

Summer 6-16-2017

Exploring Expository through Culture

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Exploring Expository through Culture

Grade Level: 7th Grade

Subject/Topic Area(s): English

Designed by: Kathleen F. Montoya and Laurette Kirby

Time Frame: 9 weeks (45 days)

School District: Judson Independent School District

School: Woodlake Hills Middle School

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Brief Summary of Unit (Including curricular context and unit goals):

This unit focuses on exploring expository through culture by having students realize that effective expository essays contain an engaging introduction, a well-supported controlling idea (thesis statement), and thought-provoking conclusion. Students will write two process essays along with including multiple prewriting prompts and a timed writing. Through a variety of activities, students will build their confidence and skill as writers.

The second enduring understanding—understanding of diverse cultures can be gained by acknowledging differences and similarities in beliefs, traditions, customs, and histories—allows students to make connections to their own lives and experiences while also learning more about their classmates and school culture. Through this unit, students will explore different cultures and gain empathy towards other cultures by researching an influential person of another culture, researching another culture, and researching their own culture.

The cumulative assessment allows choice for the student to demonstrate their overall understanding of their own culture and how it relates to others through the use of different mediums. Students will present their projects to the class and reflect on what they have learned in a one-page reflection.

Unit: Exploring Expository through Culture

Grade: 7th Grade English

Stage 1: Desired Results

Understandings

Students will understand that...

- An effective expository essay contains an engaging introduction, a well-supported controlling idea (thesis statement), and thought-provoking conclusion.
- Understanding of diverse cultures can be gained by acknowledging differences and similarities in beliefs, traditions, customs, and histories.

Essential Questions

- How does my culture affect how I see the world and other people?
- How do traditions and customs affect your choices?
- What makes a good expository essay?
- How do you hook your reader? How do you keep your readers engaged?
- What makes a thought-provoking conclusion? How should you end your essay?
- What makes a writer believable or credible?
- How does the credibility of your evidence affect the audience's willingness to accept your point of view? How do you choose your evidence?

Knowledge & Skill

TEKS:

(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.

(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

- evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;
- synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.

(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

- plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
- develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;
- revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;
- edit drafts for grammar, mechanics, and spelling; and
- revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

- write a multi-paragraph essay to convey information about a topic that:
- presents effective introductions and concluding paragraphs;
- contains a clearly stated purpose or controlling idea;
- is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;
- accurately synthesizes ideas from several sources; and
- uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;
- produce a multimedia presentation involving text and graphics using available technology.

(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.

(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.

(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.

(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

- brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and

(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources

addressing a research question and systematically record the information they gather. Students are expected to:

- follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;
- record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and

(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information.

(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

- draws conclusions and summarizes or paraphrases the findings in a systematic way;
- marshals evidence to explain the topic and gives relevant reasons for conclusions;
- presents the findings in a meaningful format

ELPS:

- 4(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and
- 4(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.
- 5(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;
- 5(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations
- 5(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
- 5(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

Figure 19:

(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts

(F) make connections between and across texts, including other media.

Stage 2: Assessment Evidence

Performance Task:

- **Multimedia presentation**—This project is an individual project where each student will choose a medium to represent his or her culture. The student can choose between creating a piece of art ([rubric](#)), creating a piece of music with lyrics, writing a poem, or creating a Google slides, Prezi, or Powtoon presentation (Google slides, Prezi, or Powtoon presentations may be completed in groups up to 3). Each individual student must include a one-page explanation/reflection of the project.

Other evidence:

- *Expository essay—Person—research a person from a different culture (will provide list) and write an expository essay identifying how this person has contributed to and impacted society ([rubric](#)).*
- *Expository essay—Culture—research a culture other than your own and write an expository essay identifying the beliefs, customs, traditions, and histories of that culture ([rubric](#)).*
- [Pre-Assessment for Revising and Editing \(Answer Key\)](#)
- *Revising and Editing assessments: [Revising and Editing #1 \(Answer Key\)](#) and [Revising and Editing Test #2 \(Answer Key\)](#)*
- *Exit slips*
- *Journals prompts (poetry, essential questions, 11-minute essays, and timed writing prompts)*
- *Checks for understanding (Exit slips, [fist to five or thumbs up, thumb down strategies](#))*
- *Homework assignments*
- *Timed writing prompt*

Stage 3: Learning Activities

Day 1: Students will be given a list of topics. In groups, students will discuss topics and categorize them into groups. Possible discussion topics: a story about the time you got lost at Disneyland, a web page telling how to create a web page, the Harry Potter books, a letter to the governor explaining why the tax increase is a bad idea, writing in which you record details of a trip taken, an essay discussing a theme from Romeo and Juliet, an article attempting to convince readers to boycott a store chain, a poem about the sights and sounds of rainfall, a paper about the horrible treatment of the people in Syria, the cover story in the morning newspaper, a brochure advertising a luxury hotel and resort, a paper discussing the after effects of a war, a story about your favorite vacation place, writing in which you give directions to your house, a story on if it is important to reach your goals on your own or with the help of other people, and a letter discussing the pros and cons of having a diverse school culture. Students will then discuss categories as a class. Students will then participate in [4 corners](#) activity. Possible 4 corners statements: Plagiarism should result in jail time; an author's credibility should be based on their background; expository is a way to explain a topic; culture can be gained by acknowledging differences and similarities; traditions and customs can affect your choices; cultures can affect how you see the world and other people. Students will then complete cloze notes activity over expository essay. The last 10-15 minutes of class, students will complete a [Pre-Assessment for Revising and Editing \(Answer Key\)](#). For homework (HW #1), students will interview a family member about his or her culture.

Day 2: Students will answer a journal prompt—what makes a good expository essay? Possible sentence stems: A good expository essay should have... A good expository essay needs... Students will then use stations, where they will read [student sample expository essays](#) and will calibrate them as a group using a [rubric](#). Students will write a score for organization and progression, development of ideas, and conventions and grammar; they will also identify the thesis statement and the strengths and areas of improvements for each paper.

Day 3: Students will answer a journal prompt—what makes a writer believable or credible? How does the credibility of your evidence affect the audience's willingness to accept your point of view? How do you choose your evidence? Possible sentence stems: A writer is believable when... A writer is credible when... In order to be believable, a writer must... In order to be credible, an author must... The evidence affects the author's credibility by... An author chooses evidence by... Students will then use stations, where they will read [student sample expository essays](#) and will calibrate them as a group using a [rubric](#). Students will write a score for organization and progression, development of ideas, and conventions and grammar; they will also identify the thesis statement and the strengths and areas of improvements for each paper.

Day 4: Students will read "[Adelstrop](#)" by Edward Thomas and write their own poems detailing where their trains would stop ([St. Anthony's Lost and Found: A Poetry Exchange Project by Jenny Browne](#)). Students will read articles on culture and write annotations as they read ("[A Mix of Colors and Cultures](#)", "[What's the Big Idea about Anthropology?: Studying Cultures](#)" by the American Museum of Natural History, "[Oh the Places You'll Go! Dr. Seuss Museum Opens Its Doors](#)" by Mark Pratt, "[Our Language, Ourselves](#)" by Devin Reese, "[China's Lantern Makers are Gearing up for the New Year](#)" by Smithsonian.com, "[Yellowstone Losing Battle Against Cellphones](#)" by Matthew Brown). Students will identify the parts of an expository essay (hook, thesis statement, introduction, body, conclusion, topic sentences, and supporting details). Students will use a [conversational roundtable graphic organizer](#) to discuss as a class.

Day 5: Students will write an [11-minute essay](#) using the quote "Culture makes people understand each other better. And if they understand each other better in their soul, it is easier to overcome the economic and political barriers. But first they have to understand that their neighbor is, in the end, just like them, with the same problems, the same questions" by Paulo Coelho. Students will read articles on culture and write annotations as they read ("[A Mix of Colors and Cultures](#)", "[What's the Big Idea about Anthropology?: Studying Cultures](#)" by the American Museum of Natural History, "[Oh the Places You'll Go! Dr. Seuss Museum Opens Its Doors](#)" by Mark Pratt, "[Our Language, Ourselves](#)" by Devin Reese, "[China's Lantern](#)

[Makers are Gearing up for the New Year](#)” by Smithsonian.com, [“Yellowstone Losing Battle Against Cellphones”](#) by Matthew Brown). Students will identify the parts of an expository essay (hook, thesis statement, introduction, body, conclusion, topic sentences, and supporting details). Students will use a [conversational roundtable graphic organizer](#) to discuss as a class.

Day 6: Students will read [prompt](#) and using the comparing notes (mine and others’) graphic organizer (*Revising the Essay* by Gretchen Bernabei pg. 58) and [RAFT](#), will prewrite for the prompt. Students will read articles on culture and write annotations as they read ([“A Mix of Colors and Cultures”](#), [“What’s the Big Idea about Anthropology?: Studying Cultures”](#) by the American Museum of Natural History, [“Oh the Places You’ll Go! Dr. Seuss Museum Opens Its Doors”](#) by Mark Pratt, [“Our Language, Ourselves”](#) by Devin Reese, [“China’s Lantern Makers are Gearing up for the New Year”](#) by Smithsonian.com, [“Yellowstone Losing Battle Against Cellphones”](#) by Matthew Brown). Students will identify the parts of an expository essay (hook, thesis statement, introduction, body, conclusion, topic sentences, and supporting details). Students will use a [conversational roundtable graphic organizer](#) to discuss as a class. Students will complete a graphic organizer with one insight from the articles, explain how the text supports the answer, provide two pieces of evidence, and answer a reflection question. For homework (HW #2), students will interview a friend, teacher, or other adult about his or her culture (their culture should be different from the student’s culture).

Day 7: Students will read ["In Colorado My Father Scoured and Stacked Dishes" by Eduardo C. Corral](#) and write their own poems describing someone in their families ([St. Anthony’s Lost and Found: A Poetry Exchange Project by Jenny Browne](#)). . Students will complete a graphic organizer with one insight from the articles, explain how the text supports the answer, provide two pieces of evidence, and answer a reflection question. Students will play [Attack](#) to review their understanding of the articles and parts of an expository essay.

Day 8: Students will write an [11-minute essay](#) using the quote “Preservation of one’s own culture does not require contempt or disrespect for other cultures” by Cesar Chavez. In stations, students will be given three index cards. Each index card will have a sentence. In groups, students will combine the sentences to create a thesis statement using dry-erase boards. Students will be presented with the list of influential people. Students will write on a post-it the top two people they have chosen and write three to five possible search topics.

Day 9: Students will complete an assessment over [Revising and Editing #1 \(Answer Key\)](#).

Day 10: Using Google classroom, students will answer the discussion question—what person did you choose to research and why? Students will read and comment on at least 2 other responses. Using a graphic organizer and .gov, .edu, or .org sites, students will research a famous person from a culture other than their own. Students will be provided with a list of choices. Students may also submit a person for teacher approval. As students work, use [fist to five or thumbs up, thumb down strategies](#) to check for students who need assistance. Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 11: Using Google classroom, students will look at a [writing prompt](#) and will prewrite using [RAFT](#) and a graphic organizer. Using a graphic organizer and .gov, .edu, or .org sites, students will research a famous person from a culture other than their own. Students will be provided with a list of choices. Students may also submit a person for teacher approval. As students work, use [fist to five or thumbs up, thumb down strategies](#) to check for students who need assistance. Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 12: Using Google classroom, students will read [“Five Directions to My House” by Juan Felipe Herrera](#) and write five directions to a place of importance ([St. Anthony’s Lost and Found: A Poetry Exchange Project by Jenny Browne](#)). Students will read and comment on at least 2 other responses. Using a graphic organizer and .gov, .edu, or .org sites, students will research a famous person from a culture other than their own. Students will be provided with a list of choices. Students may also submit a person for teacher approval. As students work, use [fist to five or thumbs up, thumb down strategies](#) to check for students who need assistance.

Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 13: Using Google classroom, students will answer the discussion question—what was a surprising fact from your research? Students will read and comment on at least 2 other responses. Using a graphic organizer and .gov, .edu, or .org sites, students will research a famous person from a culture other than their own. Students will be provided with a list of choices. Students may also submit a person for teacher approval. As students work, use [fist to five or thumbs up, thumb down strategies](#) to check for students who need assistance. Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 14: Using Google classroom, students will answer the discussion question—should students be taught about your person and why or why not? Students will read and comment on at least 2 other responses. Using a graphic organizer and .gov, .edu, or .org sites, students will research a famous person from a culture other than their own. Students will be provided with a list of choices. Students may also submit a person for teacher approval. As students work, use [fist to five or thumbs up, thumb down strategies](#) to check for students who need assistance. Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 15: Students will answer a journal prompt—how do you hook your reader and how do you keep your readers engaged? Possible sentence stems: An author hooks a reader by... An author keeps readers engaged by... Students will begin with process paper where they will write an expository essay identifying how the person they researched has contributed to and impacted society. Students will complete graphic organizer for prewriting activity. Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 16: Students will complete an [11-minute essay](#) using the quote “To merely observe your culture without contributing to it seems very close to existing as a ghost” by Chuck Palahniuk. Students will then draft their expository essays. Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 17: Begin the class by having students share their essays with one other person in their groups. Students will use the strategy [Say Something](#) to give feedback to their partners. Students will then continue to draft their expository essays. As students are drafting, the teacher will be conducting conferences. Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 18: Students will read [prompt](#) and using the story of my thinking graphic organizer (*Revising the Essay* by Gretchen Bernabei pg. 50) and [RAFT](#), will prewrite for the prompt. As a class, discuss what makes a thought-provoking conclusion? How should you end your essay? Students will then continue to draft their expository essays. As students are drafting, the teacher will be conducting conferences. Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 19: Begin the class by having students share their essays with one other person in their groups. Students will use the strategy [Say Something](#) to give feedback to their partners. Students will take an assessment—[Revising and Editing Test #2 \(Answer Key\)](#). Students will then continue drafting.

Day 20: Students will complete journal entry using [revising questions \(Answer Key\)](#). Using stations and ratiocination, students will revise their expository essays—[ratiocination 1](#) or [ratiocination 2](#). Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 21: Students will complete journal entry using [revising questions \(Answer Key\)](#). Using stations and ratiocination, students will revise their expository essays—[ratiocination 1](#) or [ratiocination 2](#). Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 22: At the beginning of class, students will edit a paragraph from [Every-Day Edits](#) to review editing. Students will edit their expository essays using [CUPS](#) (capitalization, usage, punctuation, and spelling) and musical editing (a form of musical chairs where students walk around desks with their essays and find a seat when the music stops, finding a partner with which to switch essays). Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 23: Using Google classroom, students will answer the discussion question—how has your person impacted society? Students will read and comment on at least 2 other responses. Using Google classroom and Google docs, students will type their expository essays. Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 24: Using Google classroom, students will answer the discussion question—what is your title and do you think it is effective? Students will read and comment on at least 2 other responses. Using Google classroom and Google docs, students will finish typing their expository essays. Students will add the expository essay to their Google site and share it with at least 2 students who will add their comments to the essay. Students will be graded with [rubric](#) and will complete self-assessment part of the rubric.

Day 25: Using Google classroom, students will answer the discussion question—what culture did you choose to research and why? Students will read and comment on at least 2 other responses. Using a graphic organizer and .gov, .edu, or .org sites, students will research a culture other than their own. Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 26: Using Google classroom, students will read [“Peering up from Mud” by Margarita Engle](#) and write their own poems of an object they have lost ([St. Anthony’s Lost and Found: A Poetry Exchange Project by Jenny Browne](#)). Students will read and comment on at least 2 other responses. Using a graphic organizer and .gov, .edu, or .org sites, students will research a culture other than their own. Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 27: Using Google classroom, students will look at a [writing prompt](#) and will prewrite using [RAFT](#) and a graphic organizer. Students will read and comment on at least 2 other responses. Using a graphic organizer and .gov, .edu, or .org sites, students will research a culture other than their own. Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 28: Using their completed graphic organizers, students will write an outline and then begin drafting their expository essays. As students are drafting, the teacher should be conducting conferences. Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 29: Students will write an [11-minute essay](#) using the quote “We need to move into a culture of peace. What I hope to promote is the idea that we all need each other and that the greatest happiness in life is not how much we have but how much we give. That’s a wealth that’s priceless. You can’t buy compassion” by Herbie Hancock. Students will continue to draft their expository essays. As students are drafting, the teacher will be conducting conferences. Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 30: Students will use [5-7-10 writing](#) to discuss another student’s writing. Students will continue to draft their expository essays. As students are drafting, the teacher will be conducting conferences. Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 31: Students will complete journal entry using [revising questions](#) ([Answer Key](#)). Using stations and ratiocination, students will revise their expository essays—[ratiocination 1](#) or [ratiocination 2](#). Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you

struggling? With what do you need help?

Day 32: Students will complete journal entry using [revising questions](#) ([Answer Key](#)). Using stations and ratiocination, students will revise their expository essays—[ratiocination 1](#) or [ratiocination 2](#). Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 33: At the beginning of class, students will edit a paragraph from [Every-Day Edits](#) to review editing. Students will edit their expository essays using [CUPS](#) (capitalization, usage, punctuation, and spelling) and musical editing (a form of musical chairs where students walk around desks with their essays and find a seat when the music stops, finding a partner with which to switch essays). Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 34: Using Google classroom, students will answer the discussion question—how is the culture you researched visible on campus? Students will read and comment on at least 2 other responses. Using Google classroom and Google docs, students will type their expository essays. Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 35: Using Google classroom, students will answer the discussion question—how will your research affect how you treat others? Students will read and comment on at least 2 other responses. Using Google classroom and Google docs, students will finish typing their expository essays. Students will add the expository essay to their Google site and share it with at least 2 students who will add their comments to the essay. Students will be graded with [rubric](#) and will complete self-assessment part of rubric.

Day 36: Using Google classroom, students will answer the discussion question—what is your culture and for what do you think your culture is known? Students will read and comment on at least 2 other responses. Using different mediums, students will present their own cultures to the class. As students work, use [fist to five or thumbs up, thumb down strategies](#) to check for students who need assistance. Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 37: Using Google classroom, students will answer the discussion question—what would you like others to know about your culture? Students will read and comment on at least 2 other responses. Using different mediums, students will present their own cultures to the class. As students work, use [fist to five or thumbs up, thumb down strategies](#) to check for students who need assistance. Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 38: Using Google classroom, students will answer the discussion question— how do traditions and customs affect your choices? Students will read and comment on at least 2 other responses. Using different mediums, students will present their own cultures to the class. As students work, use [fist to five or thumbs up, thumb down strategies](#) to check for students who need assistance. Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 39: Using Google classroom, students will answer the discussion question— how does my culture affect how I see the world and other people? Students will read and comment on at least 2 other responses. Using different mediums, students will present their own cultures to the class. As students work, use [fist to five or thumbs up, thumb down strategies](#) to check for students who need assistance. Students will complete an exit slip at the end of class—What is one goal you have for tomorrow? With what are you struggling? With what do you need help?

Day 40: Using Google classroom, students will answer the discussion question—what do you find most intimidating about presenting and how do you prepare? Students will read and comment on at least 2 other responses. Using different mediums, students will present their own cultures to the class. Students will

complete presentation preparation page. As students work, use [fist to five or thumbs up, thumb down strategies](#) to check for students who need assistance. Students will complete an exit slip at the end of class—
What will you work on at home for your presentation? How will you prepare for your presentation?

Day 41: Using graphic organizer, students will critique culture project presentations.

Day 42: Using graphic organizer, students will critique culture project presentations.

Day 43: Using graphic organizer, students will critique culture project presentations. Students will write a one-page reflection over the culture project. Using [We're All Connected strategy](#), students will stand in a circle and share how their perspectives of culture has changed. Students will then toss the ball of yarn to the next student creating a web showing how they are all connected.

Day 44: Students will have two days to complete a [timed writing prompt](#).

Day 45: Students will have two days to complete a [timed writing prompt](#).

Day 1:

Discussion Topics

<p>a story about the time you got lost at Disneyland</p>	<p>a web page telling how to create a web page</p>	<p>the Harry Potter books</p>	<p>a letter to the governor explaining why the tax increase is a bad idea</p>
<p>writing in which you record details of a trip taken</p>	<p>an essay discussing a theme from Romeo and Juliet</p>	<p>an article attempting to convince readers to boycott a store chain</p>	<p>a poem about the sights and sounds of rainfall</p>
<p>a paper about the horrible treatment of the people in Syria</p>	<p>the cover story in the morning newspaper</p>	<p>a brochure advertising a luxury hotel and resort</p>	<p>a paper discussing the after effects of a war</p>
<p>a story about your favorite vacation place</p>	<p>writing in which you give directions to your house</p>	<p>and a story on if it is important to reach your goals on your own or with the help of other people</p>	<p>a letter discussing the pros and cons of having a diverse school culture</p>

Expository Notes

An expository essay is an _____ about a topic with _____ information.

A thesis statement is the _____ of an essay.

Topic sentence is the _____. It is usually the _____ sentence in the paragraph.

Supporting details support the topic sentence and are _____ and _____.

A summary is writing the _____ of an essay.

Paraphrasing is _____ what an author is saying.

Text Structures

Type	Definition
Cause and _____	_____ something happened and _____ happened
_____ and Contrast	How things are _____ and _____
Sequence	Describes _____ or _____ in order
Problem and _____	Tells about a _____ and gives one or more _____
Description	A _____ or _____ is described by listing its features

Expository Notes

An expository essay is an **information piece** about a topic with **factual** information.

A thesis statement is the _____ of an essay.

Topic sentence is the **main idea of the paragraph**. It is usually the **first** sentence in the paragraph.

Supporting details support the topic sentence and are **reasons** and **examples**.

A summary is writing the **main idea** of an essay.

Paraphrasing is **restating in your own words** what an author is saying.

Text Structures

Type	Definition
Cause and Effect	why something happened and what happened
Compare and Contrast	How things are alike and different
Sequence	Describes items or events in order
Problem and Solution	Tells about a problem and gives one or more solutions
Description	A topic or idea is described by listing its features

Name _____ Period _____

Due: 

HOMEWORK #1 - Culture Interview Questions, Part I

Directions: Think about your culture and interview a family member about the customs and traditions in your home.

What is your name? Role in the family?	
What is your culture?	
Where is your family from?	
Who is the oldest person in your family? Age?	
How many people are in your family (parents, siblings, cousins, nieces...)?	
What kinds of traditions and customs does your family have?	
What are your beliefs that you want to pass on to other family members?	
Who are famous people that you feel represent your culture?	
Who are famous people that you feel do not represent your culture?	

What did you learn from your interview? (Write at least 3 sentences.)

Day 2:

Name: _____

Class Period: _____

Scoring Expository Essays—What Would You Score It?

Directions: Read the essays at each station and write your comments in the boxes provided.

Station #	Organization and Progression (1-4) <i>I would score it ____ because ____.</i>	Development of Ideas (1-4) <i>I would score it ____ because ____.</i>	Conventions and Grammar (1-4) <i>I would score it ____ because ____.</i>	Strengths <i>The author was successful at ____.</i>	Need to Improve <i>The author needs to change ____.</i>	Thesis Statement <i>Copy down the main idea sentence from the essay.</i>
#1						“ ”
#2						“ ”
#3						“ ”
#4						“ ”
#5						“ ”
#6						“ ”

Reflection:

- From this activity, I learned _____
_____.
- When writing expository essays, I am successful at _____
_____.
- When writing expository essays, I need to work on _____
_____.

Day 6:

Name _____ Period _____

Due: 

HOMEWORK #2 - Culture Interview Questions, Part II

Directions: Interview someone from a culture different than your own about their customs and traditions.

What is your name? Role in the family?	
What is your culture?	
Where is your family from?	
Who is the oldest person in your family? Age?	
How many people are in your family (parents, siblings, cousins, nieces...)?	
What kinds of traditions and customs does your family have?	
What are your beliefs that you want to pass on to other family members?	
Who are famous people that you feel represent your culture?	
Who are famous people that you feel do not represent your culture?	

What did you learn from your interview? (Write at least 3 sentences.)

Day 10:

Name: _____

Class Period: _____

Expository Essay Checklist

Expository essay—research a person from a different culture (use the list provided) and write an expository essay identifying how this person has contributed to and impacted society

Prewriting Checklist

- Influential Person Graphic Organizer
- Prewriting for Expository Essay

Rough Draft

- Rough draft minimum 2-pages front only, skipping lines; maximum 3-pages.

Revising

- Re-read story; make sure it makes sense and is on topic
- Organized into paragraphs; each paragraph will be indented
- Color-code sentences; change sentences that may be too long or too short.
- Make a list of the 1st words in each sentence; make sure you use a variety of beginnings

Ask yourself these questions and answer them on your rough draft somewhere.

- Is my paper organized (Sequence)?
- Does my paper talk about a person and his/her contributions? (Ideas and Content)
- Is my paper in my own words? (Voice/Plagiarism)
- Did I use the best word choices possible? What words could I upgrade? (Word Choice)
- Do my sentences flow together? (Sentence Fluency)

Editing

- Spell check using a dictionary
- Editing Checklist (CUPS: Capitalization, Usage, Punctuation, and Spelling)

Plagiarism

- Go through your paper and be sure that **ALL** of the words are yours.

Typed Final Copy

- Title
- Indented Paragraphs

Influential Hispanic People

Porfirio Diaz (Mexico's Iron Tyrant-former president 1830-1915)
Pancho Villa (bandit warlord of the revolution)
Diego Rivera (one of Mexico's greatest artist (1886-1957)
Frida Kahlo (Mexican artist)
Roberto Gomez Bolanos "Chespirito" (Mexican Writer and Actor 1929-2014)
Father Miguel Hidalgo (Mexican War Hero for Independence 1753-1811)
Antonio Lopez de Santa Anna (Mexico's president 1794-1896)
Benito Juarez (Mexican politician and statesman 1858-1872)
Hernan Cortes (Spanish conquistador 1485-1547)
Agustin de Iturbide (Emperor 1783-1824)
Maximilian of Austria (Emperor 1832-1867)
Emiliano Zapata (Mexican Revolution leader 1879-1919)
Oscar De La Hoya (former professional boxer)
Carlos Fuentes (Mexican novelist)
Luis Miguel (Mexican singer and icon)
Robert Rodriguez (filmmaker, screenwriter, musician)
Rodrigo Lopez (baseball player)
Enrique Pena Nieto (governor of Mexico 2005-2011) (president of Mexico 2012- present)
Vicente Fox Quesada (Mexican businessman and politician - President of Mexico 2000-2006)
Francisco Ignacio Madero Gonzalez (Mexican statesman, writer and revolutionary) (President of Mexico 1911-1913)
Jose Venustiano Carranza Garza (leader of the Mexican Revolution)
Joaquin Murrieta Carrillo (Mexican Robin Hood 1829-1853)
Ellen Lauri Ochoa (current Director of the Johnson Space Center)
Sor Juana Ines de la Cruz (Mexican Poet and Scholar)
Lorena Ochoa Reyes (Mexican Professional golfer - played in LPGA Tour 2003-2010)
Sandra Cisneros (Mexican/American Writer)

Influential Puerto Rican People

Alejandro Garcia Padilla (governor 2013-present)
Joseph Michael "Joe" Acaba (educator, hydrogeologist and Nasa astronaut (2004)
Tony Ramos (Olympic Gymnast 2012 and 2016)
Ana Roque Duprey (founded the first "women's only" magazine in PR 1853-1933)
Dr. Antonia Pantoja (educator and organizer - first to get bilingual education in NYC schools 1922-2002)
Esmeralda Santiago (author and spokesperson for public libraries and advocate for women survivors of domestic violence)
Clemente Roberto Walker (professional major league baseball player (hall of fame) 1955-1972)
Jennifer Lopez (American Globe-nominated actress, singer, record producer, fashion designer and television producer)
Tapia y Rivera, Alejandro (most prolific authors of 19th century - poet, drama, essay)
Oscar de la Renta (leading fashion designer)
Jose Feliciano (greatest living guitarist)
Ivan Rodriguez (major league baseball catcher)
Ricky Martin (grammy award winning singer, actor and author)

Influential Chinese People

Mao Zedong (historic figure of the twentieth century -A founder of the Chinese Communist Party 1893-1976)
Zhou Enlai (one of the most prominent and respected leaders of the Communist movement 1898-1976)
Deng Xiaoping (one of the first generation of Chinese Communist Party leaders 1966-1976)
Gui Jgjing (Chinese Olympian Diver)
Li Yan (silver medalist in 1992 Winter Olympics)
Hu Shuli (investigative journalist)

Influential African American People

Maya Angelou (American poet, memoirist and civil rights activist 1928-2014)
Langston Hughes (poet 1902-1967)
Frederick Douglass (American abolitionist, author and orator 1818-1895)
Malcolm X (race pride and black nationalism 1960's)
Ralph Ellison (Academic, Author, Educator, Literary Critic 1914-1994)
Martin Luther King, Jr. (civil rights activist - Nobel prize 1964)
Alex Haley (author, journalist 1921-1992)
Barack Obama (US President, lawyer, US Senator 1961-)
Booker T. Washington (Educator, Orator, Civil Rights Activist 1856-1915)
Harriet Tubman (Activist, Civil Rights Activist 1820-1913)
Marlin Briscoe (Pro-Football Hall of Fame)
Lisa Deshaun Leslie (WNBA MVP and four-time Olympic gold medal winner)

Henry Louis “Hank” Aaron (retired MLB; senior vice president of Atlanta Braves)
Michael Jeffrey Jordan (retired professional basketball player, businessman and principal owner chairman of Charlotte Hornets)
Muhammad Ali (American professional boxer and social activist)
Jackie Robinson (MLB; civil rights activist)
Serena Jameka Williams (Professional Tennis Player)
Venus Ebony Starr Williams (Professional Tennis Player)
Kareem Abjul-Jabbar (NBA player)
Rosa Parks (civil rights activist)
Angela Davis (Academic, Activist, Civil Rights Activist, Scholar, Women’s Right Activist)
Shirley Chisholm (US Representative 1924-2005; first major-black candidate to run for US president)

Influential Caucasian People

George Washington (first President of the US 1789-1797)
Thomas Jefferson (American Founding Father; author of Declaration of Independence; 3rd President of US 1801-1809)
Abraham Lincoln (American Politician; 16th President of US)
Alexander Graham Bell (inventor, teacher of deaf, inventor of telephone)
Thomas Edison (inventor; created electric light bulb)
Henry Ford (American industrialist; founder of Ford Motor Company)
Albert Einstein (physicist - theory of relativity; Nobel Prize)
Franklin Delano Roosevelt (American Statesman and political leader; 32nd President of US)
Steve Jobs (inventor co-founder of Apple Computers)
Robert E Lee (American General)
Thomas Paine (English-American political activist, philosopher, political theorist)
Elizabeth Cady Stanton (American suffragist, social activist, abolitionist; leading figure of the early women’s rights)
George Walker Bush (American politician; 43rd President of US; 46th governor of Texas)
Andrew Jackson (American soldier and statesman; 7th President of US; founder of Democratic Party)
Helen Adams Keller (American author, political activist, and lecturer. She was the first deaf-blind person to earn a bachelor of arts degree.)
Howard “Harry Edward Butt, Sr. (April 9, 1895 – March 12, 1991) was an American businessman and philanthropist who founded the [H-E-B](#) grocery store chain.
Pope Francis (Bishop of Rome)

Name: _____

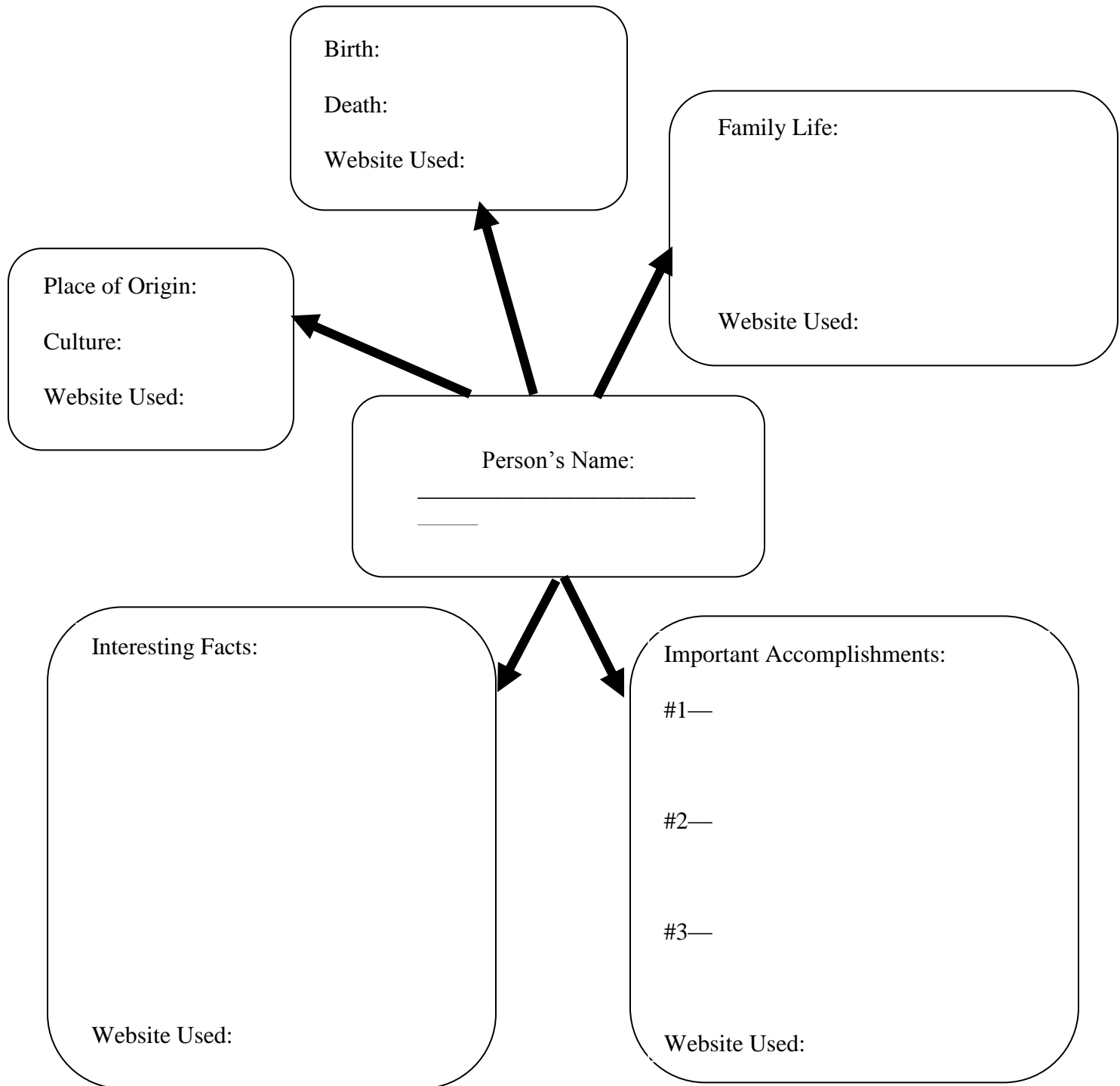
Exit Slip

- What is one goal you have for tomorrow? _____
- With what are you struggling? With what do you need help? _____

Name: _____

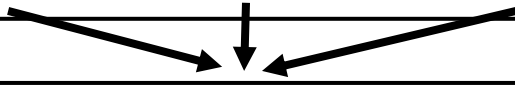
Class Period: _____

Influential Person Graphic Organizer



Day 11:

Thesis Statement:		
Sentence #1	Sentence #2	Sentence #3
_____	_____	_____
_____	_____	_____



Combination Sentence: _____

Name: _____
Exit Slip
• What is one goal you have for tomorrow? _____

• With what are you struggling? With what do you need help? _____

Day 12-14:

Name: _____
Exit Slip
• What is one goal you have for tomorrow? _____

• With what are you struggling? With what do you need help? _____

Day 15:

Name: _____

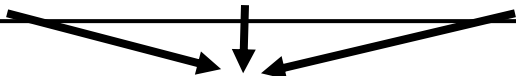
Class Period: _____

Prewriting for Expository Essay

Person you researched: _____



Thesis Statement:		
Sentence #1	Sentence #2	Sentence #3
_____	_____	_____
_____	_____	_____



Combination Sentence: _____



Major accomplishment #1

Major accomplishment #1

Major accomplishment #1



Conclusion: What would the world be like without the person you researched? Why does society remember this person? _____

Day 15-22:

Teacher Conference Sheet

Class Period: _____

Student Name	Topic	Thesis Statement	Indented Paragraphs	Evidence
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

Name: _____

Exit Slip

- What is one goal you have for tomorrow? _____

- With what are you struggling? With what do you need help? _____

Peer Editing Checklist

Student: _____

The title is: _____

My purpose is: _____

My audience is: _____

The type of writing is: _____

My strengths are: _____

I need to improve: _____

Directions: Attach the editing checklist to your draft. You will exchange essays with another student (editor) in your group. Each editor will be responsible for checking one of the following things listed below.

C - Capitalization

How to mark it:

 capitalize  lower case

- first letter of the beginning of every sentence
- proper nouns—specific people, places, and things
- names
- do not capitalize in the middle of a word
- personal pronouns, I, I've, I'm

Editor Initials:

Usage

Use proper grammar.

- Check nouns, verbs, prepositions, conjunctions, adjectives, transitions, subordinating conjunctions (AWUBIS)

- to, too, two
- their, there, they're
- your, you're
- cause, because
- its, it's

Do not use:

- a lot
 - Very
- be more descriptive!*

Correct fragments and run-ons.

Editor Initials:

P - Punctuation

. ? ! ; , ' " " - () ...

- End punctuation: at the end of every sentence:
 - . ? !
- When to use Commas: ,
 - Listing #1, #2, and #3.
 - before a coordinating conjunction
 - Sentence, conjunction sentence.
 - FANBOYS (for, and, nor, but, or, yet, so)
 - Phrase, sentence.
 - Sentence, phrase, sentence.
 - Sentence, phrase.
- Quotation marks for evidence: “Yay!”

Editor Initials:

S - Spelling

- Use a dictionary or the writing folder to check spelling if you are not 100% sure!!!
 - to, too, two
 - their, there, they're
 - your, you're
 - cause, because
 - its, it's
- Spell it out!!
 - gonna = going to
 - wanna = want to
 - cuz, cause = because
 - kinda=kind of
- Use the commonly misspelled word list in your writing folder

Editor Initials:



Day 23-24:

Helpful Tips for Using Google Docs:

Title document	Click on Untitled Document	Change font color	Click on <u>A</u>
Copy	Control+C	Center text	Click on More, click on Centered Text
Paste	Control+V	Make a list with bullets	Click on More, click on bulleted list
New paragraph	Enter	Insert link	Click on chain link icon or Control+K
New sentence	Space Bar	Add comment	Click on Comments or Control+Alt+M
Indent	Tab	Print	Click on printer icon or Control+P
Delete	Backspace	Insert picture	Click on Insert, Image
Change margins	Click on File, Page Setup, Margins	Insert drawing	Click on Insert, Drawing
Change page color	Click on File, Page Setup, Page Color	Insert chart	Click on Insert, Chart
Change font type	Click on down arrow next to Arial	Definition	Click on Tools, Define
Change font size	Click on down arrow next to 11	How many words	Click on Tools, Word Count
Spell check	Click on Tools, Spelling	To type by voice	Click on Tools, Voice Typing
Undo	Control+Z or arrow to the left	Add to your personal dictionary	Click on Tools, Personal Dictionary
Redo	Control+Y or arrow to the right	Insert table	Click on Table, Insert Table
Zoom	Click on down arrow next to 100%	Make changes to table	Click on Table
Bold text	Click on B or Control+B	Share	Click on the blue share button
Italicize text	Click on I or Control+I		
Underline text	Click on <u>U</u> or Control+U		

Helpful Tips for Using Google Sites:

Title document	Click on Untitled Site	Add docs	Click on Insert, Google Docs, Docs
Copy	Control+C	Add slides	Click on Insert, Google Docs, Slides
Paste	Control+V	Add charts	Click on Insert, Google Docs, Charts
New paragraph	Enter	Add pages	Click on Pages, Add Page
New sentence	Space Bar	Change theme	Click on Themes, choose theme, font style, and color
Indent	Tab	Spell check	Red line will appear, right click to see options to fix
Delete	Backspace or Click on trash can icon	Undo	Control+Z or arrow to the left
Preview	Click on the eye icon	Redo	Control+Y or arrow to the right
Add editors	Click on the +person icon	Bold text	Click on B or Control+B
Insert text	Click on Insert, Text Box	Italicize text	Click on <i>I</i> or Control+I
Insert picture	Click on Insert, Images	Underline text	Click on <u>U</u> or Control+U
Insert link	Click on Insert, Embed URL	Center text	Click on More, click on Centered Text
Upload	Click on Insert, Upload	Make a list with bullets	Click on More, click on bulleted list
Add divider or line	Click on Insert, Components, Divider	Change section background	Click on section, paint palette icon
To upload files	Click on Insert, Google Drive, From Drive	Add picture to page title section	Click on Header Type, choose Banner or Large Banner, Change Image
Add youtube video	Click on Insert, Google Embeds, Youtube		
Add calendar	Click on Insert, Google Embeds, Calendar		
Add map	Click on Insert, Google Embeds, Map		

Name: _____

Exit Slip

- What is one goal you have for tomorrow? _____

- With what are you struggling? With what do you need help? _____

Day 25-27:

Name: _____

Class Period: _____

Expository Essay Checklist

Expository essay—Culture—research a culture other than your own and write an expository essay identifying the beliefs, customs, traditions, and histories of that culture

Prewriting Checklist

Culture Graphic Organizer

Outline

Rough Draft

Rough draft minimum 2-pages front only, skipping lines; maximum 3-pages.

Revising

Re-read story; make sure it makes sense and is on topic

Organized into paragraphs; each paragraph will be indented

Color-code sentences; change sentences that may be too long or too short.

Make a list of the 1st words in each sentence; make sure you use a variety of beginnings

Ask yourself these questions and answer them on your rough draft somewhere.

Is my paper organized (Sequence)?

Does my paper talk about a person and his/her contributions? (Ideas and Content)

Is my paper in my own words? (Voice/Plagiarism)

Did I use the best word choices possible? What words could I upgrade? (Word Choice)

Do my sentences flow together? (Sentence Fluency)

Editing

Spell check using a dictionary

Editing Checklist (CUPS: Capitalization, Usage, Punctuation, and Spelling)

Plagiarism

Go through your paper and be sure that **ALL** of the words are yours.

Typed Final Copy

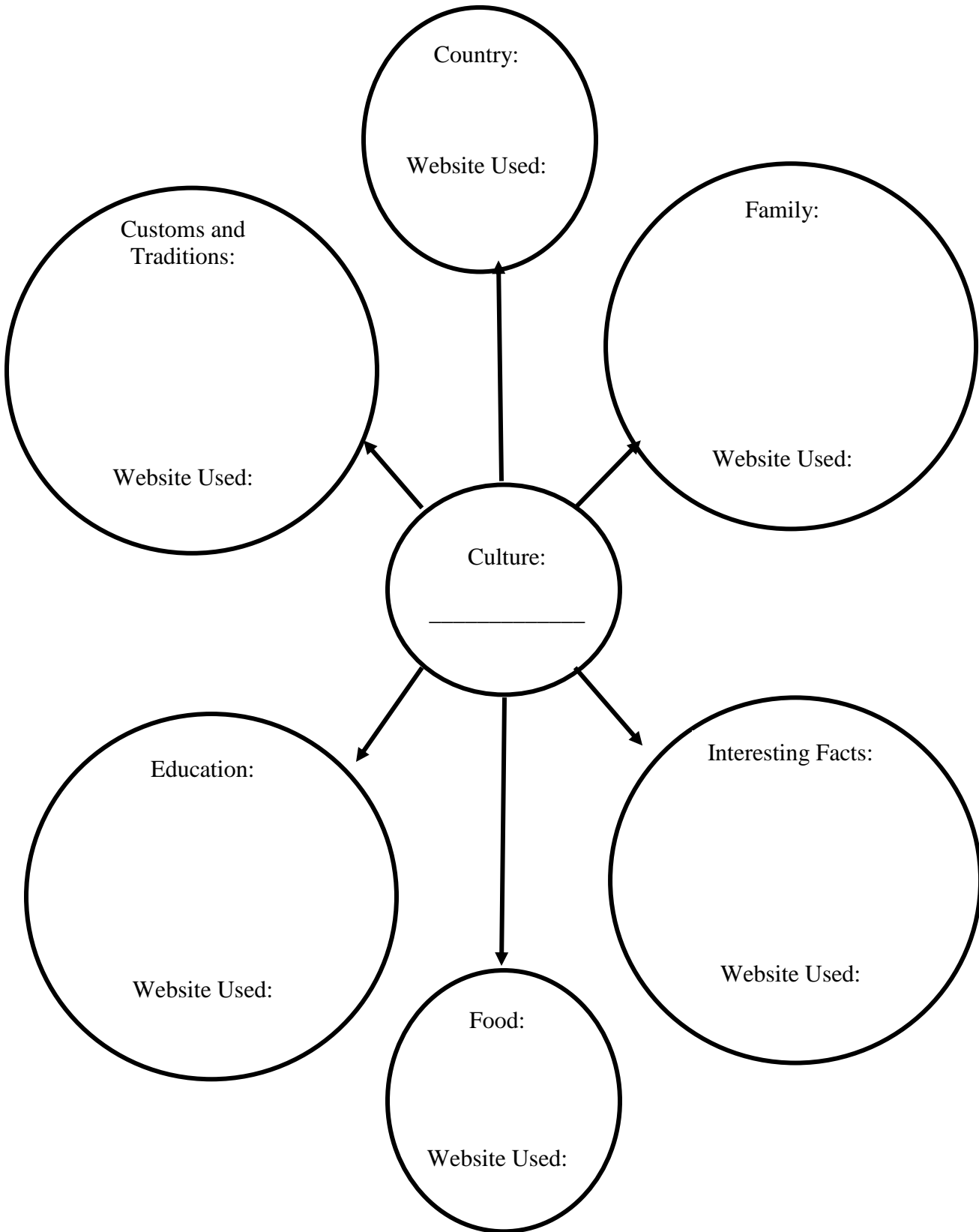
Title

Indented Paragraphs

Name: _____

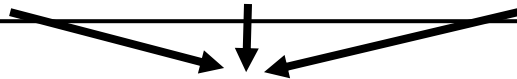
Class Period: _____

Culture Research Graphic Organizer



Day 27:

Thesis Statement:		
Sentence #1	Sentence #2	Sentence #3
_____	_____	_____
_____	_____	_____



Combination Sentence: _____

Name: _____
<h3>Exit Slip</h3>
• What is one goal you have for tomorrow? _____

• With what are you struggling? With what do you need help? _____

Day 28-32:

Essay Outline

Name: _____

Class Period: _____

I. Introduction

- a. Hook (How will you get the reader's attention?):

- b. Background Information (What should the reader know before you begin your essay?):

- c. Thesis Statement (What is your position statement? What is the essay about?)

II. Body Paragraph 1

- a. Topic Sentence:

- b. Supporting Details:

III. Body Paragraph 2

- a. Topic Sentence:

- b. Supporting Details:

IV. Body Paragraph 3

- a. Topic Sentence:

- b. Supporting Details:

V. Conclusion

- a. Restate Thesis (what was the point of your essay?):

- b. Personal opinion about topic (do not use "I"):

Teacher Conference Sheet

Class Period: _____

Student Name	Topic	Thesis Statement	Indented Paragraphs	Evidence
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

Day 33:

Peer Editing Checklist

Student: _____

The title is: _____

My purpose is: _____

My audience is: _____

The type of writing is: _____

My strengths are: _____

I need to improve: _____

Directions: Attach the editing checklist to your draft. You will exchange essays with another student (editor) in your group. Each editor will be responsible for checking one of the following things listed below.

C - Capitalization

How to mark it:

C capitalize ✎ lower case

- first letter of the beginning of every sentence
- proper nouns—specific people, places, and things
- names
- do not capitalize in the middle of a word
- personal pronouns, I, I've, I'm

Editor Initials:

Usage

Use proper grammar.

- Check nouns, verbs, prepositions, conjunctions, adjectives, transitions, subordinating conjunctions (AWUBIS)

- to, too, two
- their, there, they're
- your, you're
- cause, because
- its, it's

Do not use:

- a lot
 - Very
- } *be more descriptive!*

Correct fragments and run-ons.

Editor Initials:

P - Punctuation

. ? ! ; , ' " - () ...

- End punctuation: at the end of every sentence:
 - . ? !
- When to use Commas: ,
 - Listing #1, #2, and #3.
 - before a coordinating conjunction
 - Sentence, conjunction sentence.
 - FANBOYS (for, and, nor, but, or, yet, so)
 - Phrase, sentence.
 - Sentence, phrase, sentence.
 - Sentence, phrase.
- Quotation marks for evidence: "Yay!"

Editor Initials:

S - Spelling

- Use a dictionary or the writing folder to check spelling if you are not 100% sure!!!
 - to, too, two
 - their, there, they're
 - your, you're
 - cause, because
 - its, it's
- Spell it out!!
 - gonna = going to
 - wanna = want to
 - cuz, cause = because
 - kinda=kind of
- Use the commonly misspelled word list in your writing folder

Editor Initials:



Day 34-35:

Helpful Tips for Using Google Docs:

Title document	Click on Untitled Document	Change font color	Click on <u>A</u>
Copy	Control+C	Center text	Click on More, click on Centered Text
Paste	Control+V	Make a list with bullets	Click on More, click on bulleted list
New paragraph	Enter	Insert link	Click on chain link icon or Control+K
New sentence	Space Bar	Add comment	Click on Comments or Control+Alt+M
Indent	Tab	Print	Click on printer icon or Control+P
Delete	Backspace	Insert picture	Click on Insert, Image
Change margins	Click on File, Page Setup, Margins	Insert drawing	Click on Insert, Drawing
Change page color	Click on File, Page Setup, Page Color	Insert chart	Click on Insert, Chart
Change font type	Click on down arrow next to Arial	Definition	Click on Tools, Define
Change font size	Click on down arrow next to 11	How many words	Click on Tools, Word Count
Spell check	Click on Tools, Spelling	To type by voice	Click on Tools, Voice Typing
Undo	Control+Z or arrow to the left	Add to your personal dictionary	Click on Tools, Personal Dictionary
Redo	Control+Y or arrow to the right	Insert table	Click on Table, Insert Table
Zoom	Click on down arrow next to 100%	Make changes to table	Click on Table
Bold text	Click on B or Control+B	Share	Click on the blue share button
Italicize text	Click on <i>I</i> or Control+I		
Underline text	Click on <u>U</u> or Control+U		

Helpful Tips for Using Google Sites:

Title document	Click on Untitled Site	Add docs	Click on Insert, Google Docs, Docs
Copy	Control+C	Add slides	Click on Insert, Google Docs, Slides
Paste	Control+V	Add charts	Click on Insert, Google Docs, Charts
New paragraph	Enter	Add pages	Click on Pages, Add Page
New sentence	Space Bar	Change theme	Click on Themes, choose theme, font style, and color
Indent	Tab	Spell check	Red line will appear, right click to see options to fix
Delete	Backspace or Click on trash can icon	Undo	Control+Z or arrow to the left
Preview	Click on the eye icon	Redo	Control+Y or arrow to the right
Add editors	Click on the +person icon	Bold text	Click on B or Control+B
Insert text	Click on Insert, Text Box	Italicize text	Click on <i>I</i> or Control+I
Insert picture	Click on Insert, Images	Underline text	Click on <u>U</u> or Control+U
Insert link	Click on Insert, Embed URL	Center text	Click on More, click on Centered Text
Upload	Click on Insert, Upload	Make a list with bullets	Click on More, click on bulleted list
Add divider or line	Click on Insert, Components, Divider	Change section background	Click on section, paint palette icon
To upload files	Click on Insert, Google Drive, From Drive	Add picture to page title section	Click on Header Type, choose Banner or Large Banner, Change Image
Add youtube video	Click on Insert, Google Embeds, Youtube		
Add calendar	Click on Insert, Google Embeds, Calendar		
Add map	Click on Insert, Google Embeds, Map		

Name: _____

Exit Slip

- What is one goal you have for tomorrow? _____

- With what are you struggling? With what do you need help? _____

Day 36-40:

Name: _____

Class Period: _____

Culture Project

What to Do:

- Using your own experiences and research, choose a medium to reflect what is important to your culture, what you have learned, and what you think it is important for others to know.
- You can choose to:
 - Create a piece of art
 - Create a piece of music with lyrics
 - Write a poem
 - Create a Prezi, Google slides, or PowToon presentation
(may be completed in groups of 2-3)
- Your project must **clearly** reflect your culture.
- Your project must include a **one-page reflection or explanation** of how your project adequately portrays the culture. Each student is responsible for their own reflection or explanation.
- **All students** will present their projects to the class.

Name _____

Class Period: _____

Poetry and Music Rubric

Criteria	5	4	3	2	1
Content	Clearly and accurately follows the rules and structure for poetry. Reflection on culture is engaging and thought-provoking.	Follows the rules and structure for poetry. Reflection on culture is clear.	Mostly follows the rules and structure for poetry. Hits on culture. Shown throughout most of the poem.	Shows some mastery of the rules and structure for poetry. Hits briefly on culture. Not shown throughout poem.	Shows limited mastery of the rules and structure for poetry. Does not reflect on culture or is confusing.
Organization	Flows well and logically. Organized in an interesting way. Detail is evident.	Flows well. Organized in a clear pattern. Detail is evident.	Flows well, with some errors. Mostly organized in a clear pattern. Mostly detail is evident.	Flow has many errors. Organization is weak. Detail is lacking.	No flow. Unorganized and confusing. There is little to no detail.
Sensory Language	Uses original and create language.	Uses language the audience can clearly picture.	Mostly uses sensory language throughout the poem.	Uses little to some sensory language. Language is vague.	Language is unclear and confusing. No sensory language.
Creativity	Shows originality and creativity and is meaningful; reveals new insight.	Clearly shows an effort to incorporate original thought into the activity and create a personally meaningful product.	Mostly shows effort to incorporate original thought and create a personally meaningful product.	Shows some attempt at original thought and personal awareness.	Shows little attempt at original thought.
Conventions	Structure and pattern is interesting. No spelling errors. No grammar errors. Text is in authors' own words.	Few spelling errors. Few grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Most of text is in authors' own words.	Many spelling errors and/or text is copied.
Presenter	Student uses a clear and engaging voice, uses eye contact, and practice and planning is evident.	Student uses a clear voice, has minor errors, few movement concerns, some eye contact, and some planning.	Student uses a clear voice, has some errors, some movement concerns, some eye contact, and little planning.	Student uses a clear voice, has many errors, has many movement concerns, little eye contact, and no planning.	Student mumbles, has many movement concerns, many errors, no eye contact, and speaks too quietly for audience to hear.

Score: _____ /30 = _____ %



Name _____

Class Period: _____

Prezi, Google Slides, and PowToon Rubric

Criteria	5	4	3	2	1
Content	Content is accurate and information is presented in a logical order.	Content is accurate but some information is not presented in a logical order, but is still generally easy to follow.	Content is accurate but information is not presented in a logical order, making it difficult to follow.	Content is questionable and information is not presented in a logical order, making it difficult to follow.	Content is inaccurate and information is not presented in a logical order, making it difficult to follow.
Organization	Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way. Correct number of slides.	Presentation flows well. Tools used correctly. Correct number of slides. Overall presentation is interesting.	Presentation flows well. Some tools used to show acceptable understanding. Correct number of slides.	Presentation is unorganized. Tools are not used in a relevant manner. Lacking in number of slides.	Presentation has no flow. No tools used. Insufficient number of slides.
Slide Transitions/ Animations	Transitions are smooth and interesting. Transitions enhance the presentation.	Smooth transitions are used on most slides.	Smooth transitions are used on some slides.	Very few transitions are used and/or they distract from the presentation.	0 points No transitions used.
Pictures, Clip Art, and Background	Images are appropriate. Layout of images is pleasing to the eye.	Images are appropriate. Layout is cluttered.	Most images are appropriate.	Images are inappropriate.	0 points No images.
Conventions	No spelling errors. No grammar errors. Text is in authors' own words.	Few spelling errors. Few grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Most of text is in authors' own words.	Many spelling errors and/or text is copied.
Presenter	Student uses a clear and engaging voice, uses eye contact, and practice and planning is evident.	Student uses a clear voice, has minor errors, few movement concerns, some eye contact, and some planning.	Student uses a clear voice, has some errors, some movement concerns, some eye contact, and little planning.	Student uses a clear voice, has many errors, has many movement concerns, little eye contact, and no planning.	Student mumbles, has many movement concerns, many errors, no eye contact, and speaks too quietly for audience to hear.

Score: _____/30= _____%

Helpful Tips for Using Google Slides:

Title document	Click on Untitled Presentation	Add comment	Click on Comments or Control+Alt+M
Copy	Control+C	Print	Click on printer icon or Control+P
Paste	Control+V	Insert picture	Click on Insert, Image or picture icon
New paragraph	Enter	Insert text box	Click on Insert, Text box or box icon with T
New sentence	Space Bar	Insert shape	Click on Insert, Shape or circle and square icon
Indent	Tab	Insert line	Click on Insert, Line or line icon
Delete	Backspace	Insert word art	Click on Insert, Word Art
Add slides	Click on +	Insert video	Click on Insert, Video
Change background	Click on Background...	Definition	Click on Tools, Define
Change font type	Click on More, down arrow next to Arial	Arrange slides	Click on Arrange or click on slide and drag
Change font size	Click on More, down arrow next to 11	To type by voice	Click on Tools, Voice Typing
Spell check	Click on Tools, Spelling	Change format	Click on Slide
Undo	Control+Z or arrow to the left	Add transitions	Click on Slide, Change Transition or Click on Transition
Redo	Control+Y or arrow to the right	Add animations	Click on Insert, Animation or Click on Transition
Zoom	Click on microscope icon	Change theme	Click on Theme
Bold text	Click on More, B or Control+B or Format	Change slide layout	Click on Layout
Italicize text	Click on More, I or Control+I or Format	Add to your personal dictionary	Click on Tools, Personal Dictionary
Underline text	Click on More, U or Control+U or Format	Insert table	Click on Table, Insert Table
Change font color	Click on More, A or Format	Make changes to table	Click on Table
Center text	Click on More, click on Centered Text	Run through presentation	Click on Present
Make a list with bullets	Click on More, click on bulleted list	Share	Click on the blue share button
Insert link	Click on More, chain link icon or Control+K		

Name: _____

Exit Slip

- What is one goal you have for tomorrow? _____

- With what are you struggling? With what do you need help? _____

Name: _____

Class Period: _____

Presentation Preparation Page

Directions: Write what you will say for each major point during your presentation.
You will use this paper to practice and present.

Important Point #1
Notes:

What I will say: _____

Important Point #2
Notes:

What I will say: _____

Important Point #3
Notes:

What I will say: _____

Important Point #4
Notes:

What I will say: _____

Important Point #5
Notes:

What I will say: _____

Important Point #6
Notes:

What I will say: _____

