrio Boy” will serve as an informal assessment to monitor students’ understanding of Figurative language concept.

### **Formal Assessment**

**In lesson Two Day 2 Task 3**, Collaborative Poster Rubric Reading #1 “The Story of my life” by Helen Keller will formally assess students’ analysis of the text and semantic knowledge.

**In lesson Two Day 4 Task 3:** Comprehension of Figurative language Questions (Memoir journal)

**In lesson Two Day 2 Task 3,** Self-Assessment Collaborative poster will assess students' concept and content.

**In lesson Two Day 6 - Task 4: Self-assessment Progress Building Semantic Knowledge** will formally assess students' building semantic knowledge and understanding of the relationship between words and phrases in the text, and the ways they express meaning and its impact, using the students' mini Mind Mirror Poster Barrio Boy from Task 4.

## **Lesson Two - Day 1 - Interacting with the concept/Text - Reading #1. “The Story of my life” by Helen Keller**

### **Learning Objective(s)**

Purpose: Students will establish connections between concepts within the text by focusing reading on main and key ideas, and citing of evidence to comprehend the text.

1. The students will cite textual evidences to support analysis of the text using a Double Entry Journal chart.
2. The students will engage in collaborative discussion when asking and answering questions from the Double Journal chart.
3. The students will write over a short time to reflect on the theme of the text.

### **Education Standards Addressed**

#### **Literature**

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.9-10.1

The students will use Double Entry Journal chart to analyze how an author or character narrates the text from a particular perspective, and how he/she interacts with other characters, and advance the plot or develop the theme.

#### **Listening and Speaking**

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.9-10.1

The students will have the opportunity to initiate and participate in collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners when discussing questions and answers about the text, building on others’ ideas and expressing their own clearly and persuasively.

#### **Writing**

CCSS.ELA-LITERACY.W.9-10.10

The students will write routinely over extended time frames, such as ten minutes daily writing at the beginning or at the end of the class to reflect on the different texts read in class. They will also write during an extended time when writing their memoir book. The writing practice will help students to foresee the process of writing a Memoir as a problem solving.

### **Materials / Activities**

**Task 1: Writing Instructions** – Question: Blind people's life is full of struggle and hardships. Do you think that blind children should attend schools?

**Task 2:** Copies of **Reading #1:** The Story of My Life (StydySync Text and Video Story).

**Task 3:** Double Entry Journal: What do we learn about the narrator’s life? What is the Evidence?

**Academic Vocabulary:** Cite - Textual evidence.

**Other Resources:** Smartboard/projector - Memoir journals – Chromebooks.

### **Practice**

**Warm up - 10 Minutes - Task 1: Preparing the learners:** Writing Instructions – Question: Blind people's life is full of struggle and hardships; do you think that blind children should attend schools?

The teacher starts the class by reviewing the lesson objectives with the students. This activity will lead students to start thinking about how “**limitations**” can influence their lives. The teacher reads instructions to the students. The teacher may want to select a picture from an educational resource of his/her own convenience for the question or ask student to imagine it.

#### Instructions

1. Write this title in your Memoir journal: “**The Story of My Life**” by Helen Keller
2. Write this question Blind people's life is full of struggle and hardships; do you think that blind children should attend schools?
3. Answer the question with supportive details.
4. Share with class.

The students will start their answers using this prompt: I believe / think that blind children ...

### **Activity 1 – 20 minutes - Task 2: Interaction with the concept/text Reading #1 “The Story of My Life”**

The teacher introduces the “**The Story of My Life**” using the video from Study Sync and /or telling the students a brief introduction. (Serious illness at the age of 19 months left Helen Keller both blind and deaf. Serving as an inspiration to millions, Keller overcame those handicaps and went on to become a renowned author and social activist. In this passage from her autobiography, six-year-old Helen meets the person who will change her life forever, her private teacher Anne Sullivan.)

The teacher arranges the students in groups of three, and distributes a copy of the text: “The Story of My Life” ([Appendix 8](#)) to each student or the students may use the text from StudySync by logging in their StudySync accounts. The reading will start by having the students read the text silently while listening to it (teacher reads it aloud or plays the audio text). When students are following the reading, make a pause occasionally and ask students questions to verify understanding of the story.

### **Activity 2 – 20 minutes – Task 2: Second Reading**

During the second reading, the students will read the text in their groups and by turns; each student will read aloud a paragraph(s). Allow students some minutes to read their assigned

paragraph silently. The teacher will monitor students during reading and provide support if necessary.

**Activity 3 – 20 minutes Task 3: Double Entry Journal** What do we learn about the narrator's life? What is the Evidence?

The students will cite textual evidences to support analysis of the text using a Double Entry Journal chart.

The teacher will distribute and project (smart board/projector) **the Double Entry Journal Task (Appendix 9)** and read the instructions with the students. The teacher will model how to answer the questions.

Then, the teacher will ask a student to do the first question. Students will continue asking and answering questions.

**Closing Activity:** After all the students have answered the questions, they will share at least one question with the class.

**Independent Practice - 10 minutes – Academic Vocabulary**

Using a dictionary, digital or hard copy, the students find and write the definition(s) and synonyms for the academic vocabulary word(s) **Cite and Textual evidence**, in their Memoir journal.

While students work on Academic vocabulary, the teacher conferences with each student to do the Teacher/student review for the Double Entry Journal.

**Closure of Lesson Two Day One – 10 minutes**

The students share the Academic vocabulary with a partner.

## **Lesson Two – Day 2 Extending Understanding - Reading #1. “The Story of my life” by Helen Keller**

### **Learning Objective(s)**

Purpose: During Extending Understanding practice, students will connect concepts learned to other ideas outside the text and apply newly gained knowledge to new situations or problem solving.

1. The students will demonstrate literal comprehension and analysis of the author’s narrative by creating a Collaborative Poster accompanied by evidences from the text.
2. The students will engage in collaborative discussion and justify Memoir characteristics from a text when presenting a Collaborative Poster.
3. The students will write over a short time to reflect on the text.

### **Education Standards Addressed**

#### **Literature**

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.9-10.1

The students will develop literal comprehension accompanied by evidence form the texts. The students will cite textual evidences to support analysis of the text in a Collaborative Posters.

CCSS.ELA-LITERACY.RL.9-10.3

The students will analyze how an author or character narrates the text from a particular perspective, and how he/she interacts with other characters, and advance the plot or develop the theme in a Collaborative poster.

#### **Listening and Speaking**

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.9-10.1

The students will have the opportunity to initiate and participate in collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on when crating and presenting the poster building on others’ ideas and expressing their own clearly and persuasively.

#### **Writing**

CCSS.ELA-LITERACY.W.9-10.3.D

The students will write for a short period about a question or picture related to the text they are reading in class using precise words and phrases, and telling details with supporting ideas. The students will start reflecting on how “limitations” can affect their lives.

### **Materials / Activities**

**Task 1:** Writing Instructions – Question: How would your life change if you became blind?

**Task 2:** Copies of Reading #1 “The Story of my life” (Chromebooks StydySync Reading Text)

**Task 3:** Collaborative Poster Instructions - Self-Assessment.

**Task 4:** Share Collaborative Poster – Peer Review Rubric.

**Task 5:** Reflect and Write Summary.

**Academic Vocabulary:** Phrases and Quotes.

**Other Resources:** Smartboard/projector - Memoir journals – Chromebooks – posters – markers.

## Practice

### **Warm up - 10 Minutes - Task 1: Preparing the learners - Writing Question**

The teacher starts the class by reviewing the lesson objectives with the students. This activity will lead students to start thinking about how **“limitations”** can influence their lives. The teacher reads the instructions with the students. The teacher may want to select a picture from an educational resource of his/her own convenience or simply post the question on the board.

Instructions

1. Write this title in your Memoir journal: **“The Story of My Life” by Helen Keller**
2. Write this question: How would your life change if you become blind?
3. Answer the question including supportive details.
4. Share with class.

The students will start their answers using this prompt: If I became blind, I believe / think I would...

### **Activity 1 – 20 minutes - Task 2: Interaction with the concept/text – Reading #1 “The Story of My Life”**

The teacher arranges students in groups of three and asks them to have their **Reading #1 “The Story of My Life”** ([Appendix 8](#)) ready. (This appendix is also in Lesson 2 Day 1, and is included in this lesson to facilitate teacher’s access to it.) See appendix for copies. If the teacher has access to StudySync, the teacher might play the reading and the students will listen to the story while reading it.

During the first reading and having the text projected, the teacher will read and pause where a **quote is and** reflects the **theme** of the story (limitations); the teacher highlights it and asks the students to read and highlight it too. The teacher explains what a quote means.

The teacher continues reading, and pauses where **an original phrase** is and reflects the **theme** of the story; the teacher highlights it and asks the students to read and highlight it too. The teacher explains what an original phrase means.

The teacher continues reading, pauses where a sentence reflects the **author’s feelings** and asks the students to read and highlight it too. The teacher explains how descriptive words can reflect the characters’ feelings and how they react to different situations.

The teacher continues reading, and pauses where a sentence reflects the **relationship between the author and another person** and asks students to read and highlight it too. The teacher explains how the characters interrelate in the story.

The students continue reading in their groups, each one a different paragraph; the teacher asks the students to highlight a **quote, an original phrase**, a sentence that reflects **author's feelings** and a **relationship between the author and another person** in the text during the reading. The teacher monitors students during the activity.

**Closing Activity:** the students in each group will share their sentences.

### **Activity 2 - 20 minutes - Task 3: Extending Understanding Collaborative Poster**

The students will have the opportunity to demonstrate literal comprehension of the text and the theme by citing textual evidences in a creative collaborative poster. Students should include as textual evidences, two relevant **quotes** and two **phrases** that synthesize important ideas about the **theme**; two **symbols** that communicate relevant ideas of the **theme**, and two **pictures/images** that successfully communicates relevant ideas about the character's situation and **feelings**, and **relationship** between the author and another person in the text.

The teacher explains to and discusses with students the “Collaborative Poster Rubric Instructions ([Appendix 10 ONE](#)), the Self-Assessment ([Appendix 10 TWO](#)), and the Collaborative Poster Peer Review Rubric ([Appendix 10 THREE](#)) (If technology resources are available, use projector and/or smartboard to project them.) The teacher distributes posters and markers to each group. Each student uses a single marker while working on the poster and signs his/her name. (Using a single (color) marker allows the teacher to see students' participation during poster creation.) The teacher provides the students with a few minutes for them to organize their ideas about how they are going to do their posters and review the Collaborative Poster Rubric. The teacher will monitor and support students during activity.

**Closing Activity:** the students revise their posters using the Collaborative Poster Rubric.

### **Activity 3 – 20 minutes – Task 4 Extending understanding: Share Collaborative Poster - Collaborative Poster Peer Review Rubric**

Groups will present their posters to the class. When a group is presenting, each member in the group observing the presenters will complete a Collaborative Poster Peer Review Rubric. After all the groups have presented, students will discuss the Collaborative Poster Peer Review Rubric in their groups and select one student to meet with the group they observed. Each student will discuss with the group the rubric. (See instructions in Collaborative Poster with Rubric / Peer Review in Materials.)

### **Independent Activity 10 minutes – Task 5 Reflect and Write**

The students will **summarize** the text by answering this question in their Memoir Journal and share their answers with a peer.



What does Helen Keller's experience teach you? How did she overcome her **limitation**? Start with: Hellen Keller's experience teaches me...

If there is not enough time, assign it as homework. (Post it in Google classroom)

### **Closure of Lesson Two Day 2 10 minutes - Academic Vocabulary**

Is the students answered the question, the will share their answers with a peer while the teacher conferences with each student to review their Self-Assessment Collaborative poster.

## **Lesson Two – Day 3: Interacting with the text/concept - Reading #2. “I Know Why the Caged Bird Sings” by Maya Angelou**

### **Learning Objective(s)**

The purpose of this lesson is to lead the students to develop the ability to monitor and remedy their own comprehension difficulties by building semantic knowledge using content as a clue to understand the meaning of words and phrases in a text.

1. The students will build semantic knowledge using content as a clue to the meaning of a word or phrase in the story.
2. The students will engage in collaborative discussion when explaining the relation and significance of words in the narrative of the story.
3. Students will write over a short time to reflect on the text using vocabulary learned.

### **Educational Standards**

#### **Vocabulary Acquisition**

Craft and Structure

CCSS.ELA-LITERACY.L.9-10.4.A

The students will explain words/phrases in the text by using context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

#### **Listening and Speaking**

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.9-10.1

The students will have the opportunity to initiate and participate in collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts, and when completing activities, building on others' ideas and expressing their own clearly and persuasively.

## **Writing**

CCSS.ELA-LITERACY.W.9-10.10

The students will write routinely over extended time frames, such as ten minutes daily writing at the beginning or at the end of the class to reflect on the different texts read in class. They will also write during an extended time when writing their memoir book. The writing practice will help students to foresee the process of writing a Memoir as a problem solving.

## **Materials / Activities**

**Task 1:** Preparing the learners - Writing Question: Can a caged bird sing?

**Task 2:** Secret Envelope Context Clues vocabulary chart, I Know Why the Caged Bird Sings.

**Task 3:** Text: I Know Why the Caged Bird Sings Understanding vocabulary in context.

**Task 4:** Extending learning Context Clues Understanding vocabulary in context.

**Task 5:** Comprehension Question.

**Academic Vocabulary:** Context – Clues.

**Other Resources:** Smartboard / projector - Memoir journals - Highlighters – Chromebooks.

## **Practice**

### **Warm up - 10 Minutes - Task 1: Preparing the learners - Writing**

The teacher starts the class by reviewing the lesson objectives with the students. This writing activity will lead students to start thinking about how “**limitations**” can influence their lives. The teacher will read the instructions with the students. The teacher may want to select a picture from an educational resource of his/her own convenience or simply post the question on the board.

### **Instructions**

1. Write this title in your Memoir Journal: **Can a caged bird sing?**
2. Write this question, *Can a caged bird sing?*
3. Write the answer with supportive details.
4. Share with class.

The students will start the answer using this prompt: I think / believe that a caged bird... because

### **Activity 1 – 20 minutes - Task 2: Interaction with the concept/text - Secret Envelope Vocabulary “I Know Why the Caged Bird Sings”**

The teacher introduces reading #2 “**I Know Why the Caged Bird Sings**” using the video from StudySync and/or telling the students a brief introduction. (In her memoir, acclaimed poet Maya Angelou recalls the anguish and hard-won independence of her childhood in Arkansas and her adolescence in northern slums. This passage is an important turning point for the author.

Silenced by a deeply traumatic experience, young Marguerite is coaxed by a neighbor into embracing the healing power of language.)

The teacher arranges students in groups of three and distributes a **secret envelope** ([Appendix 11 One](#)) for each group. The teacher explains to the students that the envelope contains some stripes with words, definitions, and sentences that they will read and match using a vocabulary chart. The teacher distributes a copy of the vocabulary chart to each group, explains the instructions and models one example for the students. (Have the instructions posted or printed and distribute them to the students too.)

After the students finished the chart vocabulary, the teacher distributes the vocabulary chart ([Appendix 11 Two](#)) with the answers and asks the students to compare it with their chart. Allow some time to the students to make the corresponding changes if necessary.

**Activity 2 – 20 minutes – Task 3:** Text: I Know Why the Caged Bird Sings - Understanding vocabulary in context.

The teacher arranges students in groups of four and distributes copies of Reading #2. “**I Know Why the Caged Bird Sings**” ([Appendix 12](#)) to each student. If the teacher has access to StudySync, the teacher might play the reading and the students will listen to the story while reading it.

During the second reading, the students will read the text in their groups and highlight the sentences with these words: *Aristocrat - Aura - Benign – Couch and Infuse* during the reading. **Closing Activity:** The teacher will ask students to explain their understanding of the words in context.

**Activity 3 – 20 minutes - Task 4: Extending learning Context Clues**

During the third reading, the students will read a paragraph(s) and circle unknown word(s). Each student will read the sentence(s) with the unknown word(s) and figure out the meaning using context clues.

**Closing Activity:** The teacher will ask students to explain their understanding of the word(s).

**Independent Activity - 10 minutes Task 5: Comprehension Question**

The students will answer two questions to demonstrate comprehension of the text. The students will highlight evidences in the text, and then write their answers in their Memoir journal.

1. What is Mrs. Flowers’s plan for helping Marguerite overcome her fear of speaking, and what reason does she give for doing it? Support your response with evidence from the text.
2. Do you think that Marguerite understood that “fear” creates a limitation in her life?

The students will share their answers with the teacher.

## **Closure - 10 minutes - Academic Vocabulary**

Using a dictionary, digital or hard copy, the students find and write the definition(s) and synonyms for the academic vocabulary word(s): **Context - clues** in their Memoir journal. The students share the definition(s) with a partner.

## **Lesson Two – Day 4: Interacting with the text/concept - Reading #2. “I Know Why the Caged Bird Sings” by Maya Angelou**

### **Learning Objective(s)**

The purpose of this lesson is to lead the students to build semantic knowledge by understanding figurative language and analyzing the cumulative impact of specific word choices on meaning and tone in a text.

1. The students will be introduced to connotation / denotation and figurative language during collaborative reading.
2. The students will reinforce semantic knowledge by identifying figurative language in the text and completing a Figurative Language chart Activity.
3. The students will build semantic knowledge related to content when engaging effectively in collaborative discussions with diverse partners to communicate their understanding of the relationship and meaning of the words and phrases in the narrative.
4. The students will demonstrate understanding of concept and text by asking and answering comprehension questions about the text.

### **Educational Standards**

#### **Literature**

Craft and Structure:

CCSS.ELA-LITERACY.RL.9-10.4

The students will build semantic knowledge by determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

#### **Speaking**

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.9-10.1

In every lesson, students will have the opportunity to initiate and participate in collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts, and when completing activities, building on others’ ideas and expressing their own clearly and persuasively.

## Writing

CCSS.ELA-LITERACY.W.9-10.10

The students will write routinely over extended time frames, such as ten minutes daily writing at the beginning or the end of the class to reflect on the different texts read in class. They will also write during an extended time when writing their memoir book. The writing practice will help students to foresee the process of writing a Memoir as a problem solving.

## Materials / Activities

**Task 1:** Memoir journals: vocabulary definitions.

**Task 2: Reading #2. “I Know Why the Caged Bird Sings” by Maya Angelou** and Activity Figurative Language chart.

**Task 3:** Comprehension of Figurative language Questions (Memoir journal) Formal Assessment.

**Academic Vocabulary:** figurative language – connotation – denotation.

**Other Resources:** Smartboard / projector - Memoir journals - Highlighters - Chromebooks

## Practice

**Warm up - 10 minutes - Task 1: What is connotation and denotation? What is Figurative Language?**

The teacher starts the class by reviewing the lesson objectives with the students. Using a dictionary, digital or hard copy, the students find and write the definition(s) for the academic vocabulary words: **connotation/denotation**, and **figurative language** in their Memoir journal. The students share the definition(s) with a partner.

**Activity 1 - 20 minutes - Introduction to Figurative language, connotation, and denotation**

The teacher will explain the differences between connotation and denotation and practice with the students some words to reinforce understanding of concept.

**Denotation-Dictionary, literal meaning of words.**

**Connotation-Common associations that people make with words** (positive or negative).

<b>Positive Connotation</b>	<b>Neutral Connotation</b>	<b>Negative Connotation</b>
Meticulous	Selective	Picky
Adolescent	Innocent	Immature

Give students the word Gray

Possible expected answer:

Denotation- Color of any shade between the colors of black and white.

Connotation- Negative, Gloom, Sadness, Old Age.

Figurative language uses figures of speech to be more effective, persuasive, and impactful. Figures of speech such as metaphors, similes, and allusions go beyond the literal meanings of the words to give readers new insights.

The teacher will distribute the Figurative Language Chart and read with the students the different figures and examples.

### **Activity 2 - 20 minutes -Task 2: Identifying figurative language in the text “I Know Why the Caged Bird Sings”**

The teacher arranges students in groups of three and asks them to have the **Reading #2. “I Know Why the Caged Bird Sings”** ready ([Appendix 12](#)), either the hard copy or the text from StudySync (students need their Chromebook to log into their StudySync accounts).

The students follow the reading while listening to it. (Teacher reads it aloud or plays the audio text).

The teacher asks students to have the **Figurative Language Chart** ([Appendix 13](#)) out and read with her the definitions and examples for Metaphor, hyperbole, descriptive, and Simile.

### **Activity 3- 20 minutes - Identifying figurative language in the text “I Know Why the Caged Bird Sings”**

During the second reading and having the text projected, the teacher will pause where an example of a **Metaphor** is, read, and highlight it; the students will read, highlight, and write it in the Figurative Chart Activity ([Appendix 14](#)).

The teacher continues reading, and will pause where an example of a **simile** is and read and highlight it; the students will read, highlight, and write it in the Figurative Chart Language Activity. The teacher continues reading and will pause where an example of a **hyperbole** is and read, and highlight it; the students will read, highlight, and write it in the Figurative Language Chart Activity. The teacher continues reading, and will pause where an example of a **descriptive word** is and read and highlight it; the students will read, highlight, and write it in the Figurative Language Chart Activity.

**Closing Activity:** The teacher will ask the students to share the impact of the figurative language on meaning and tone in the text.

### **Independent Activity - 10 minutes – Task 2: continuation Identifying Figurative language in the text.**

The students will continue reading individually. While students read, they highlight a **metaphor, simile, hyperbole and a descriptive word/sentence**, and then write them in the Figurative Language Chart Activity ([Appendix 14](#)). The teacher will monitor students during the activity. The teacher will ask students to share the impact of the figurative language on meaning and tone in the text.

## **Closure – 10 minutes: Formal Assessment**

The students will answer the following question in their Memoir Journals to demonstrate comprehension of figurative language.

Having the students explaining their answers help them to reinforce semantic knowledge and demonstrate understanding of concept and content.

*1. In paragraphs 2 and 3, Angelou describes Mrs. Flowers’s appearance and attitude. To what things does Angelou compare her? What kinds of figurative language does she use to make these comparisons? What is the effect of these descriptions on your impression of Mrs. Flowers? Highlight evidence from the text and make annotations to explain your choices.*

The students will use these starting sentences to answer their questions:

Angelou compares Mrs. Flower appearance and attitude to ...

Angelou uses \_\_\_\_\_ as the figurative language to make these comparisons.

My impression of Mrs. Flowers is ...

## **Lesson Two – Day 5: Interacting with the text/concept**

### **Reading #3. “Barrio Boy” by Ernesto Galarza**

#### **Learning Objective(s)**

The purpose of this lesson is to lead the students to build semantic knowledge by understanding figurative language and demonstrating comprehension of the cumulative impact of specific word choices on meaning and tone in the text Barrio Boy.

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners by sharing the impact of specific word choices on meaning and tone in the text.
2. Practice and apply concrete strategies for building semantic knowledge by identifying figurative language in the text and completing a Figurative Language chart activity.

#### **Educational Standard**

##### **Literature**

Craft and Structure:

CCSS.ELA-LITERACY.RL.9-10.4

The students will build semantic knowledge by analyzing how the author uses words and phrases, and the cumulative impact of specific word choices on meaning and tone in the text narrative, including figurative language by completing a chart activity. The students will demonstrate understanding of the relationship between words and phrases in the text, and the ways they express meaning and its impact in the story.

## **Speaking**

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.9-10.1

The students will have the opportunity to initiate and participate in collaborative discussions with diverse partners on the impact of word choices on meaning and tone in the text.

## **Writing**

CCSS.ELA-LITERACY.W.9-10.10

The students will write routinely over extended time frames, such as ten minutes daily writing at the beginning or the end of the class to reflect on their own limitations when exposed to a new school environment for the first time that will lead them to foresee the process of writing a Memoir as a problem solving.

## **Materials / Activities**

**Task 1:** Writing My first experience in an America School using a metaphor or simile.

**Task 2:** Figurative Language Chart Activity.

**Task 3:** Figurative Language Chart Activity (informal assessment)

**Task 4:** Academic Vocabulary Memoir Journals.

**Academic Vocabulary:** tone – voice.

**Other Resources:** Smartboard / projector - Memoir journals - Highlighters – Chromebooks.

## **Practice**

**Warm up - 10 minutes - Task 1: Introduce the text “Barrio Boy” video.**

The teacher starts the class by reviewing the lesson objectives with the students.

The students will see a short video about the author of Barrio Boy, Ernesto Galarza. (If video is not accessible, the teacher will tell students about the author Barrio Boy (Ernesto Galarza was a Mexican-American union leader and writer who spent most of his life fighting for the rights of farm workers. In Barrio Boy, Galarza tells the story of how he immigrated to California and successfully navigated the public school system. The excerpt is about Galarza’s first experience in an American school.)

The teacher will ask students to write in their Memoir journals a sentence using a simile or a metaphor to express their first school experience in an America School as an immigrant.

The teacher will give an example:

**Simile:** My first day of school in America was as scared as a ghost. My first day of school in America was like a dream come true.

**Metaphor:** My first day of school was a furnace in the sun.

The students share their sentence with the class.



**Activity 1 – 20 minutes - Task 2: Identifying figurative language in Reading #3 “Barrio Boy” and Figurative Language Chart Activity.**

The teacher arranges students in groups of three and distributes reading #3 Barrio Boy ([Appendix 16](#)), the students may have either the hard copy or the text from StudySync (students need their Chromebook to log into their StudySync account). The teacher asks students to follow the reading while listening to it. (Teacher reads it aloud or plays the audio text).

The teacher asks students to take the Figurative Language Chart out ([Appendix 13](#)) (It is the same Figurative chart used in lesson 2 Day 4 - Appendix 13. I am including the link here so the access is easy for the teacher) and read the definitions and examples for **Personification, Imagery, Idiom, Onomatopoeia, and Alliteration**. The teacher will give more examples to ensure understanding of meaning for personification, imagery, idiom, onomatopoeia, and alliteration.

**Activity 2 – 20 minutes – Continue with Identification Figurative language Reading #3 Barrio Boy and Figurative Language Chart Activity.**

During the second reading and having the text projected, the teacher will read and pause where an example of a **personification** is and read and highlight it; the students will read, highlight, and write it in the Figurative Chart Activity.

The teacher continues reading, and will pause where an example of an **imagery** is and read and highlight it; the students will read, highlight, and write it in the Figurative Chart Activity.

The teacher continues reading and pauses where an example of an **idiom** is, read, and highlight it; the students will read, highlight, and write it in the Figurative Chart Activity.

The teacher continues reading, and will pause where an example of an **onomatopoeia** is and read and highlight it; the students will read, highlight, and write it in the Figurative Chart Activity.

Appendix 15

**Figurative Language Chart Activity**

<b>Personification</b>	<b>Imagery</b>	<b>Idiom</b>	<b>Onomatopoeia</b>	<b>Alliteration</b>

**Closing Activity:** The teacher will ask the students to share the impact of the figurative language on meaning and tone in the text and explain how it affects the narrative in the story. Explain how character’s actions and reactions change.

**Activity 3 - 20 minutes –Task 3 Figurative Language Chart Activity**

The students will continue reading in their groups. While students read, they highlight in their text a **Personification, Imagery, Idiom, Onomatopoeia, and Alliteration** and write the sentences in the Figurative Language Chart Activity ([Appendix 15](#)).

The teacher will ask the students to share the impact of the figurative language on meaning and tone in the text and explain how it affects the narrative in the story. Explain how character's actions and reactions change.

### **Independent Activity – 10 minutes –**

The students read the questions aloud and answer questions in their Memoir journals.

#### **Question 1**

*How does the author's word choice in the paragraph that begins, "Miss Ryan took me to a seat at the front of the room," help readers understand how Ernesto was feeling on his first day in Miss Ryan's class? Cite three examples from the text to support your response.*

#### **Question 2**

*How do Miss Hopley's actions in paragraphs 7 and 8 help Ernesto decide whether the principal is a possible "friend or a menace"? What does he decide about her? Cite specific evidence from the text to support your answer.*

### **Closure - 10 minutes – 10 minutes – Academic Vocabulary**

Using a dictionary, digital or hard copy, the students find and write the definition(s) for the academic vocabulary words: **tone and voice** in their Memoir journal. The students share the definition(s) with a partner.

## **Lesson Two – Day 6: Interacting with the text/concept**

### **Reading #3. "Barrio Boy" by Ernesto Galarza**

#### **Learning Objective(s)**

The purpose of this lesson is to lead students to analyze how character's conflict(s) develop over the course of the story, how he/she interacts with other characters, and how the plot develops the theme.

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners by sharing the impact of specific word choices on meaning and tone in the text.
2. Identify character's actions in the text and analyze how their actions develop the theme in the narrative.
3. Demonstrate comprehension of the characters' interaction(s) by creating a Mind Mirror poster.

#### **Educational Standard**

##### **Literacy**

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme (limitations).

## Speaking

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.9-10.1

The students will initiate and participate in collaborative discussions with diverse partners on how the character(s) specific words choices and tone influence the actions of the character(s) and leads to develop the theme of the story.

## Writing

CCSS.ELA-LITERACY.W.9-10.10

The students will write routinely over extended time frames, such as ten minutes daily writing to reflect on their own limitations and reactions to first school experiences in America to lead them to foresee writing as a problem solving opportunity.

## Materials / Activities

**Task 1:** Writing – Barrio Boy Time Line Events

**Task 2:** Reading 3: Barrio Boy – Highlight characters’ actions and interactions in the story.

**Task 3:** Reading 3: Barrio Boy - Discuss about the characters’ interactions and reactions.

**Task 4:** Extending Learning. Mind Mirror poster.

**Task 5:** Extending Learning – Reflecting about the main character learning experience.

**Task 6:** Self-assessment Progress Building Semantic Knowledge.

**Academic Vocabulary:** theme.

**Other Resources:** Smartboard / projector - Memoir journals - Highlighters – Chromebook

## Practice

**Warm up - 10 minutes – Task 1 - Writing - Barrio Boy Time Line First School Day Events**

The teacher starts the class by reviewing the lesson objectives with the students.

Using the time line graphic, identify the events that happened on Barrio Boy’s first day of school.

1. Include the events from the time he left his home, arrived to the school, entered the school, and went to his classroom.

Leaving home	Arriving to school	Principal’s office	Miss Ryan’s classroom
Ernesto walks to the school with his mother.	They crossed the hall and entered the office of ...		

**Activity 1:** 20 minutes - **Task 2** - Interacting with the text: Read and Highlight characters’ actions and interactions in the story.

The students will listen and read the story Barrio Boy (Teacher reads it aloud or plays the audio text).

The teacher will arrange the students in groups of three. Each student will read a paragraph; while a student is reading, the other students will highlight the characters' actions and interactions happening in that paragraph. The students will use the following verbal expressions to share their highlighted sentences. "I will read paragraph #...." I think that the character's reaction to .... (Situation and/or Character's action) is.... His/her reaction reflects...

**Activity 2: Task 3** - Interacting with the text, Class discussion.

The students will discuss about the characters' interactions and reactions to the events happening in the story. The students will analyze how their reactions contribute to change the events in the story.

The students will use the following verbal expression to express their ideas:

In paragraph #\_\_, line \_\_\_\_, \_\_\_\_\_ (character's name) reacts \_\_\_\_\_ to \_\_\_\_\_. I think that his/her reaction helps his/her to \_\_\_\_\_.

**Activity 3: Task 4** - Extending Learning. Mind Mirror poster. (Formal assessment)

The students will choose one of the sentences highlighted in the text and create a mini Mind Mirror poster.

The students will draw a picture(s) that represents the interaction(s) of the main character with another character(s) and how the interaction(s) changes the way the main character was feeling.

The students will draw a picture that represents how the character's actions changed the difficulties or limitations he was having through the story.

The students will present their Mind Mirrors posters to the class.

**Independent Activity – 10 minutes - Task 5 - - Extending Learning – Reflecting**

Using you Memoir journal answer the following question:

*What did Galarza think of and learn from his experience of school in America? Did he recognize his limitations? Did he overcome his limitation? Remember to cite evidence from the text to support your response.*

While the students are answering the question, the teacher will conference with students using the self-assessment Progress Building Semantic Knowledge.

**Closure - 10 minutes - Task 6: Self-assessment Progress Building Semantic Knowledge.**

[\(Appendix 17\)](#)

While the students are answering the question, the teacher will continue conferencing with students using the self-assessment Progress Building Semantic Knowledge.

Homework: Using a dictionary, digital or hard copy, the students find and write the definition(s) for the academic vocabulary words: **theme** in their Memoir journal. The students share the definition(s) with a partner.

## Lesson Three: Writing My Memoir

### Description

The third lesson takes six days, and its focus is on *writing*. The students will develop and strengthen their writing skills by planning, **revising**, editing, rewriting, and publishing their Memoir. The students will write a Memoir about the limitations they encountered on their first day of school in an American school as an immigrant student. I chose “The Teacher Who Changed My Life” by Nicholas Gage as an inspirational text for my students to start writing their first Memoir. I will use Bathina’s project methodology as one of the **writing strategies** in this Lesson. Her **Project Methodology** leads students to a simple but well developed step-by-step writing process focuses on the writer's personal development, including a social context with **collaborative writing**.

Lesson three is based on two main Educational Standard that apply for day one to six. **Listening and Speaking** - Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.9-10.1 The students will have the opportunity to initiate and participate in collaborative discussions with diverse partners to discuss and reflect on how writing a Memoir is an opportunity to envision alternatives that moves them to examine their actions and foresee the process of writing as problem solving. **Writing** CCSS.ELA-LITERACY.W.9-10.5. The students will develop and strengthen their writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience when writing their Memoir Book about their first days of school experience.

During day one, the students will use the memoir “**The Teacher Who Changed My Life**” by Nicholas Gage as the inspirational text to start writing their own Memoir. The students will develop Activities related to the text to reflect on how writing a Memoir is an opportunity to envision alternatives that moves them to examine their actions and foresee the process of writing as problem solving. During day two, the students will start planning their Memoir by brainstorming ideas on a Prewriting **graphic organizing**. They will include imagery and sensitive language to describe the character(s) and settings involved in their first narrative draft. The students will start writing their Memoir using the information from the Prewriting graphic organizer and giving feedback on their first drafts by reading each one’s memoir. During day three, the students will revise their first draft following a **rubric**. After they make the corresponding changes, they will have their first draft revised by a peer. During day four, the students will be co-editing their Memoirs with a peer and reviewing punctuation, grammar, and sentence structure using a Check Mark Rubric. The fifth day, the students will re-write their memoir and have a conference with the teacher to be ready to publishing it. The students will convert their memoir into a digital book on Google slides by selecting the main ideas and pictures to go along with it. The students will share their digital Memoir book in the class.

If technology is not available in the classroom, the teacher will allow students to create a paper “digital” book and present it to the class.

## **Cluster of Common Core Writing Standards Addressed in the Lesson**

CCSS.ELA-LITERACY.W.9-10.3.D

Students will write a short book about their first days of school experience in the United States as an immigrant student using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters that are part of their narrative.

CCSS.ELA-LITERACY.W.9-10.5

Students will develop and strengthen their writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience when writing their Memoir Book about their first days of school experience.

CCSS.ELA-LITERACY.W.9-10.10

Students will write routinely over extended periods, such as ten minutes daily writing at the beginning or at the end of the class to reflect on the different texts read in class. They will also write during an extended time when writing their memoir book. The writing practice will help students to foresee the process of writing a Memoir as a problem solving.

**Informal Assessment:** Planning Memoir Graphic Organizer.

**Formal Assessment:** Digital Memoir Book.

## **Lesson Three – Day 1: Writing My Memoir - Inspiration**

### **Learning Objective(s)**

#### **Purpose**

The purpose of this lesson is to guide students through the process of writing their memoir. During this lesson, the students will use the memoir “*The Teacher Who Changed My Life*”, by **Nicholas Gage** as a model to write their own Memoir. The students will reflect on the memoir in collaborative conversations by answering and asking questions.

1. The students will reflect on how Memoir is an opportunity to envision alternatives that move them to examine their actions and foresee the process of writing as problem solving by reading the Memoir “*The Teacher Who Changed My Life*”, by Nicholas Gage.
2. The students will use a memoir as a model to write their own Memoir by analyzing Memoir characteristic in the text using the Memoir Characteristic chart.

### **Materials / Activities**

**Task 1:** Writing - “The Teacher Who Changed My Life” The First Day of School.

**Task 2:** Interacting with the Text Finding Memoir Characteristics – “The Teacher Who Changed My Life”

**Task 3:** Interacting with the text – Comprehension Questions.

**Task 4:** Extending learning – Reflecting about Limitations.

**Other Resources:** Smartboard / projector - Memoir journals - Highlighters – Chromebook  
**Academic Vocabulary: Brainstorming.**

## **Practice**

**Warm up - 10 minutes – Task 1 - Writing Preparing the learners - “The Teacher Who Changed My Life.”** ([Appendix 18](#))

The teacher starts the class by reviewing the lesson objectives with the students. The students will write for ten minutes in their Memoir Journals about a teacher who had made a difference in their life. The students will share their writing. This activity will prepare students to the new reading, “The Teacher Who Changed My Life”, and build a background on how people’s interactions and actions can influenced their lives. This activity also helps students to develop writing skills.

**Activity 1- 20 minutes - Task 2** Interacting with the Text Finding Memoir Characteristics – “The Teacher Who Changed My Life.”

During the first reading, the students will have the opportunity to read the text with guidance, which is a great supporting teaching tool to help them to focus on reading and getting the basic idea of the narrative. The teacher distributes the text “*The Teacher Who Changed My Life*” to the students and they read it silently while the teachers reads it aloud or plays the audio story from StudySync.

For the second reading, the teacher will arrange students in groups of three and each student will read a different paragraph. After the students finish the second reading, they will use the Memoir Characteristics chart to identify and highlight Memoir Characteristics in the text. This activity will help students to monitor his understanding of the text and reinforce the concept of Memoir genre. The students will use the Memoir characteristics chart they completed in Lesson One - Day 2: Memoir Characteristics ([Appendix 4](#)).

**Activity 2: 20 minutes – Task 3:** Interacting with the text – Comprehension Questions.

During the third reading, the students will answer some questions to demonstrate comprehension of the text and deep into the theme of **limitations** to foresee the process of writing as problem solving. Each group will share a question with the class. During this activity, the teacher will monitor students and provide support as needed. The teacher might need to support students finding the information in the text to answer the question.

### **1. What is a central idea of the text?**

- A. A teacher struggles to save the school newspaper from censorship.
- B. A writer remembers the impact his teacher had on his life.
- C. A family that is persecuted in Greece escapes to England.
- D. A writer documents his accomplishments as a teacher.

### **2. With which statement would the author most likely agree?**

- A. Writing has the ability to change people’s lives.

- B. American education is superior to schools in Greece.
- C. Teachers should avoid interacting with students.
- D. Journalists have an obligation to win awards.

**3. What mainly reminds the author of his mother?**

- A. His father dancing at a party.
- B. A picture he carries with him.
- C. A blue-eyed classmate.
- D. The season of spring.

**Activity 3: 20 minutes – Task 4 - Extending learning – Reflecting about Limitations.**

In their groups, the students will discuss and reflect about the following questions:  
The teacher will divide the class in half. One group will discuss question 1 and the other group will do question two.

One member of each group will ask the question and the rest of the member will find the evidence to the question in the text.

1. In paragraph 21, how does Gage connect events in his life to Miss Hurd's influence? Highlight textual evidence to support your analysis. Use your text.

2. What does Miss Hurd ask Gage to write about? In what way is the assignment a turning point in his life? Cite textual evidence from paragraphs 8-12 to support your response.

When both groups have their answer ready a member from each group will share their answer.

**Independent Activity – 10 minutes – Reflecting about Nicholas Gage's Memoir**

The students will write in their memoirs what would have happened if Nicholas had not written his memoir.

The students will write in one or two sentences the answer and share it with the class.

**Closure - 10 minutes – Vocabulary**

Using a dictionary, digital or hard copy, the students find and write the definition(s) and synonyms for the academic vocabulary word(s): **brainstorming** in their Memoir journal. The students share the definition(s) with a partner.

**Lesson Three – Day 2: Planning My Memoir**

**Learning Objective(s)**

Purpose

The purpose of this lesson is to guide students to start planning the narrative for their Memoir by walking them into the first writing step on brainstorming ideas on a chart.



1. The students will plan their first narrative draft using a pre-writing chart. (See Activity 1 and 2.)
2. The students will build characters, settings, and events using imagery and sensitive language.
3. The students will discuss and give feedback on their first drafts by reading each one's draft.

### **Materials / Activities**

**Task 1:** Writing - Describing My First School in US.

**Task 2:** Describing characters and settings.

**Task 3:** Describing Events.

**Task 4:** Writing First Draft.

**Task 5:** My Memoir through fresh eyes.

**Other Resources:** Smartboard / projector - Memoir journals - Highlighters – Chromebook.

**Academic Vocabulary:** Planning.

### **Practice**

#### **Warm up - 10 minutes – Task 1 – Writing – First Day of School**

The teacher starts the class by reviewing the lesson objectives with the students.

The students will use specific details from the second paragraph from “The Teacher Who Changed My Life” text to write two or three sentences summarizing why Nicholas Gage came to the United States. The students will answer the question in their Memoir journal. This activity will help student to reinforce reading and writing skills, and comprehension by reflecting on the text read. The teacher will ask students to look in the text “The Teacher Who Changed My Life” ([Appendix 18](#))

#### **Activity 1- 20 minutes – Task 2 Planning Memoir - Describing characters and settings**

The students start planning their Memoir by brainstorming ideas on a chart. They will describe characters and settings that were part of their first day of school using imagery and sensitive language. The students will create the chart in their Memoir journal.

Characters	Settings
------------	----------

**Activity 2 - 20 minutes – Task 3 Describing Events**

The students will continue brainstorming ideas on a chart. The students will use imagery and sensitive language to describe the events that happened on their first day of school in US. The teacher will ask students to trace a line in their Memoir journals and write in each box one to two events that happened during their first day of school.

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6:00 am	7:00 am	11:00 am	2:30 pm
Events	Events	Events	Events

**Activity 3 - 20 minutes – Task 4 Writing First Draft.**

The students will start writing their Memoir using the information from the Prewriting charts they completed in activity 1 and 2. This is an inspirational moment for the students; they will have the opportunity to foreseen writing as an opportunity to envision alternatives that moves them to examine their actions and decision and use writing as problem solving.

**Independent Activity – 10 minutes Continue writing – My Memoir.**

The students will continue writing their Memoir and the teacher will support students as needed.

**Closure - 10 minutes – Task 5 My Memoir Through Fresh Eyes.**

The students have had about 30 minutes to write their first draft, the teacher will ask students to read their memoirs to each other. Student “A” will read and student “B” will listen, then Student “B” will re-tell what student “A” read. Then, student “B will read, student “A” will listen, then student “B” will re-tell what student. This practice will help both students to get different perspectives of their Memoirs by listening to a partner and re-retelling their memoirs. This is an opportunity for students to develop listening and speaking skills and to make changes or add more ideas to their memoirs.

Homework: Using a dictionary, digital or hard copy, the students find and write the definition(s) and synonyms for the academic vocabulary word(s): **planning** in their Memoir journal. The students share the definition(s) with a partner.

## Lesson Three – Day 3: Revising Writing My Memoir

### Learning Objective(s)

#### Purpose

The purpose of this lesson is to guide students through the **revise** writing step. The students will revise their first draft following a rubric. After they make the corresponding changes, they will have it revised by a classmate, using the same rubric. This learning interaction will benefit English language learners to improve their listening and speaking skills.

1. The students will be able to write their memoir engagingly in the first person.
2. The students will be able to revise their memoir using a Revise Rubric (See activity one.)
3. The students will be able to receive and give feedback to see their memoirs from different lenses.

### Materials / Activities

**Task 1** - Writing – First Day of School.

**Task 2** - Revising my Memoir using a rubric.

**Task 3** - Peer’s review and Feedback.

**Task 4** - Writing My Memoir.

**Other Resources:** Smartboard / projector - Memoir journals - Highlighters – Chromebook

**Academic vocabulary:** Revise

### Practice

#### **Warm up - 10 minutes – Task 1 – Writing – First Day of School**

The teacher starts the class by reviewing the lesson objectives with the students.

The students will revise their summary they wrote in the previous class about why Nicholas Gage came to the United States; they will add or make changes to what they wrote. This practice will help them to prepare for the next writing step “Revising”. The students will read their summary and highlight parts of the summary that they feel need to be changed.

#### **Activity 1- 20 minutes - Task 2 - Revising my Memoir using a rubric**

The students will read their memoir to themselves, look, and highlight the features from the rubric in their memoir. They will mark in their rubric an X in front of each feature they do not find in their narrative to make the corresponding changes.

#### Rubric

1. Is the voice of your memoir informal, formal, or conversational?
2. Is the tone of your memoir humorous, fearful, hopeless, sarcastic, confident, happy, or cynical?

3. Are you telling the events from the past, the present, or both?
4. Is the theme, limitations, clear stated in your memoir?
5. Is the imagery and sensitive language in your memoir making the reader experiencing your memories?
6. What is the message in your memoir to the reader?
7. Who do you think is reading your memoir?
8. Does it include your thoughts and feelings?
9. Does it reflect the relationship between the writer and a particular person or place?
10. Is the end of your memoir successful or not?

### **Activity 2- 20 minutes - Task 2 – Revising my Memoir**

The students will add or make the corresponding changes in their memoir based on the rubric they used to revise it.

### **Activity 3- 20 minutes - Task 3 – Peer’s review and Feedback**

During the revising activity the students will have the opportunity to have their Memoirs read by a peer, the students read their peer’s memoir and using the rubric, they will mark an X in front of each feature if they consider something is missed or needs to be added, and explain his/her point of view. The peer review will help students to have a second review and from another perspective allowing them to improve their memoir.

### **Independent Activity – 10 minutes Task 4 - Writing My Memoir.**

During this ten minutes, the students will use their peer’s review and feedback to make the corresponding changes in their memoirs.

### **Closure - 10 minutes**

The students will continue working on their memoirs; they will use digital or hard copy dictionary to finding vocabulary that help them to express their ideas and verify the spelling. If time allows, the students will have a peer revising their memoir again.

Homework: Using a dictionary, digital or hard copy, the students find and write the definition(s) and synonyms for the academic vocabulary word(s): **brainstorming** in their Memoir journal. The students share the definition(s) with a partner.

## **Lesson Three – Day 4: Co-editing My Memoir**

### **Learning Objective(s)**

#### **Purpose**

During this lesson, the students will develop their ability to **editing** their Memoirs by adding, deleting and rearranging letters, words, sentences and paragraphs. The students will be **co-editing** their Memoirs with a peer and reviewing punctuation, grammar, and sentence structure.

This is an example of a Copyediting Marks

<http://teacher.scholastic.com/writeit/PDF/CopyEditingMarks.pdf> , for students to use when editing their works. Teachers are welcome to create their own co-editing marks too.

1. The students will apply knowledge of writing and language conventions by revising, peer reviewing and editing.
2. The students will work collaboratively during peer co-editing to prepare for publication.

### **Materials / Activities**

**Task 1:** What is edit?

**Task 2:** Writing and Language conventions for editing.

<http://teacher.scholastic.com/writeit/PDF/CopyEditingMarks.pdf>

**Task 3:** Editing My Memoir.

**Task 4:** Co-editing.

**Task 5:** Revising editing.

**Other Resources:** Smartboard / projector - Memoir journals - Highlighters – Chromebook

**Academic Vocabulary:** Editing

### **Practice**

#### **Warm up - 10 minutes – Task 1 – What is edit?**

The teacher starts the class by reviewing the lesson objectives with the students.

Using a dictionary, digital or hard copy, the students find and write the definition(s) and synonyms for the academic vocabulary word(s): **edit** in their Memoir journal. The students share the definition(s) with a partner.

#### **Activity 1- 20 minutes - Task 2 – Writing and Language conventions for editing**

The teacher will explain to the students the concept of conventions and the purpose (to make our writing more readable.) The students will follow conventions to edit spelling, punctuation, capitalization, grammar, and sentence structure in their memoirs.

(<http://teacher.scholastic.com/writeit/PDF/CopyEditingMarks.pdf> ,)

(<https://i.pinimg.com/originals/c1/c6/82/c1c68270db939e7409533c26529216bb.jpg> )

The teacher will distribute copies of the writing conventions marks and explain to the students how to identify mistakes in their writings and use conventions marks. The teacher will explain the words and the conventions marks by using a sentence as an example, **capital letters: *Yeah, i'd eat cheeseburgers. Yeah, I'd eat cheeseburgers.*** The teacher will ask the students to read the questions from one to eight and then use them when revising their writing to identify mistakes. Then they will use the convention marks to mark the mistakes, and make the corresponding corrections.

1. Are your sentences complete?
2. Do the sentences contain both a subject and a verb and can stand on its own?
3. Are there any run-on sentences?
4. Are there subject-verb agreements?

5. Is the verb tense consistent?
6. Are pronouns used correctly?
7. Are the words used correctly?
8. Are punctuation, capitalization, spelling, and paragraphs in the right place?

The teacher will allow students some time to review the questions and the writing convention marks with a partner. For example, student “A” will ask student “B” what writing convention you would use if you missed a coma. Student “B” will use the writing convention mark to show the mark needed when a coma is missed.

### **Activity 2- 20 minutes - Task 3 - Editing My Memoir**

During this first activity, the students will start editing their first paragraph with the teacher’s help. The students will use their Writing Conventions chart to mark the mistakes they need to correct. - Teacher might have the writing convention marks posted on the wall, or projected on the smartboard (if technology is available in the classroom.) The students should have a copy of the writing convention marks. The teacher will support students individually as needed.

### **Activity 3 - 20 minutes - Task 4 – Co-editing**

The students will continue working on editing their Memoirs. The teacher will provide individual support as needed. The teacher will guide the students editing their memoirs to make sure that they have them ready to be published during the next class.

### **Independent Activity – 10 minutes Task 5 – Revising editing**

After the teacher has revised their editing, then the students will start re-writing their memoir including the corresponding corrections.

### **Closure - 10 minutes**

While the students continue correcting their writing, the teacher will conference with students to revise their memoirs. This will be an opportunity for students to clarify the process of editing a piece of writing and having their memoir ready for publishing.

## **Lesson Three – Day 5: Publishing**

### **Learning Objective(s)**

Purpose:

During this lesson, the students will publish their memoir using Microsoft word and following a basic standard format. This lesson may take one or two days. It depends on the number of students in the class. The teacher might select as an option to allow students to type/write their memoir at home if they need more time.

1. The students will use Microsoft Word to publish their memoirs. If technology is not available in the school, students will write their memoir on paper.
2. The students will apply a basic standard format to type their memoirs.

### **Materials / Activities**

**Other Resources:** Smartboard / projector - Memoir journals - Highlighters – Chromebook Microsoft Word. If technology is not available in the school, the teacher might want to print the instructions and provide the students with paper and pencils for them to write their Memoir.

**Academic Vocabulary:** Publishing

### **Practice**

**Warm up - 10 minutes – Task 1 – Reviewing the Editing Marks.**

The teacher starts the class by reviewing the lesson objectives with the students.

The teacher will ask students to read a partner's Memoir, and highlight mistakes they find. Then, they will use the writing convention marks to the mistakes they highlighted. Once all the mistakes had been identified, the student will explain to the partner the mistakes he/she need to correct. This activity will allow students to review one more time their writing piece. The teacher will allow students some time to correct the mistakes.

**Activity 1- 20 minutes – Task 2 – Typing My Memoir**

This is the creative culmination of the students' writing experience. Their Memoirs will reflect what they learned during this memoir journey.

The teacher will distribute copies with instructions about how to use Microsoft Word to type their Memoir. The teacher will read the instructions aloud, and show them on a computer how to select the paper size, the type and size of font, double spaced lines of the text, how to do the paragraph indentation and printed it, and how to do insert the footer.

The students will follow the instructions below to type their memoirs using Microsoft Word. The students will start typing their memoir after the teacher finishes explaining the instructions.

1. The students will type their Memoir following the instructions:
2. 8.5"×11" paper size.
3. Time New Roman font.
4. Twelve -point font size.
5. Double-spaced lines of text.
6. Twenty to thirty lines of text.
7. Paragraph indentation of 0.5 inches.
8. Printed one-sided with black ink.
9. On the first page of the document, the author's name in the top left corner.
10. Subsequent pages only have text in the top right corner. This text includes: the author's name, a slash, an abbreviated title, another slash, and the page number.

### **Activity 2- 20 minutes – Task 2 – Continue typing My Memoir**

The students will continue typing their Memoir and the teacher will assist them as needed. If some of the students have finished typing their Memoir, they will have a conference with the teacher to review it and the students will use the teacher's feedback to make the corresponding corrections if needed.

### **Activity 3- 20 minutes – Task 3 – Sharing My Memoir**

The students have been writing for about forty minutes, (Activity one and two). If the students need more time, the teacher will allow them twenty more minutes to continue writing if needed. If the students have finished typing their memoirs, the students will share them with the teacher via Google and the teacher will revise them.

### **Independent Activity – 10 minutes – Front/back of the book.**

The students will create the front, back cover for their Memoir Books, and give them to the teacher. The teacher will assemble their Memoirs and have them ready for the Memoir presentation.

### **Closure - 10 minutes – Front/back Book Cover**

The students will share their front/back of the book with the class. The teacher will collect them to have their memoir books ready for the Memoir presentation.

## **Lesson Four: Digital Memoir Book – Memoir Portfolio – Ted-Talk: Presenting My Memoir**

### **Description**

Lesson fourth takes three days. During this lesson, the students will prepare their "Memoir Presentation." Students will convert their writings into a Memoir Digital Book, create a Memoir Portfolio with all the activities they did, prepare a short Ted Talk Memoir Speech about their Memoir writing experience. All their Memoir works will be presented in the class. Other English language learners will be invited to come to the class to listen to the students' Ted-Talk presentation. They will share how writing about their first day of school experience as an immigrant student helped them to envision alternatives that move them to examine their actions and foresee the process of writing as problem solving. They will also express how what they learned from this writing journey might have changed their lives. The students will have their Memoir books signed by the guests.

### **Standards Addressed in the Lesson**

#### **Writing**

CCSS.ELA-LITERACY.W.9-10.3.D

Students will write a short book about their first days of school experience in the United States as an immigrant student using precise words and phrases, telling details, and sensory language to



convey a vivid picture of the experiences, events, setting, and/or characters that are part of their narrative.

#### CCSS.ELA-LITERACY.W.9-10.5

Students will develop and strengthen their writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience when writing their Memoir Book about their first days of school experience.

#### **Information and Technology use**

Students will use appropriate technology tools and other resources to design their Memoir digital book and present it to the class.

Informal Assessment:

Portfolio and Book cover pictures.

Formal Assessment:

Digital Memoir Book Rubric. ([Appendix 19](#))

Memoir Ted-Talk.

#### **Materials / Activities**

**Day 1:** Chromebook – Memoir & Title

**Day 2:** Memoir-Ted Talk – Portfolio

**Day 3:** [Memoir Ted-Talk Presentation Rubric #20](#)

### **Lesson Four– Day 1: Memoir Digital Book**

#### **Learning Objective(s)**

Purpose

Students will use appropriate technology tools and other resources to design their Memoir digital book and present it to the class.

Learning Outcomes, the students will:

1. Define a personal moment and maintain a clear focus throughout.
2. Highlight the theme with pictures, drawings, and/or images.
3. Help the audience get into the story by aligning the pacing and intonation in to the narrative.
4. Create different images for each part of the story that communicate symbolism and/or metaphors.
5. Include music and sounds that move slightly into a rich emotional response that enhances the story line.

The students will use Google slides to create their Digital Memoir book. The students will work on creating their Memoir Digital Book for about an hour, and the last 20 minutes of class, the students will share it with a peer.

The teacher will observe each pair of students sharing their Digital book.

If the students need more time to work on their digital memoir book, they can do it from home, and then they will share it with the teacher and peers.

Teacher will use the Digital Memoir Book Rubric to have a conference with students to evaluate their digital Memoir books.

## **Lesson Four– Day 2: Memoir Ted-Talk**

### **Learning Objective(s)**

Purpose

The students will prepare a short Ted-talk about their Memoir writing experience. They will talk about how writing their first day of school experience in the United States as an immigrant student helped them to envision alternatives that move them to examine their actions and foresee the process of writing as problem solving. They will also express how this writing journey might have changed their lives.

### **Learning Outcomes, the students will:**

1. Write a reflection on how the process of writing is an opportunity to strengthen character by learning how to confront limitations.
2. Create a Ted-Talk to express how the writing process might have changed their lives.
3. The students will prepare a Ted-talk to share and pre-present to the class.

The audience will be their peers, teachers, and administrators).

### **Materials/Activities**

Technology, projector, computer.

Ted-Talk link [https://www.ted.com/talks/drew\\_dudley\\_everyday\\_leadership](https://www.ted.com/talks/drew_dudley_everyday_leadership)

### **Activities**

#### **Warm-up 10 minutes - Preparing the learners: Observing a Ted-Talk**

The students will listen to a Ted-Talk presentation

[https://www.ted.com/talks/drew\\_dudley\\_everyday\\_leadership](https://www.ted.com/talks/drew_dudley_everyday_leadership)

The students will observe how the speaker tells his story to the audience. Then, the students will share their observations based on the following questions:

1. How did the speaker catch the audience?
2. How did the speaker look like? Panic, intimidate, terrify, confident?
3. How did his/her tone of voice sound?
4. What do you think about his body language?
5. Did the speaker look natural?
6. Did the speaker maintain eye contact with the audience?
7. Did the speaker include any sense of humor?
8. Use of audiovisuals? Too many, too few?
9. Did you feel interested in the speaker's topic?

The teacher will arrange students in groups of three, each group will have three questions, the students discuss the questions for five minutes, and then they will share their answers with the class using the following verbal expressions:

My question is ...

I think the speaker... because...

### **Activity 1 - 20 Minutes: Preparing Ted-talk.**

In this activity, the students will have the opportunity to **interact with the text to create their Ted-Talk**. The students will use their Memoir Book and Memoir Journals to recall their writing experience and create their Ted-talk speech following the steps given by the teacher.

First, the students and the teacher will read the steps, ask/answer questions.

1. Develop an unexpected and/or catchy way to state your idea. (Teacher will model an example) What is the topic / theme?
2. Introduce yourself.
3. Choose a picture that relates to you ....
4. Tell your story: **talk about how writing your first day of school experience in the United States as an immigrant student helped you to envision alternatives that move you to examine your actions and foresee the process of writing as problem solving.**
5. Express **how this writing journey might have enriched your life.** (Interacting with your classmates, feeling overwhelmed because you did not know what to write about or how to write in English, what did you learn from the memoirs you read in class?, Did you feel identify with the writers? What do you think about you and the way you face and overcome limitations? How was your experience sharing your memoir with classmates, listening to your classmates' memoir, giving and receiving feedback?)
6. Conclusion, how is your memoir connected to the Memoirs you read in class and your classmates'? Give examples.
7. Collect illustrations and narrative to create your speech.

Each student will write his or her answers in their Memoir journal. They will have 40 minutes to complete the questions/answers.

During this first activity, the students will do the three first questions: 1. Develop an unexpected and/or catchy way to state your idea. (Teacher will model an example) 2. Introduce yourself. 3. Choose a picture that relates to who you are....

The teacher will walk around to support students as needed.

### **Activity 2 - 20 Minutes: Preparing the Ted-Talk presentation**

During activity two, the students will continue preparing their Ted-talk presentation. Each student will have 5 minutes to present.

The teacher will ask students to tell their story based on these statements:

1. Talk about how writing your first day of school experience in the United States as an immigrant student helped you to envision alternatives that move you to examine your actions and foresee the process of writing as problem solving.

2 Express **how this writing journey might have enriched your life.** (Interacting with your classmates, feeling overwhelmed because you did not know what to write about or how to write in English, what did you learn from the memoirs you read in class?, Did you feel identify with the writers? What do you think about you and the way you face and overcome limitations? How was your experience sharing your memoir with classmates, listening to your classmates' memoir, giving and receiving feedback?

3. Conclusion, how is your memoir connected to the Memoirs you read in class and your classmates? Give examples.

Collect illustrations and narrative to create your speech.

**During Activity 3**, the students will **extend their learning** by sharing their Ted-Talk presentation. The teacher will group students in pairs and each one will share their Ted-talks. Then, each student will give a feedback based on how the presenter organize information in a coherent manner, the use of voice, gesture and bodily action to convey meaning, an effective introduction and conclusion for a presentation.

### **Additional Independent Activity 10 Minutes**

The teacher will make groups of three, student "A" presents his/her Ted-Talk, student "B" listens to student "A", and student "C" will videotape the student presenting.

The students will see their videos in class and use the rubric Memoir Ted-Talks presentation, so they can reflect on what they need to improve for their presentation on the day of the Memoir Celebration. The teacher will use the rubric as a formal assessment.

### **Closure 10 Minutes**

The students will continue working on their Ted-Talk presentation and the teacher will provide support as needed.

### **Lesson Four– Day 3: Memoir Presenting Ted-Talk**

#### **Learning Objective(s)**

##### Purpose

The students will be presenting their Memoir Digital Book and Portfolio in the class. They will also share their writing experience about their first day of school in US as an immigrant student and how it helped them to envision alternatives that move them to examine their actions and foresee the process of writing as problem solving. They will also express how this writing experience might change their lives.

This is the closure of the writing experience. The students will be presenting their Memoir books in the class, their Memoir Ted-talk, their Memoir Portfolios. Each student will have 5 minutes to present their Ted-talk and then they will invite the guests (classmates) to sign their memoir books, and they will answer questions about their memoir writing experience.

The students will receive a Diploma.

## APPENDIX

### Appendix 1

#### North Carolina Common Core State Standards

##### Cluster of Common Core Listening and Speaking Standards

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.9-10.1

In every lesson, students will have the opportunity to initiate and participate in collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts, and when completing activities, building on others' ideas and expressing their own clearly and persuasively.

##### Cluster of Common Core Literature Standards

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.9-10.1

The students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text to develop comprehension of a topic/text. by asking and answering questions and creating and presenting collaborative posters and Anchor charts..

CCSS.ELA-LITERACY.RL.9-10.3

The students will use Double Entry Journal charts to analyze how an author or character narrates the text from a particular perspective, and how he/she interacts with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.RL.9-10.2

Students will use Clarifying Bookmarks graphic organizers to be actively involved and monitor their comprehension as they read to be able to determine the theme and its development throughout the text. They will demonstrate understanding of the text by writing a brief summary of the story.

##### Vocabulary Acquisition

Craft and Structure:

CCSS.ELA-LITERACY .RL.9-10.4

The students will build semantic knowledge by determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-LITERACY .L.9-10.4.A

The students will explain words/phrases in the text by using context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

## **Cluster of Common Core Writing Standards**

CCSS.ELA-LITERACY.W.9-10.3.D

Students will write a short book about their first days of school experience in the United States using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters that are part of their narrative.

### **Writing**

CCSS.ELA-LITERACY.W.9-10.10

The students will write routinely over extended time frames, such as ten minutes daily writing at the beginning or the end of the class to reflect on the different texts read in class. They will also write during an extended time when writing their memoir book. The writing practice will help students to foresee the process of writing a Memoir as a problem solving.

CCSS.ELA-LITERACY.W.9-10.5

Students will develop and strengthen their writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience when writing their Memoir Book about their first days of school experience.

## Appendix 2

### Lesson 1 Day 1 Task 2: Secret Envelope: Memoir questions about specific moments in my life and verbal expressions.

#### Instructions

Each student will pick one question from the Secret envelope, read it aloud, put it on the table, and using the starting sentence, answer the question. Then, student two will pick another question and do the same as student one. When the all the students finished, a student will collect the questions and put them in the envelope.

The students may use their Memoir journals to answer the questions too.

What's your earliest memory? <i>My earliest memoir is when I was _____ years old. I remember ...</i>
What is the most important thing that has ever happened to you? <i>The most important things that I remember has ever happened to me is when I was _____ years old and I ...</i>
What is the worst thing that ever happened to you? <i>The worst thing that I remember ever happened to me was when I was ____ years old and I .....</i>
What is something you will never forget? <i>My memoir about something that I will never forget is when I was ___ years old and I ...</i>
What is the moment where you were 100% happy? <i>My memoir about the moment where I was 100% happy was when I was _____ years old and I....</i>
What was a time when you felt brokenhearted? <i>My memoir about the time when I felt brokenhearted was when I was _____ years old and I ...</i>
What memory shows something important about your family or your friends? <i>A memory that shows something important about my family/friends is ...</i>
What was a time when you've laughed harder than you've ever laughed before? <i>A memory that shows a time when I've laughed harder that I've ever laughed before is when I was _____ years old and I ....</i>



### Appendix 3

#### Lesson 1 Day 2 Task 1: Anticipatory Guide: “Memoir Characteristic”

Memoir Characteristic	Agree	Disagree	Brief explanation
1. It is limited to a particular phase, time period, place, or recurring behavior in order to develop the focus fully in the author’s life.			
2. It maintains a first person point of view.			
3. Focuses on events the way the author remembers them.			
4. Includes author’s thoughts and feelings.			
5. It focuses and reflects on the relationship between the writer and a particular person, place, animal, or object.			
6. A Memoir is written in narrative form including details, language, and tone of voice that invites the reader into the world of the memory. (Action, setting, unfolding, relationships).			
7. Includes a strong ending that makes the reader think.			

#### Verbal Expressions for Anticipatory Guide

Student 1	<p>I will read statement # ____ . It says _____ .</p> <p>I agree/disagree with it because _____ .</p> <p>So I am going to mark it agree/disagree. What do you think?</p>
Student 2	<p>I agree/disagree with you because _____ .</p> <p>So, for statement one, I will mark agree/disagree.</p> <p>Now let me read statement # _____ . It says _____ .</p> <p>I agree/disagree with it because _____ .</p> <p>So I am going to mark it agree/disagree. What do you think?</p>

## Appendix 4

### Lesson 1 Day 2 Task 2: Match Memoir Characteristics with Supportive Explanation

#### Instructions

1. Student 1 will start reading a Memoir characteristic using the verbal expression “*Ok, I will begin by reading statement 1*”.
2. Student 1 will look for the Supportive Explanation for the Memoir characteristic and using the verbal expression will say, “*Based on what I know, I would say that the supportive explanation for this statement is ...*”
3. Student 1 will place the Supportive Explanation in front of the corresponding Memoir characteristic.
4. Students 2 will start by saying “I agree/disagree with you. The reason for my agreement / disagreement is that I know that... Now, I will read statement #2.
5. Student 2 will place the Supportive Explanation in front of the corresponding Memoir Characteristic.

Memoir Characteristic	Supportive Explanation
1. It is limited to a particular phase, time period, place, or recurring behavior in order to develop the focus fully in the author’s life.	
2. It maintains a first person point of view.	
3. Focuses on events the way the author remembers them.	
4. Includes author’s thoughts and feelings.	
5. It focuses and reflects on the relationship between the writer and a particular person, place, animal, or object.	
6. A Memoir is written in narrative form including details, language, and tone of voice.	
7. Includes a strong ending that makes the reader reflect how things changed.	

### Supportive Explanations for Memoir Characteristics

The writer's thoughts are revealed the way the author remembers them.	It explains the significance of the author's relationship with a person, a place, or an object.	A memoir reflects a symbolic conclusion of the experience.
The memoir tells about the specific time that the author's specific event occurred in his/her life.	The memoir is told in a narrative form that invites the reader into the world of the memory. Makes the memoir alive.	Narrator is the author. The voice is first person: I, me, my.

Memoir includes emotions, feelings, reactions, and reflections

### Verbal Expressions

Student 1	Ok, I will begin by reading statement 1. <i>"Based on what I know, I would say that the supportive explanation for this statement is ..."</i>
Students 2	I agree/disagree with you. The reason for my agreement/disagreement is that I know that...  Now, I will read statement 2. <i>"Based on what I know, I would say that the supportive explanation for this statement is ..."</i>

## Appendix 5

### Instructions Anchor Chart Memoir Characteristics

Instructions:

1. Select one color marker and write your name on the poster.
2. Select a Memoir characteristic, read it aloud, and glue it on the poster.
3. Draw a picture in front of the Memoir characteristic that explains it.
4. Collaborate actively.
5. Prepare to present the Memoir Anchor chart to the class. Use the Verbal Expressions:  
Based on what I understand, I draw a ..., because...

**1. It is limited to a particular phase, time period, place, or recurring behavior in order to develop the focus fully in the author's life.**

**2. It maintains a first person point of view.**

**3. Focuses on events the way the author remembers them.**

**4. Includes author's thoughts and feelings.**

**5. It focuses and reflects on the relationship between the writer and a particular person, place, animal, or object.**

**6. A Memoir is written in narrative form including details, language, and tone of voice.**

**7. Includes a strong ending that makes the reader reflect how things changed.**

**Appendix 6**

**Self-Monitoring Learning Progress Anchor chart Memoir Characteristics**

<b>SKILL</b>	<b>YES</b>	<b>NO</b>	<b>CAN DO BETTER</b>	<b>NOTES</b>
I proactively contribute in my group by sharing ideas and asking questions with a positive attitude.				
My drawing creatively enhances information about Memoir characteristics.				
My presentation is orderly, and visually appealing.  I presented my Anchor chart using the verbal expressions and a conversational style.				
The relationship between Memoir characteristics and drawings is clear and evident.				
<b>Teacher / Student Conference Observations</b>				

## Appendix 7

Student \_\_\_\_\_

Date \_\_\_\_\_

### Learning Progress Lesson 1 – What is Memoir?

<b>CRITERIA</b>	<b>Novice 1</b>	<b>Apprentice 2</b>	<b>Master 3</b>	<b>Expert 4</b>
Reflects and shares on how each one's memoir evokes different feelings.	Rarely reflects and shares on how each one's memoir evokes different feelings.	Occasionally reflects and shares on how each one's memoir evokes different feelings.	Frequently reflects and shares on how each one's memoir evokes different feelings.	Always reflects and shares on how each one's memoir evokes different feelings.
Reflects and shares on how everyone's experience occurs in different settings and times in each one's life.	Rarely reflects and shares on how everyone's experience occurs in different settings and times in each one's life.	Occasionally reflects and shares on how everyone's experience occurs in different settings and times in each one's life.	Frequently reflects and shares on how everyone's experience occurs in different settings and times in each one's life.	Always reflects and shares on how everyone's experience occurs in different settings and times in each one's life.
Records tasks in Memoir journal.	Rarely records tasks in Memoir journal.	Occasionally records tasks in Memoir journal.	Frequently records tasks in Memoir journal.	Always records tasks in Memoir journal.
Uses verbal expressions when sharing tasks in class.	Rarely uses verbal expressions when sharing tasks in class.	Occasionally uses verbal expressions when sharing tasks in class.	Frequently uses verbal expressions when sharing tasks in class.	Always uses verbal expressions when sharing tasks in class.
<b>Teacher / Student Conference Observations</b>				

## Appendix 8

### Reading #1. The Story of My Life (Chapter IV) by Helen Keller

Non-Fiction, 1903. (www.studysync.com | 610 Daniel Young Drive, Sonoma, CA 95476 © 2015 BookheadEd Learning, LLC) (StudySync is an educational software offered by CMS English Learner (EL) Services Department. (StudySync is an educational software suite created by BookheadEd Learning, LLC).

The most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrasts between the two lives that it connects. It was the third of March, 1887, three months before I was seven years old.

On the afternoon of that eventful day, I stood on the porch, dumb, expectant. I guessed vaguely from my mother's signs and from the hurrying to and from in the house that something unusual was about to happen, so I went to the door and waited on the steps. The afternoon sun penetrated the mass of honeysuckle that covered the porch, and fell on my upturned face. My fingers lingered almost unconsciously on the familiar leaves and blossoms, which had just come forth to greet the sweet southern spring. I did not know what the future held of marvel or surprise for me. Anger and bitterness had preyed upon me continually for weeks and a deep languor had succeeded this passionate struggle.

Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in, the great ship, tense and anxious, groped her way toward the shore with plummet and sounding line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding-line, and had no way of knowing how near the harbor was. "Light! Give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour.

I felt approaching footsteps. I stretched out my hand as I supposed to my mother. Someone took it, and I was caught up and held close in the arms of her who had come to reveal all things to me, and, more than all things else, to love me.

The morning after my teacher came she led me into her room and gave me a doll. The little blind children at the Perkins Institution had sent it and Laura Bridgman had dressed it; but I did not know this until afterward. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l." I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly, I was flushed with childish pleasure and pride. Running downstairs to my mother, I held up my hand and made the letters for doll. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation. In the days that followed, I learned to spell in this uncomprehending way a great many words, among them pin, hat, cup and a few verbs like sit, stand and walk. But my teacher had been with me several weeks before I understood that everything has a name.

One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled "d-o-l-l" and tried to make me understand that "d-o-l-l" applied to both. Earlier in the day, we had had a tussle over the words "m-u-g" and "w-a-t-e-r." Miss Sullivan had tried to impress it upon me that "m-u-g" is mug and that "w-a-t-e-r" is water, but I persisted in confounding the two. In despair, she had dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts and, seizing the new doll, I dashed it upon the floor. I was keenly delighted when I felt the fragments of the broken doll at my feet. Neither sorrow nor regret followed my passionate outburst. I had not loved the doll. In the still, dark world in which I lived there was no strong sentiment or tenderness. I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed. She brought me my hat, and I knew I was going out into the warm sunshine. This thought, if a wordless sensation may be called a thought, made me hop and skip with pleasure.

We walked down the path to the well-house, attracted by the fragrance of the honeysuckle with which it was covered. Someone was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand, she spelled into the other the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten--a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that "w-a-t-e-r" meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away.

I left the well-house eager to learn. Everything had a name, and each name gave birth to a new thought. As we returned to the house every object, which I touched seemed to quiver with life. That was because I saw everything with the strange, new sight that had come to me. On entering the door, I remembered the doll I had broken. I felt my way to the hearth and picked up the pieces. I tried vainly to put them together.

Then my eyes filled with tears; for I realized what I had done, and for the first time I felt repentance and sorrow.

I learned a great many new words that day. I do not remember what they all were; but I do know that mother, father, sister, teacher were among them--words that were to make the world blossom for me, "like Aaron's rod, with flowers." It would have been difficult to find a happier child than I was as I lay in my crib at the close of that eventful day and lived over the joys it had brought me, and for the first time longed for a new day to come.



## Appendix 9

**Lesson Two D1 Task3: Double Entry Journal:** What do we learn about the narrator’s life? What’s the Evidence?

Instructions:

1. Read/listen to “The Story of My Life”
2. Read the story in your group.
3. Read the question and highlight the answer in the text. Then, write the answer in the chart.
4. Get prepare to share your group’s answers to the class.

### Double Entry Journal “The Story of My Life”

<p><b>1.</b> What is the time period or place in the author’s life?</p>	<p>The time period/place in the author’s life is ...</p>
<p><b>2.</b> What is an example of first person point of view in the story?</p>	<p>A first person point of view is stated in the sentence located in paragraph #__ Line # __. It says...</p>
<p><b>3.</b> Name one event the author remembers.</p>	<p>My example of an event the author remembers is located is paragraph # __ Line # __. It says ...</p>
<p><b>4.</b> Which of the following words best describes what Helen feels toward Miss Sullivan? A. sympathy. B. anger. C. love. D. jealousy</p>	<p>Helen feelings toward Miss Sullivan is _____ An example is in paragraph #__ Line ____. It says ...</p>
<p><b>5.</b> Which sentence most strongly expresses Helen’s feelings before she could understand language?</p>	<p>Helen’s feelings before she could understand language is state in paragraph #__ Line #__, and it says ...</p>
<p><b>6.</b> Which sentence(s) reflects on the relationship between Helen and Miss Sullivan?</p>	<p>The sentence that explains the significance of the author’s relationship with Miss Sullivan is in paragraph # __ Line # __ and it says...</p>
<p><b>7.</b> What is the reflection the author made about her limitation?</p>	<p>The author’s memoir reflects a symbolic conclusion of her limitation. She expresses it in paragraph # __ Line # __. It says...</p>

Teacher and Student Review

## Appendix 10 ONE

### Lesson 2 Day 2 Task 3: Collaborative Poster with Rubric “The Story of My Life”

#### Instructions

1. Listen to your teacher while explaining the Collaborative Poster Rubric/ Peer Review Rubric.
2. Read the Collaborative Poster Rubric with your group.
3. Discuss with your group how you and your group will create the poster.
4. Choose a marker and sign your name in the poster.
5. Work collaboratively with your group and be prepared to present your poster with your group.
6. Use the COLLABORATIVE POSTER Peer Review Rubric when other group is presenting.
7. After every group has presented their posters, discuss the presentation of the group you observed with your group.
8. Select one member from your group to meet with the group observed, and share your feedback with them.

#### Collaborative work and Presentation

<b>GROUP A</b>	<b>GROUP B</b>
Each member of the group collaborates with ideas and work on the poster.	Each member of the group collaborates with ideas and work on the poster.
<b>GROUP A</b>	<b>GROUP B</b>
Presents Poster	Group B Observes Group A and complete COLLABORATIVE POSTER PEER REVIEW
<b>GROUP A</b>	<b>GROUP B</b>
Group A Observes Group B	Presents Poster
<b>GROUP A</b>	<b>GROUP B</b>
Discuss observation with your group. One member goes to Group B and shares COLLABORATIVE POSTER Peer Review Rubric.	Discuss observations with your group. One member goes to Group A and shares COLLABORATIVE POSTER Peer Review Rubric.

## Appendix 10 TWO

### Lesson 2 Day 2 Task 3: COLLABORATIVE POSTER RUBRIC SELF-ASSESSMENT

PERFORMANCE INDICATORS	Outstanding	Passing	Needs Revision
Contexts	<ul style="list-style-type: none"> <li><input type="checkbox"/> Poster includes two relevant <b>quotations</b> from the text.</li> <li><input type="checkbox"/> The poster includes two <b>phrases</b> that synthesize the theme of the text.</li> <li><input type="checkbox"/> The poster includes two <b>symbols</b> and two <b>drawings</b> that communicate relevant ideas of the theme.</li> <li><input type="checkbox"/> The poster's <b>picture</b>/image successfully communicates relevant ideas about the character's situation and feelings, and relationships.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Poster includes one relevant <b>quotation</b> from the text.</li> <li><input type="checkbox"/> The poster includes one <b>phrase</b> that synthesizes the theme of the text.</li> <li><input type="checkbox"/> The poster includes one <b>symbol</b> and one <b>drawing</b> that communicate relevant ideas of the theme.</li> <li><input type="checkbox"/> The poster's <b>picture</b>/image communicates some relevant ideas about the character's situation and feelings, and relationships.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Poster lacks either a relevant image, an original phrase, or a quote from the reading.</li> <li><input type="checkbox"/> As a whole, the poster fails to communicate the spirit of the story.</li> </ul>
Presentation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Poster uses creative design to amplify the meaning of the image and quote.</li> <li><input type="checkbox"/> Poster effectively uses color or shading.</li> <li><input type="checkbox"/> Product is neat.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Poster design does not lessen from the meaning of the image and quote.</li> <li><input type="checkbox"/> Poster uses color and shading.</li> <li><input type="checkbox"/> Product is neat.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Poster design detracts from the meaning of the image and quote.</li> <li><input type="checkbox"/> Poster does not use color or shading.</li> <li><input type="checkbox"/> Product is sloppy.</li> </ul>
Group Collaboration	<ul style="list-style-type: none"> <li><input type="checkbox"/> During planning, every student is involved and gives ideas for both the image, and quote.</li> <li><input type="checkbox"/> All group members encourages peers' participation and work to incorporate their ideas into the poster.</li> <li><input type="checkbox"/> All group members respond to each other's ideas.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> During planning, every student pays attention and contributes.</li> <li><input type="checkbox"/> Almost all group members respond to each other's ideas.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> During planning, one or more group members fails to pay attention or contribute.</li> <li><input type="checkbox"/> One or more group members does not contribute to the poster.</li> </ul>

**Appendix 10 THREE**

**Lesson 2 Day 2 Task 3: Peer Review Rubric Poster**

Group who made the poster: \_\_\_\_\_

Group **reviewing** the poster: \_\_\_\_\_

PERFORMANCE INDICATORS	Outstanding	Passing	Needs Revision
Contexts	<input type="checkbox"/> Poster includes two relevant <b>quotations</b> from the text. <input type="checkbox"/> The poster includes two <b>phrases</b> that synthesize the theme of the text. <input type="checkbox"/> The poster includes two <b>symbols</b> and two <b>drawings</b> that communicate relevant ideas of the theme. <input type="checkbox"/> The poster's <b>picture</b> /image successfully communicates relevant ideas about the character's situation and feelings, and relationships.	<input type="checkbox"/> Poster includes one relevant <b>quotation</b> from the text. <input type="checkbox"/> The poster includes one <b>phrase</b> that synthesizes the theme of the text. <input type="checkbox"/> The poster includes one <b>symbol</b> and one <b>drawing</b> that communicate relevant ideas of the theme. <input type="checkbox"/> The poster's <b>picture</b> /image communicates some relevant ideas about the character's situation and feelings, and relationships.	<input type="checkbox"/> Poster lacks either a relevant image, an original phrase, or a quote from the reading. <input type="checkbox"/> As a whole, the poster fails to communicate the spirit of the story.
Presentation	<input type="checkbox"/> Poster uses creative design to amplify the meaning of the image and quote. <input type="checkbox"/> Poster effectively uses color or shading. <input type="checkbox"/> Product is neat.	<input type="checkbox"/> Poster design does not lessen from the meaning of the image and quote. <input type="checkbox"/> Poster uses color and shading. <input type="checkbox"/> Product is neat.	<input type="checkbox"/> Poster design detracts from the meaning of the image and quote. <input type="checkbox"/> Poster does not use color or shading. <input type="checkbox"/> Product is sloppy.
Group Collaboration	<input type="checkbox"/> During planning, every student is involved and gives ideas for both the image, and quote. <input type="checkbox"/> All group members encourages peers' participation and work to incorporate their ideas into the poster. <input type="checkbox"/> All group members respond to each other's ideas.	<input type="checkbox"/> During planning, every student pays attention and contributes. <input type="checkbox"/> Almost all group members respond to each other's ideas.	<input type="checkbox"/> During planning, one or more group members fails to pay attention or contribute. <input type="checkbox"/> One or more group members does not contribute to the poster.
Group would rate this piece			
Outstanding	Passing	Needs Revision	

## Appendix 11 One

### Lesson 2 - Day 3 – Task 2: Secret Envelope Vocabulary “*I Know Why the Caged Bird Sings*”

#### Instructions

1. Get one stripe from the envelope and read it aloud.
2. Put the stripe in the corresponding box in the chart: Word – Definition – Sentence.
3. Use one of the following verbal expressions when ready to place the strip in the corresponding box:  
I think that “*Infuse*” is the word. I believe that “*to cause to be filled with something*” is the definition. I believe that “*The flowers infuse the room with their sweet smell*” is the sentence.
4. After completing the Vocabulary chart, verify if it is correct with the Answer Vocabulary chart provided by the teacher.

Word	Definition	Sentence
<b>Infuse / verb</b>	to cause to be filled with something.	The flowers infuse the room with their sweet smell.

#### Envelope with stripes / vocabulary:

##### 1. Aristocrat - noun

Member of the highest social class.

She carried herself like an aristocrat, with flawless manners and style.

##### 2. Benign - adjective

Harmless, or not causing damage. Mild, gentle.

His jokes were benign and did not offend anyone.

The kindergarten teacher was in a benign mood all day, knowing that summer vacation began tomorrow.

##### 3. Infuse - verb

To cause to be filled with something.

The flowers infuse the room with their sweet smell.

##### 4. Couched - verb

Spoken or phrased in a particular way for a reason. A simple request couched in respectful language.

##### 5. Aura - noun

A special feeling or quality that a person or thing gives off.

My uncle always had an aura of authority, even when he was not really in charge.

## VOCABULARY CHART

### Appendix 11 Two

Word	Definition	Sentence
<b>Infuse / verb</b>	To cause to be filled with something.	The flowers infuse the room with their sweet smell.
Aristocrat - noun	Member of the highest social class.	She carried herself like an aristocrat, with flawless manners and style
Benign - adjective	Harmless or not causing damage.	His jokes were benign and did not offend anyone.
Couched - verb	Spoken or phrased in a particular way for a reason.	A simple request couched in respectful language.
Aura - noun	A special feeling or quality that a person or thing gives off.	My uncle always had an aura of authority, even when he wasn't really in charge.

## Appendix 12

### Reading #2 - I Know Why the Caged Bird Sings by Maya Angelou

Non-Fiction, 1969. Excerpted **Chapter 14** from *I Know Why the Caged Bird Sings* by Maya Angelou, published by Bantam Books. (StudySync is an educational software offered by CMS English Learner (EL) Services Department. (StudySync is an educational software suite created by BookheadEd Learning, LLC).

For nearly a year, I sopped around the house, the Store, the school, and the church, like an old biscuit, dirty and inedible. Then I met, or rather got to know, the lady who threw me my first lifeline.

Mrs. Bertha Flowers was the aristocrat of Black Stamps. She had the grace of control to appear warm in the coldest weather, and on the

Arkansas summer days it seemed she had a private breeze that swirled around, cooling her. She was thin without the taut look of wiry people, and her printed voile dresses and flowered hats were as right for her as denim overalls for a farmer. She was our side's answer to the richest white woman in town.

Her skin was a rich black that would have peeled like a plum if snagged, but then no one would have thought of getting close enough to Mrs. Flowers to ruffle her dress, let alone snag her skin. She didn't encourage familiarity. She wore gloves too.

I don't think I ever saw Mrs. Flowers laugh, but she smiled often. A slow widening of her thin black lips to show even, small white teeth, then the slow effortless closing. When she chose to smile on me, I always wanted to thank her. The action was so graceful and inclusively benign.

She was one of the few gentlewomen I have ever known, and has remained throughout my life the measure of what a human being can be.

One summer afternoon, sweet-milk fresh in my memory, she stopped at the Store to buy provisions. Another Negro woman of her health and age would have been expected to carry the paper sacks home in one hand, but Momma said, "Sister Flowers, I'll send Bailey up to your house with these things."

She smiled that slow dragging smile, "Thank you, Mrs. Henderson. I'd prefer Marguerite, though." My name was beautiful when she said it. "I've been meaning to talk to her, anyway." They gave each other age group looks.

There was a little path beside the rocky road, and Mrs. Flowers walked in front swinging her arms and picking her way over the stones.

She said, without turning her head, to me, "I hear you're doing very good schoolwork, Marguerite, but that it's all written. The teachers report that they have trouble getting you to talk in class." We passed the triangular farm on our left and the path widened to allow us to walk together. I hung back in the separate unasked and unanswerable questions.

“Come and walk along with me, Marguerite.” I couldn’t have refused even if I wanted to. She pronounced my name so nicely. Or more correctly, she spoke each word with such clarity that I was certain a foreigner who didn’t understand English could have understood her.

“Now no one is going to make you talk—possibly no one can. But bear in mind, language is man’s way of communicating with his fellow man and it is language alone which separates him from the lower animals.” That was a totally new idea to me, and I would need time to think about it.

“Your grandmother says you read a lot. Every chance you get. That’s good, but not good enough. Words mean more than what is set down on paper. It takes the human voice to infuse them with the shades of deeper meaning.”

I memorized the part about the human voice infusing words. It seemed so valid and poetic.

She said she was going to give me some books and that I not only must read them, I must read them aloud. She suggested that I try to make a sentence sound in as many different ways as possible.

“I’ll accept no excuse if you return a book to me that has been badly handled.” My imagination boggled at the punishment I would deserve if in fact I did abuse a book of Mrs. Flowers’. Death would be too kind and brief.

The odors in the house surprised me. Somehow, I had never connected Mrs. Flowers with food or eating or any other common experience of common people. There must have been an outhouse, too, but my mind never recorded it.

The sweet scent of vanilla had met us as she opened the door.

“I made tea cookies this morning. You see, I had planned to invite you for cookies and lemonade so we could have this little chat. The lemonade is in the icebox.”

It followed that Mrs. Flowers would have ice on an ordinary day, when most families in our town bought ice late on Saturdays only a few times during the summer to be used in the wooden ice-cream freezers.

She took the bags from me and disappeared through the kitchen door. I looked around the room that I had never in my wildest fantasies imagined I would see. Browned photographs leered or threatened from the walls and the white, freshly done curtains pushed against themselves and against the wind. I wanted to gobble up the room entire and take it to Bailey, who would help me analyze and enjoy it.

“Have a seat, Marguerite. Over there by the table.” She carried a platter covered with a tea towel. Although she warned that she hadn’t tried her hand at baking sweets for some time, I was certain that like everything else about her the cookies would be perfect.

They were flat round wafers, slightly browned on the edges and butter-yellow in the center. With the cold lemonade, they were sufficient for childhood’s lifelong diet. Remembering my manners, I took nice little ladylike bites off the edges. She said she had made them expressly for me and that she had a few in the kitchen that I could take home to my brother. So, I jammed one whole cake in my mouth and the rough crumbs scratched the insides of my jaws, and if I hadn’t had to swallow, it would have been a dream come true.



As I ate, she began the first of what we later called “my lessons in living.” She said that I must always be intolerant of ignorance but understanding of illiteracy. That some people, unable to go to school, were more educated and even more intelligent than college professors. She encouraged me to listen carefully to what country people called mother wit. That in those homely sayings was couched the collective wisdom of generations.

When I finished the cookies, she brushed off the table and brought a thick, small book from the bookcase. I had read *A Tale of Two Cities* and found it up to my standards as a romantic novel. She opened the first page and I heard poetry for the first time in my life.

“It was the best of times; it was the worst of times. ...” Her voice slid in and curved down through and over the words. She was nearly singing. I wanted to look at the pages. Were they the same that I had read? Or were there notes, music, lined on the pages, as in a hymnbook? Her sounds began cascading gently. I knew from listening to a thousand preachers that she was nearing the end of her reading, and I hadn’t really heard, heard to understand, a single word.

“How do you like that?”

It occurred to me that she expected a response. The sweet vanilla flavor was still on my tongue and her reading was a wonder in my ears. I had to speak.

I said, “Yes, ma’am.” It was the least I could do, but it was the most also.

“There’s one more thing. Take this book of poems and memorize one for me. Next time you pay me a visit, I want you to recite.”

I have tried often to search behind the sophistication of years for the enchantment I so easily found in those gifts. The essence escapes but its aura remains. To be allowed, no, invited, into the private lives of strangers, and to share their joys and fears, was a chance to exchange the Southern bitter wormwood for a cup of mead with Beowulf or a hot cup of tea and milk with *Oliver Twist*. When I said aloud, “It is a far, far better thing that I do, than I have ever done ...” tears of love filled my eyes at my selflessness.

## Appendix 13

### FIGURATIVE LANGUAGE CHART

Term	Definition	Examples
<b>Analogy</b>	Compares two different things by explaining points they have in common; used to help clarify a concept or make a topic easier to understand An analogy is similar to a metaphor or a simile, but will describe similarities (often more than one) <b>in detail</b> -- rather than just state or identify a similarity.	War is like a football game. It is won by strategically going through, around, or over the opposing team's battle lines. A good book is a friend. It provides entertainment and insight. It keeps you company and helps you feel connected to others.
<b>Metaphor</b>	Compares <u>two unlike things</u> by stating that one thing <b>IS</b> the other Does not use the words "like" or "as"	<u>War is a game of strategy.</u> A good <u>book is a friend.</u>
<b>Simile</b>	Compares <u>two unlike things</u> by stating that one thing is <i>similar</i> to the other and by using the words "like" or "as"	<u>War is like a football game.</u> A good <u>book is like a friend.</u> The <u>snow is like a blanket</u> covering the ground.
<b>Hyperbole</b>	An exaggerated statement used to make a point; often humorous	My date last night was <b>the most beautiful girl in the world.</b> George <b>exploded</b> with anger.
<b>Personification</b>	Giving human characteristics to something nonhuman	The wind <b>whispered</b> through dry grass. The flowers <b>danced</b> in the gentle breeze.
<b>Imagery</b>	Use of <u>words that appeal to the five senses</u> to create a mental picture of something	<u>The crunch of dry, fallen leaves</u> alerted us to his approach.  <u>The aroma of baking bread</u> filled my grandmother's kitchen and made my mouth water.
<b>Idiom</b>	Peculiar expression or saying that is common among native speakers of a particular language; the words' meaning cannot be understood by using dictionary definitions	Grandma kicked the bucket.  We are just beating a dead horse.
<b>Onomatopoeia</b>	Words that sound like what they describe	<i>Hum, gurgle, hiss, rustle, pop</i> The fire <b>crackled</b> and the popcorn <b>popped</b> .
<b>Alliteration</b>	The repetition of the same consonant sound at the beginning of words	<i>Peter Piper picked a peck of pickled peppers.</i> <i>Smart psychiatrists study cells.</i>

## Appendix 14

### Lesson Two – Day 4 - Task 2 – Understanding figurative language Chart “*I Know Why the Caged Bird Sings*”

#### Instructions

1. Complete the Figurative Language chart with the sentences highlighted in the text. The first one is done for you.
2. Explain to a partner the meaning of the words/phrases; you may use pictures to explain them.
3. Continue reading the text and highlight sentences for each Figurative language feature, and write it in the corresponding box.

<b>Metaphor</b>	<b>Simile</b>	<b>Hyperbole</b>	<b>Descriptive</b>
Mrs. Bertha Flowers was the aristocrat of Black Stamps.	I stop around ...		

**Appendix 15**

**Figurative Language Chart Activity Barrio Boy**

<b>Personification</b>	<b>Imagery</b>	<b>Idiom</b>	<b>Onomatopoeia</b>	<b>Alliteration</b>

## Appendix 16

### Reading #3 - Barrio Boy by Ernesto Galarza - From Part Four: Life in the Lower Part of Town

**Barrio Boy** (Part Four Life in the Lower Part of Town) by From Barrio Boy by **Ernesto Galarza**, Copyright©1971 by Ernesto Galarza. Used by permission of University of Notre Dame Press. (StudySync is an educational software offered by CMS English Learner (EL) Services Department. (StudySync is an educational software suite created by BookheadEd Learning, LLC).

The two of us walked south on Fifth Street one morning to the corner of Q Street and turned right. The Lincoln School occupied half of the block. It was a three-story wooden building, with two wings that gave it the shape of a double-T connected by a central hall. It was a new building, painted yellow, with a shingled roof that was not like the red tile of the school in Mazatlán. I noticed other differences, none of them very reassuring.

We walked up the wide staircase hand in hand and through the door, which closed by itself. A mechanical contraption screwed to the top shut it behind us quietly.

Up to this point, the adventure of enrolling me in the school had been carefully rehearsed. Mrs. Dodson had told us how to find it and we had circled it several times on our walks. Friends in the barrio explained that the director was called a principal, and that it was a lady and not a man. They assured us that there was always a person at the school who could speak Spanish.

Exactly as we had been told, there was a sign on the door in both Spanish and English: “Principal.” We crossed the hall and entered the office of Miss Nettie Hopley.

Miss Hopley was at a roll-top desk to one side, sitting in a swivel chair that moved on wheels. There was a sofa against the opposite wall, flanked by two windows and a door that opened on a small balcony. Chairs were set around a table and framed pictures hung on the walls of a man with long white hair and another with a sad face and a black beard.

The principal half turned in the swivel chair to look at us over the pinch glasses crossed on the ridge of her nose. To do this she had to duck her head slightly as if she were about to step through a low doorway.

What Miss Hopley said to us we did not know but we saw in her eyes a warm welcome and when she took off her glasses and straightened up, she smiled wholeheartedly, like Mrs. Dodson. We were, of course, saying nothing, only catching the friendliness of her voice and the sparkle in her eyes while she said words we did not understand. She signaled us to the table. Almost tiptoeing across the office, I maneuvered myself to keep my mother between the gringo lady and me. In a matter of seconds, I had to decide whether she was a possible friend or a menace. We sat down.

Then Miss Hopley did a formidable thing. She stood up. Had she been standing when we entered she would have seemed tall. But rising from her chair she soared. And what she carried up and up with her was a buxom superstructure, firm shoulders, a straight sharp nose, full cheeks slightly molded by a curved line along the nostrils, thin lips that moved like steel springs, and a high forehead topped by hair gathered in a bun. Miss Hopley was not a giant in body but when she mobilized it to a standing position; she seemed a match for giants. I decided I liked her.

She strode to a door in the far corner of the office, opened it and called a name. A boy of about ten years appeared in the doorway. He sat down at one end of the table. He was brown like us, a plump kid with shiny black hair combed straight back, neat, cool, and faintly obnoxious.

Miss Hopley joined us with a large book and some papers in her hand. She, too, sat down and the questions and answers began by way of our interpreter. My name was Ernesto. My mother's name was Henriqueta. My birth certificate was in San Blas. Here was my last report card from the

Escuela Municipal Número 3 para Varones of Mazatlán and so forth. Miss Hopley put things down in the book and my mother signed a card.

As long as the questions continued, Doña Henriqueta could stay and I was secure. Now that they were over, Miss Hopley saw her to the door, dismissed our interpreter, without further ado took me by the hand, and strode down the hall to Miss Ryan's first grade.

Miss Ryan took me to a seat at the front of the room, into which I shrunk—the better to survey her. She was, to skinny, somewhat runty me, of a withering height when she patrolled the class. And when I least expected it, there she was, crouching by my desk, her blond radiant face level with mine, her voice patiently maneuvering me over the awful idiocies of the English language.

During the next few weeks, Miss Ryan overcame my fears of tall, energetic teachers as she bent over my desk to help me with a word in the pre- primer. Step by step, she loosened me and my classmates from the safe anchorage of the desks for recitations at the blackboard and consultations at her desk. Frequently she burst into happy announcements to the whole class. "Ito can read a sentence," and small Japanese Ito, squint-eyed and shy, slowly read aloud while the class listened in wonder: "Come, Skipper, come. Come and run." The Korean, Portuguese, Italian, and Polish first graders had similar moments of glory, no less shining than mine the day I conquered "butterfly," which I had been persistently pronouncing in standard Spanish as boo-ter-flee. "Children," Miss Ryan called for attention. "Ernesto has learned how to pronounce butterfly!" And I proved it with a perfect imitation of Miss Ryan. From that celebrated success, I was soon able to match Ito's progress as a sentence reader with "Come, butterfly, come fly with me."

Like Ito and several other first graders who did not know English, I received private lessons from Miss Ryan in the closet, a narrow hall off the classroom with a door at each end. Next to one of these doors, Miss Ryan placed a large chair for herself and a small one for me. Keeping an eye on the class through the open door, she read with me about sheep in the meadow and a frightened chicken going to see the king, coaching me out of my phonetic ruts in words like pasture, bow-wow-wow, hay, and pretty, which to my Mexican ear and eye had so many unnecessary sounds and letters. She made me watch her lips and then close my eyes as she repeated words I found hard to read. When we came to know each other better, I tried interrupting to tell Miss Ryan how we said it in Spanish. It didn't work. She only said "oh" and

went on with pasture, bow-wow-wow, and pretty. It was as if in that closet we were both discovering together the secrets of the English language and grieving together over the tragedies of Bo-Peep. The main reason I was graduated with honors from the first grade was that I had fallen in love with Miss Ryan. Her radiant, no-nonsense character made us either afraid not to love her or love her so we would not be afraid, I am not sure which. It was not only that we sensed she was with it, but also that she was with us.

Like the first grade, the rest of the Lincoln School was a sampling of the lower part of town where many races made their home. My pals in the second grade were Kazushi, whose parents spoke only Japanese; Matti, a skinny Italian boy; and Manuel, a fat Portuguese who would never get into a fight but wrestled you to the ground and just sat on you. Our assortment of nationalities included Koreans, Yugoslavs, Poles, Irish, and homegrown Americans.

Miss Hopley and her teachers never let us forget why we were at Lincoln: for those who were alien, to become good Americans; for those who were so born, to accept the rest of us. Off the school grounds, we traded the same insults we heard from our elders. On the playground, we were sure to be marched up to the principal's office for calling someone a wop, a chink, a dago, or a greaser. The school was not so much a melting pot as a griddle where Miss Hopley and her helpers warmed knowledge into us and roasted racial hatreds out of us.

At Lincoln, making us into Americans did not mean scrubbing away what made us originally foreign. The teachers called us as our parents did, or as close as they could pronounce our names in Spanish or Japanese. No one was ever scolded or punished for speaking in his native tongue on the playground. Matti told the class about his mother's down quilt, which she had made in Italy with the fine feathers of a thousand geese. Encarnación acted out how boys learned to fish in the Philippines. I astounded the third grade with the story of my travels on a stagecoach, which nobody else in the class had seen except in the museum at Sutter's Fort. After a visit to the Crocker Art Gallery and its collection of heroic paintings of the golden age of California, someone showed a silk scroll with a Chinese painting. Miss Hopley herself had a way of expressing wonder over these matters before a class, her eyes wide open until they popped slightly. It was easy for me to feel that becoming a proud American, as she said we should, did not mean feeling ashamed of being a Mexican.

**Appendix 17**

**Lesson Two – Day 5- Task 4: Self-assessment Progress Building Semantic Knowledge**

Student \_\_\_\_\_

Date \_\_\_\_\_

**Reading #3. “Barrio Boy”**

<b>CRITERIA</b>	<b>Novice 1</b>	<b>Apprentice 2</b>	<b>Master 3</b>	<b>Expert 4</b>
1. Initiate and participate effectively in a range of collaborative discussions with diverse partners by sharing the impact of specific word choices on meaning and tone in the text.	Rarely initiate and participate effectively in a range of collaborative discussions with diverse partners by sharing the impact of specific word choices on meaning and tone in the text.	Occasionally initiate and participate effectively in a range of collaborative discussions with diverse partners by sharing the impact of specific word choices on meaning and tone in the text.	Frequently initiate and participate effectively in a range of collaborative discussions with diverse partners by sharing the impact of specific word choices on meaning and tone in the text.	Always initiate and participate effectively in a range of collaborative discussions with diverse partners by sharing the impact of specific word choices on meaning and tone in the text.
2. Practice and apply concrete strategies for building semantic knowledge by identifying figurative language in the text and completing a Figurative Language chart.	Rarely practice and apply concrete strategies for building semantic knowledge by identifying figurative language in the text and completing a Figurative Language chart.	Occasionally practice and apply concrete strategies for building semantic knowledge by identifying figurative language in the text and completing a Figurative Language chart.	Frequently practice and apply concrete strategies for building semantic knowledge by identifying figurative language in the text and completing a Figurative Language chart.	Always practice and apply concrete strategies for building semantic knowledge by identifying figurative language in the text and completing a Figurative Language chart.
3. Demonstrate comprehension of concept, Figurative Language, by creating a Mind Mirror Poster to explain it.	Rarely demonstrate comprehension when synthesizing concept in a poster.	Occasionally demonstrate comprehension when synthesizing concept in a poster.	Frequently demonstrate comprehension when synthesizing concept in a poster.	Always demonstrate comprehension when synthesizing concept in a poster.

What do I need to improve? \_\_\_\_\_.

My plan to improve \_\_\_\_\_.



## Appendix 18

### Reading #4 – The Teacher Who Changed My Life by Nicholas Gage

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The person who set the course of my life in the new land entered as a young war refugee who, in fact, nearly dragged me on to the path that would bring all the blessings I've received in America, no-nonsense schoolteacher named Marjorie Hurd. When I entered her classroom in 1953, I had been to six schools in five years, starting in the Greek village where I was born in 1939.

When I stepped off a ship in New York Harbor on a gray March day in 1949, I was an undersized 9-year-old in short pants who had lost his mother and was coming to live with the father he didn't know. My mother, Eleni Gatzoyiannis, had been imprisoned, tortured, and shot by Communist guerrillas for sending me and three of my four sisters to freedom. She died so that her children could go to their father in the United States.

The portly, bald, well-dressed man who met my sisters and me seemed a foreign, authoritarian figure. I secretly resented him for not getting the whole family out of Greece early enough to save my mother. Ultimately, I would grow to love him and appreciate how he dealt with becoming a single parent at the age of 56, but at first, our relationship was prickly, full of hostility.

As Father drove us to our new home, a tenement in Worcester, Massachusetts, he pointed out the huge brick building that would be our first school in America; I hugged my Greek notebooks from the refugee camp, hoping that my few years of schooling would impress my teachers in this cold, crowded country. They didn't. When my father led me, and my 11-year-old sister, to Greendale Elementary School, the grim-faced Yankee principal put the two of us in a class for the mentally retarded. There was no facility in those days for non-English-speaking children.

By the time I met Marjorie Hurd four years later, I had learned English, been placed in a normal, graded class, and had even been chosen for the college preparatory track in the Worcester public school system. I was 13 years old when our father moved us yet again, and I entered Chandler Junior High shortly after the beginning of the seventh grade. I found myself surrounded by richer, smarter, and better-dressed classmates who looked suspiciously at my strange clothes and heavy accent. Shortly after I arrived, we were told to select a hobby to pursue during "club hour" on Fridays. The idea of hobbies and clubs made no sense to my immigrant ears, but I decided to follow the prettiest girl in my class—the blue-eyed daughter of the local Lutheran minister. She led me through the door marked "Newspaper Club" and into the presence of Miss Hurd, the newspaper adviser and English teacher who would become my mentor and my muse.

A formidable, solidly built woman with salt-and-pepper hair, a strict eye, and a flat Boston accent, Miss Hurd had no patience with layouts (laziness). “What are all you goof-offs (good for nothing) doing here?” she bellowed (roar) at the would-be journalists. “This is the Newspaper Club! We’re going to put out a newspaper. So if there’s anybody in this room who doesn’t like work, I suggest you go across to the Glee Club now, because you’re going to work your tails off here!”

I was soon under Miss Hurd’s spell. She did indeed teach us to put out a newspaper, skills I honed (sharp) during my next 25 years as a journalist. Soon I asked the principal to transfer me to her English class as well. There, she drilled (teach by strict training) us on grammar until I finally began to understand the logic and structure of the English language. She assigned stories for us to read and discuss; not tales of heroes, like the Greek myths I knew, but stories of underdogs—poor people, even immigrants, who seemed ordinary until a crisis drove them to do something extraordinary. She also introduced us to the literary wealth of Greece—giving me a new perspective on my war-ravaged, impoverished homeland. I began to be proud of my origins.

One day, after discussing how writers should write about what they know, she assigned us to compose an essay from our own experience. Fixing me with a strict look, she added, “Nick, I want you to write about what happened to your family in Greece.” I had been trying to put those painful memories behind me, and left the assignment until the last moment. Then, on a warm spring afternoon, I sat in my room with a yellow pad and pencil and stared out the window at the blossom on the trees. I wrote that the coming of spring always reminded me of the last time I said goodbye to my mother on a green and gold day in 1948.

I kept writing, one line after another, telling how the Communist guerrillas occupied our village, took our home and food, and how my mother started planning our escape when she learned the children were to be sent to reeducation camps behind the Iron Curtain. I wrote how at the last moment, she couldn’t escape with us because the guerrillas sent her with a group of women to thresh (separate the grain) wheat in a distant village. She promised she would try to get away on her own, she told me to be brave and hung a silver cross around my neck, and then she kissed me. I watched the line of women being led down into the valley and up the other side, until they disappeared around the curve. My mother a tiny brown figure at the end who stopped for an instant to raise her hand in one last farewell.

I wrote about our nighttime escape down the mountain, across the minefields and into the lines of the Nationalist soldiers, who sent us to a refugee camp. It was there that we learned of our mother’s execution. I felt very lucky to have come to America, I concluded, but every year, the coming of spring made me feel sad because it reminded me of the last time I saw my mother.

I handed in the essay, hoping never to see it again, but Miss Hurd had it published in the school paper. This mortified me at first, until I saw that my classmates reacted with sympathy and tact to my family’s story. Without telling me, Miss Hurd also submitted the essay to a contest sponsored by the Freedoms Foundation at Valley Forge, Pa., and it won a medal. The Worcester paper wrote about the award and quoted my essay at length. My father, by then a “five-and-dime-store chef,” as the paper described him, was ecstatic (joyful) with pride, and the Worcester Greek community celebrated the honor to one of its own.

For the first time I began to understand the power of the written word. A secret ambition took root in me. One day, I promised, I would go back to Greece, find out the details of my

mother's death and write about her life, so her grandchildren would know of her courage. Perhaps I would even track down the men who killed her, and write of their crimes. Fulfilling that ambition would take me 30 years.

Meanwhile, I followed the literary path that Miss Hurd had so forcefully set me on. After junior high, I became the editor of my school paper at Classical High School and got a part-time job at the Worcester Telegram and Gazette. Although my father could only give me \$50 and encouragement toward a college education, I managed to finance four years at Boston University with scholarships and part-time jobs in journalism. During my last year of college, an article I wrote about a friend who had died in the Philippines—the first person to lose his life working for the Peace Corps—led to my winning the Hearst Award for College Journalism; and the plaque was given to me in the White House by President John F. Kennedy.

For a refugee who had never seen a motorized vehicle or indoor plumbing until he was 9, this was an unimaginable honor. When the Worcester paper ran a picture of me standing next to President Kennedy, my father rushed out to buy a new suit to properly receive the congratulations of the Worcester Greeks. He clipped out the photograph, had it laminated in plastic and carried it in his breast pocket for the rest of his life to show everyone he met. I found the much-worn photo in his pocket on the day he died 20 years later.

In our isolated Greek village, my mother had bribed (paid) a cousin to teach her to read, for girls were not supposed to attend school beyond a certain age. She had always dreamed of her children receiving an education. She couldn't be there when I graduated from Boston University, but the person who came with my father and shared our joy was my former teacher, Marjorie Hurd. We celebrated not only my bachelor's degree but also the scholarships that paid my way to Columbia's Graduate School of Journalism. There, I met the woman who would eventually become my wife. At our wedding and at the baptisms of our three children, Marjorie Hurd was always there dancing alongside the Greeks.

By then, she was Mrs. Rabidou, for she had married a widower when she was in her early 40s. That didn't distract her from her vocation of introducing young minds to English literature, however. She taught for a total of 41 years and continually would make a "project" of some balky (stubborn) student in whom she spied a spark of potential. Often these were students from the most troubled homes, yet she would alternately bully and charm each one with her own special brand of tough love until the spark caught fire. She retired in 1981 at the age of 62 but still avidly (enthusiastically) follows the lives and careers of former students while overseeing her adult stepchildren and driving her husband on camping trips to New Hampshire.

Miss Hurd was one of the first to call me on Dec. 10, 1987, when President Reagan, in his television address after the summit meetings with Gorbachev, told the nation that Eleni Gatzoyiannis' dying cry, "My children!" had helped inspire him to seek an arms agreement "for all the children of the world."

"I can't imagine a better monument for your mother," Miss Hurd said with an uncharacteristic catch in her voice.

Although, a bad hip makes it impossible for her to join in the Greek dancing, Marjorie Hurd Rabidou is still an honored and enthusiastic guest at all family celebrations including my 50th birthday picnic last summer, where the shish kebab was cooked on spits, clarinets and bouzoukis wailed, and costumed dancers led the guests in a serpentine line around our Colonial farmhouse, only 20 minutes from my first home in Worcester.

My sisters and I felt an aching void because my father was not there to lead the line, balancing a glass of wine on his head while he danced, the way he did at every celebration during his 92 years. But Miss Hurd was there, surveying the scene with quiet satisfaction. Although my parents are gone, her presence was a consolation, because I owe her so much.

This is truly the land of opportunity, and I would have enjoyed its bounty (generosity) even if I hadn't walked into Miss Hurd's classroom in 1953. **But, she was the one who directed my grief and pain into writing. If it weren't for her,** I wouldn't have become an investigative reporter and foreign correspondent recorded the story of my mother's life and death in Eleni and now my father's story in "A Place for Us"; which is also a testament to the country that took us in. She was the **catalyst** that sent me into journalism and indirectly caused all the good things that came after. However, Miss Hurd would probably deny this emphatically.

A few years ago, I answered the telephone and heard my former teacher's voice telling me, in that won't-take-no-for-an-answer tone of hers, that she had decided I was to write and deliver the eulogy (a writing/speech) at her funeral. I agreed (she didn't leave me any choice), but that's one assignment I never want to do. I hope, Miss Hurd, that you'll accept this remembrance instead.

## Appendix 19

### Digital Memoir Rubric

CATEGORY	4	3	2	1
Story	Defines an important personal moment and maintains a clear focus throughout.	Defines an important personal moment and maintains focus for most of the presentation.	There are a few lapses in focus, but the important personal moment is clear.	It is difficult to figure out the important personal moment in the presentation.
Voice	Pacing and intonation fit the story line and help the audience really "get into" the story.	Occasionally speaks too quickly or too slowly for the story line. The pacing and intonation are relatively engaging for the audience.	Tries to use pacing and intonation, but it is often noticeable that they do not fit the story line. Audience is not consistently engaged.	No attempt to match the pace and intonation of the storytelling to the story line or the audience.
Images	Images create a distinct atmosphere or tone that adds to different parts of the story. The images communicate symbolism and/or metaphors.	Images create an atmosphere or tone that add to some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is literal.	Little or no attempt to use images to create an appropriate atmosphere/tone.
Soundtrack	Music and sounds stir a rich emotional response that enhances the story line.	Music and sound stir a rich emotional response that somewhat enhances the story line.	Music and sound do not add meaning to the story.	Music is distracting, or was not used.

**Appendix 20**

**RUBRIC MEMOIR TED-TALK PRESENTATION**

<b>SCORE</b>	<b>4</b> Bridging	<b>3</b> Expanding	<b>2</b> Developing	<b>1</b> Emerging
<b>Meaning</b>	<p>Exceptionally develop an unexpected and /or catchy engaging and persuasive way to state the idea.</p> <p>Introduce him/herself to the audience with full and complete information.</p>	<p>Clearly develop an unexpected and /or catchy engaging and persuasive way to state the idea.</p> <p>Introduce him/herself to the audience with complete information.</p>	<p>Vaguely develop an unexpected and /or catchy engaging and persuasive way to state the idea.</p> <p>Introduce him/herself to the audience with few information.</p>	<p>Unclearly develop an unexpected and /or catchy engaging and persuasive way to state the idea.</p> <p>Did not Introduce him/herself to the audience.</p>
<b>Structure</b>	<p>Exceptionally uses media to create a dynamic and compelling presentation that looks professional and delivers the necessary information.</p>	<p>Clearly uses media to create a dynamic and compelling presentation that looks professional and delivers the necessary information.</p>	<p>Vaguely uses media to create a dynamic and compelling presentation that looks professional and delivers the necessary information.</p>	<p>Uses few media to create a dynamic and compelling presentation that looks professional and delivers the necessary information.</p>

<p><b>Focus Events after reflection</b></p>	<p>Exceptionally tell the story with formal, enthusiastic, and respectful tone of voice.</p> <p>Exceptionally address the theme with supportive details.</p> <p>The memoir exceptionally shows how the learning changed the author’s life.</p>	<p>Clearly tell the story with formal, enthusiastic, and respectful tone of voice.</p> <p>Clearly address the theme with supportive details.</p> <p>The memoir clearly “shows” how the learning changed the author’s life.</p>	<p>Tell the story with formal, enthusiastic, and respectful tone of voice.</p> <p>Address the theme with supportive details.</p> <p>The memoir clearly “shows” how the learning changed the author’s life.</p>	<p>Tell the story with few formal, enthusiastic, and respectful tone of voice.</p> <p>Address the theme with few supportive details.</p> <p>The author shows few evidence on how the learning changed the author’s life.</p>
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# Resources

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