

6-2019

# Introduction to IB Language and Literature: Storytellers and the Single Story

Savannah McDonough  
sav.mcdonough@gmail.com

Megan Day  
megan.day.16@tfacorps.org

Follow this and additional works at: [https://digitalcommons.trinity.edu/educ\\_understandings](https://digitalcommons.trinity.edu/educ_understandings)

---

## Repository Citation

McDonough, Savannah and Day, Megan, "Introduction to IB Language and Literature: Storytellers and the Single Story" (2019).  
*Understanding by Design: Complete Collection*. 419.  
[https://digitalcommons.trinity.edu/educ\\_understandings/419](https://digitalcommons.trinity.edu/educ_understandings/419)

This Instructional Material is brought to you for free and open access by the Understanding by Design at Digital Commons @ Trinity. For more information about this unie, please contact the author(s): [sav.mcdonough@gmail.com](mailto:sav.mcdonough@gmail.com) [megan.day.16@tfacorps.org](mailto:megan.day.16@tfacorps.org). For information about the series, including permissions, please contact the administrator: [jcostanz@trinity.edu](mailto:jcostanz@trinity.edu).

## UbD Template 2.0

Stage 1 – Desired Results			
Established Goals (e.g., standards)	<b>Transfer</b>		
	<p><i>Students will independently use their learning to...</i> analyze the main idea of texts they encounter and compare the message and form to other texts in order to assess the texts’ relationship and participation in the culture.</p>		
	<b>Meaning</b>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>Understandings</b> <i>Students will understand that....</i></p> <ol style="list-style-type: none"> <li>1. Stories are essential to our cultural and personal identities.</li> <li>2. Stories can shape our perspective on the world (and people) around us.</li> <li>3. The “single story” of any person, place, or thing is dangerous, and it is our responsibility to challenge the single story.</li> </ol> </td> <td style="width: 50%; padding: 5px;"> <p><b>Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. What is identity and culture?</li> <li>2. How do these stories define our cultural and personal identity?</li> <li>3. How do these stories shape our perspective?</li> <li>4. What elements do stories share? How are their similarities and differences important?</li> </ol> </td> </tr> </table>	<p><b>Understandings</b> <i>Students will understand that....</i></p> <ol style="list-style-type: none"> <li>1. Stories are essential to our cultural and personal identities.</li> <li>2. Stories can shape our perspective on the world (and people) around us.</li> <li>3. The “single story” of any person, place, or thing is dangerous, and it is our responsibility to challenge the single story.</li> </ol>	<p><b>Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. What is identity and culture?</li> <li>2. How do these stories define our cultural and personal identity?</li> <li>3. How do these stories shape our perspective?</li> <li>4. What elements do stories share? How are their similarities and differences important?</li> </ol>
	<p><b>Understandings</b> <i>Students will understand that....</i></p> <ol style="list-style-type: none"> <li>1. Stories are essential to our cultural and personal identities.</li> <li>2. Stories can shape our perspective on the world (and people) around us.</li> <li>3. The “single story” of any person, place, or thing is dangerous, and it is our responsibility to challenge the single story.</li> </ol>	<p><b>Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. What is identity and culture?</li> <li>2. How do these stories define our cultural and personal identity?</li> <li>3. How do these stories shape our perspective?</li> <li>4. What elements do stories share? How are their similarities and differences important?</li> </ol>	
	<b>Acquisition</b>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>Knowledge</b> <i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. What is a main idea?</li> <li>2. What is a summary that captures essential information?</li> <li>3. The definition of Identity and Culture</li> <li>4. MEAL/MEATEAL Paragraph structure</li> <li>5. Effective Annotation methods</li> </ol> </td> <td style="width: 50%; padding: 5px;"> <p><b>Skills</b> <i>Students will be able to...</i></p> <ol style="list-style-type: none"> <li>1. SWBAT articulate the main idea of a text.</li> <li>2. SWBAT summarize the important details and events in a text.</li> <li>3. SWBAT compare and contrast the content (and potential impact) of two texts.</li> <li>4. SWBAT analyse the uses and effects of literary and stylistic</li> </ol> </td> </tr> </table>	<p><b>Knowledge</b> <i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. What is a main idea?</li> <li>2. What is a summary that captures essential information?</li> <li>3. The definition of Identity and Culture</li> <li>4. MEAL/MEATEAL Paragraph structure</li> <li>5. Effective Annotation methods</li> </ol>	<p><b>Skills</b> <i>Students will be able to...</i></p> <ol style="list-style-type: none"> <li>1. SWBAT articulate the main idea of a text.</li> <li>2. SWBAT summarize the important details and events in a text.</li> <li>3. SWBAT compare and contrast the content (and potential impact) of two texts.</li> <li>4. SWBAT analyse the uses and effects of literary and stylistic</li> </ol>	
<p><b>Knowledge</b> <i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. What is a main idea?</li> <li>2. What is a summary that captures essential information?</li> <li>3. The definition of Identity and Culture</li> <li>4. MEAL/MEATEAL Paragraph structure</li> <li>5. Effective Annotation methods</li> </ol>	<p><b>Skills</b> <i>Students will be able to...</i></p> <ol style="list-style-type: none"> <li>1. SWBAT articulate the main idea of a text.</li> <li>2. SWBAT summarize the important details and events in a text.</li> <li>3. SWBAT compare and contrast the content (and potential impact) of two texts.</li> <li>4. SWBAT analyse the uses and effects of literary and stylistic</li> </ol>		

		effects and techniques, including how they create meaning. -diction -tone
--	--	---

**Stage 2 – Evidence**

CODE (M or T)	Evaluative Criteria (for rubric)	
T	<a href="#">Rubric</a>	Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i>  Mini Essay <a href="#">Test</a> : Summarize both texts (one 3-4 sentence paragraph each) Compare and contrast in 3 paragraphs  ----- Other Evidence (e.g., formative) <ol style="list-style-type: none"> <li>1. Your Story Timeline</li> <li>2. Summary of one text</li> <li>3. Summary of two texts</li> <li>4. Compare two texts</li> <li>5. Contrast two texts</li> <li>6. Socratic Seminar</li> <li>7. Paired Writing compare and contrast</li> </ol>
M T T T T M M/T		

**Stage 3 – Learning Plan**

<b>CODE</b> (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i>
--------------------------	--

<p><b>Learning Activities</b></p> <p><b>W1D1</b>  <b>Aug. 8:</b>  <b>1. Do Now (first 5 minutes):</b>  <b>Students silently create a name tent. Once their name is done, on the back they will answer the following questions in complete sentences:</b>  <b>-What is your favorite story?</b>  <b>-Why does this story need to be told?</b></p>	<p>Progress Monitoring (e.g., formative data)</p>
--	---

M

- 2. (2-3 min) At their tables, students share out their names and responses to the do-now questions.
- 3. (2-3 min) Teacher asks one student from each table to share out one of their partner’s responses. Try to tie together why stories are important overall based on answers.
- 4. Students listen to TED Talk [“The Danger of the Single Story”](#) and annotate their [transcripts](#) as they listen for ideas they liked and ideas they have questions about.  
(19 minutes)
- 5. (2 minutes) Students answer the following question at the bottom of their paper: What was the main idea of this Ted Talk?
- 6. (4 min)  
Post-TED talk discussion:  
Students whip around their tables to share their answer to the question. If needed and time allows, students may ask questions as well.
- 7. (2-3 min)Teacher asks for a response from each table. What did they see as the main idea?
- 8. (3 min) Think back to your Do Now. Does your favorite story conform to a “single-story?” Why or why not?

M

W1D2  
Aug. 9

- 1. Do Now (first 5 min)

Students silently answer the following question on their project packet:

What makes up your “core?”

From the list provided, choose 3 characteristics that describe you and your identity, and fill in the graphic organizer.



M

- 2. Timeline (10 min): What is “your story?”

Students then create their personal timeline

**Directions:** Create a timeline of your life so far. Include *at least 6* events that have been most important to your development. These can be positive or negative events.

**\*Rationale:** Teacher should explain the why: the reason we are starting with YOUR story is so that, after completing it, you can appreciate the stories of others. You will better understand why they chose to mention what they mentioned and why they structured it the way they did.

Teacher then provides some structure/examples to serve as jumping off points.

I.e. a list of typical events in a timeline (birth, elementary school, middle school, high school, etc.)

- + Box of extra life events:  
birth of a sibling

M	<p>a move a wedding a quince, etc.</p> <p><b>3. Reflect (10 min): Why did you choose those events to define “your story?”</b> Next to each life event, students will explain the importance of that event by filling in the blank to one of the following sentence stems:</p> <ul style="list-style-type: none"> <li>- This event was important in my life because... OR</li> <li>- This event impacted my life because...</li> </ul> <p>If it helps, refer back to the characteristics you identified for yourself in your Do Now. Which events in your life helped you to gain which characteristics? Explain the connection between that event in your life and the characteristic that you gained from it. I.e. “In my Do Now, I said that I was kind. The event from my timeline, living with my grandma in 3rd grade, helped me to become kind because she was patient and kind with me.” or “In my Do Now, I said that I was resilient. My parents’ divorce when I was 15 made me a stronger person, more able to handle challenges in life.”</p> <p><b>4. Single story/Stereotype (step outside of themselves- what could seem stereotypical about their story? What to they need to clarify/add to in order to make sure that their story doesn’t sound like a single story?)</b></p>	
M	<p><b>W2D1</b> <b>Aug. 12</b></p> <ol style="list-style-type: none"> <li><b>1. Do Now (5 min):</b> Students silently answer the question: How can you make “your story” come alive through colors and images? What will you illustrate and emphasize?”</li> <li><b>2. Share out (2-3 min)</b> Teacher invites students to share how they will make their stories come alive.</li> <li><b>3. Plan (2 min)</b> Students review their timelines from Friday to determine if they want to add to what they have written and to choose which events they intend to emphasize with illustrations.</li> <li><b>4. Project creation (40 min):</b> On a separate piece of paper (construction paper, card stock, poster board, etc.), students work independently to transform the timeline they wrote on Friday to a polished, artful representation of “their story.” A timeline will be presented as an exemplar, and students are encouraged to be creative with their versions of their timelines. Students must include a minimum of 5 colorful illustrations.</li> </ol>	
A,M	<p><b>W2D2</b> <b>Aug. 13</b></p> <ol style="list-style-type: none"> <li><b>1. Do Now (5 min):</b> Students silently answer the following questions on their daily</li> </ol>	

A	<p>work page: What is a “single story” of Texas? What is a story you have that challenges or complicates the single story of this city?</p> <ol style="list-style-type: none"> <li>2. Teacher Connection Clarification (3 min) Teacher reminds the students of the why behind starting with their story: they are supposed to use the experience of telling their story in a creative way to connect to authors that are doing the same.</li> <li>3. Chalk Talk (5-6 min): What do people think when they hear “Texas?” Students participate silently why writing their responses and responding to others’ responses with checks, question marks, or exclamation points. They may also write a response back.</li> <li>4. (5 min) Class looks at entire chalk talk and reflects on what they see. Teacher spurs discussion about why these single stories exist.</li> <li>5. Annotation introduction (10 min): <ul style="list-style-type: none"> <li>-Read the title and jot down a personal connection that you have with the idea that it presents.</li> <li>-Read the text. Asterisk and underline important/main ideas, Star essential details, put an exclamation point by something surprising or bizarre</li> </ul> <p><u>Practice Reading for annotation:</u> Honky excerpt by Dalton Conley (shorten the reading)</p> </li> </ol>	
A	<ol style="list-style-type: none"> <li>6. Song listening/reading and annotation (10 minutes) Students <u>listen to</u> and read <u>Gene Autry’s “Deep in the Heart of Texas”</u>. Students annotate for...(key ideas, important details)</li> </ol>	
A	<ol style="list-style-type: none"> <li>7. Summarize (6 min) Students quickly write a summary for the prose poem. Definition reminder of “summary” vs “Main idea” will be present on the page.</li> </ol>	
A	<ol style="list-style-type: none"> <li>8. Main Idea (3 min) After completing their summaries, students must then write one-two sentences that capture the main idea of the piece.</li> </ol>	
M	<ol style="list-style-type: none"> <li>9. Final thought question(5): Does this song represent a single story of Texas? Why or why not?</li> </ol>	
	<ol style="list-style-type: none"> <li>10. Share out final thought question (5)</li> </ol>	
	<p><b>W2D3/4 (BLOCK DAY 80 min)</b></p>	
	<p><b>Aug. 14-15</b></p>	
M	<ol style="list-style-type: none"> <li>1. Do Now (5 min): Students silently answer the following questions on their daily work page: What is a “single story” of San Antonio? What is a story you have that challenges or complicates the single story of this city?</li> </ol>	
A	<ol style="list-style-type: none"> <li>2. Share out (2- 3 min) Teacher invites students to share their ideas of SA’s single story with the class and begin gathering a “sense” of SA’s stereotypes.</li> <li>3. Poem reading and annotation (20 minutes)</li> </ol>	

<p>A</p> <p>A</p> <p>A</p> <p>A,T</p>	<p>Students read <a href="#">Carmen Tafolla's "This is a City of Dreams"</a> silently. Students annotate for key ideas and important details.</p> <ol style="list-style-type: none"> <li>Summarize (6 min) Students quickly write a summary for the prose poem. Definition reminder of "summary" vs "Main idea" will be present on the page.</li> <li>Main Idea (3 min) After completing their summaries, students must then write one-two sentences that capture the main idea of the piece.</li> <li>Compare/Contrast writing Prep (10 minutes) In pairs, students compare and contrast Tafolla and Autry's texts. The goal is to find at least two similarities and differences. Students should record these on their daily work document. -Student work will have options and exemplars of both Venn Diagrams and T-Charts to provide examples of how to compare and contrast</li> <li>Compare/Contrast writing (30 minutes) Students must write two paragraphs (MEAL or MEATEAL) analyzing the similarities and differences in the texts. They must complete both by the end of class.</li> </ol>	
<p>M</p>	<p><b>W2D5</b> <b>Aug. 16</b></p> <ol style="list-style-type: none"> <li>Do Now (5 min): How has your perspective on the story of Texas changed after reading "Deep in the Heart of Texas" earlier this week? How has your perspective on San Antonio changed after reading "This is a City of Dreams" earlier this week?</li> <li>Share out (2-3 min) Teacher invites students to share how their perspectives have changed on Texas and on San Antonio.</li> <li>Exemplar (7 min) Students read an exemplar with 2 paragraphs of summary, a paragraph comparing, and a paragraph contrasting the 2 texts. Using the rubric for their performance task and sentence stems, students write 3+ sentences reflecting on what the exemplar did well in each paragraph. "The areas of the rubric where the exemplar did well were... because..."</li> <li>Share out (2-3 min) Teacher invites students to share what made the exemplar strong.</li> <li>Non-Example (7 min) Students read a non-example with 2 paragraphs of summary, a paragraph comparing, and a paragraph contrasting the 2 texts. Using the rubric for their performance task and sentence stems, students write 3+ sentences reflecting on what the non-example was missing and how it can be improved. "The areas of the rubric where the non-example was missing things is...because..." "The areas of the rubric where the non-example needs to</li> </ol>	

<p>A</p>	<p>improve is...because..."</p> <p>6. Self-grade (7 min) Students read their own writing and using the rubric for their performance task and sentence stems, grade themselves and write reflections on how they can improve.          "An area of the rubric where my writing was strong is...because..."          "An area of the rubric where my writing needs to improve is...because..."</p>	
<p>A</p>	<p>7. Trade and grade (7 min) Students point to a partner at their tables. They trade papers and using the rubric for their performance task, grade their partner. They also write warm feedback regarding things their partner did well and cool feedback regarding things their partner needs to improve.          "An area of the rubric where your writing was strong is...because..."          "An area of the rubric where your writing needs to improve is...because..."</p> <p>8. Share out (2-3 min) Teacher invites students to share some of their personal and partner feedback and ways they plan to improve in their writing.</p> <p>9. Exit Ticket (5 min) Students silently reflect on what their writing did well and what they need to change the next time they complete a similar project.</p>	
<p>A,M</p>	<p><b>W3D1</b>  <b>Aug. 19</b></p> <ol style="list-style-type: none"> <li>1. Do Now (5 min)</li> <li>2. Share out (2-3 min)</li> <li>3. Do You Hear What I Hear Activity (from <u>The Strategic Teacher</u> by Silver, Strong, and Perini):             <ol style="list-style-type: none"> <li>a. First read aloud (5 min) Teacher reads "Honor Society" aloud for the class. Students intentionally do not have a copy of the text in front of them. Teacher instructs students to listen to understand and nothing more at this point.</li> <li>b. Second read aloud (5 min) Teacher tells students she will be reading "<a href="#">Honor Society</a>" aloud for them again. Teacher instructs students to take notes while they are listening to the text in order to retell "Honor Society" to a partner as in-depth as possible. Students still do not have a copy of the text in front of them.</li> <li>c. Partner Retelling (8 min) Teacher tells students that they will share their notes with their partner to retell "Honor Society" in as much depth as possible. Teacher asks partners to label themselves A and B. Teacher tells the class that partner A from each partner group will</li> </ol> </li> </ol>	

A.M	<p>retell “Honor Society” first, and partner B will put their notes aside and listen. Teacher tells partner B to give feedback on partner A’s retelling. Partner A and partner B then switch roles; partner A listens and prepares feedback while partner B retells “Honor Society” in as much depth as possible.</p> <ul style="list-style-type: none"> <li>- Feedback Sentence Stems: <ul style="list-style-type: none"> <li>- It was great when...</li> <li>- Next time try...</li> </ul> </li> </ul> <p>d. Guiding Questions (7 min) Teacher provides each student with a copy of the text. Student uses the text to answer guiding questions in complete sentences.</p> <ul style="list-style-type: none"> <li>- Describe Alexie’s conflicting feelings about his life on the reservation.</li> <li>- Describe one thing that Alexie does to illustrate his conflicted feelings to his readers.</li> <li>- How would you feel if you had to leave your home, “the reservation,” to go to college and pursue a better life?</li> <li>- How would you advise or console Alexie in this situation?</li> </ul> <p>e. Partner Discussion (4 min) Teacher instructs partner groups to share their answers and resolve differences. Teacher observes and coaches where needed.</p> <p>f. Summary (7 min) Student writes a 3-5 sentence summary of the text that captures the main ideas.</p> <p>g. Trade and grade (4 min) students trade summaries and provide feedback briefly to their partners.</p> <ul style="list-style-type: none"> <li>- Feedback Sentence Stems: <ul style="list-style-type: none"> <li>- It was great when...</li> <li>- Next time try...</li> </ul> </li> </ul>	
A	<p><b>W3D2</b> <b>Aug. 20</b></p> <ol style="list-style-type: none"> <li>1. Do Now (5 min)</li> <li>2. Share out (2-3 min)</li> <li>3. Pre-teach Vocabulary (5 min)</li> </ol> <p>Using their phones, students play Quizlet Live to learn challenging vocabulary words they will encounter in the text.</p> <ul style="list-style-type: none"> <li>- Resistance</li> <li>- Native</li> <li>- Ethnic</li> <li>- Syntactic</li> <li>- Cree</li> <li>- Received Pronunciation</li> <li>- Violating</li> <li>- Bannock</li> </ul>	

Teacher projects correct definitions of the words with the words used accurately in context for students to fix any misunderstandings/wrong answers.

- Resistance: effort made to stop or to fight against someone or something  
*Julia was part of a resistance group to fight injustices in her country.*
- Native: of or relating to a group of people who were living in an area (such as North America or Africa) when a new group of-- usually European-- people arrived  
*Cheyenne identifies as Native American because her family has been here since before Columbus sailed to North America.*
- Ethnic: associated with or belonging to a particular race or group of people who have a culture that is different from the main culture of a country  
*Marquez enjoys trying new ethnic restaurants in San Antonio with his friends; his favorite ethnic restaurant serves Jamaican food.*
- Syntactic: of or relating to syntax (the order of words in a sentence)  
*"We're going to dinner," and "Going to dinner are we" are syntactic differences.*
- Cree: the language of one of the largest groups of First Nations (Native Americans) in North America  
*Keme's grandfather is the only member of his family who still speaks Cree, the language of their tribe.*
- Received Pronunciation: the standard form of British English pronunciation, based on educated speech  
*John corrected the way I said "pillow" because he said it was not the Received Pronunciation.*
- Violating: to abuse or show disrespect for (something, such as a holy place) usually by damaging it  
*Ernesto watched as some of his friends spray painted the pews at church, and decided that they were violating this environment.*
- Bannock: a type of bread made by Native Americans  
*Samoset and his family eat bannock with their meals like Miguel's family eats tortillas and Josie's family eats biscuits.*

A.M	<p><b>4. Do You Hear What I Hear:</b></p> <p>a. <b>First read aloud (4 min)</b> Teacher reads “Devil’s Language” aloud for the class. Students intentionally do not have a copy of the text in front of them. Teacher instructs students to listen to understand and nothing more at this point.</p> <p>b. <b>Second read aloud (4 min)</b> Teacher tells students she will be reading “Devil’s Language” aloud for them again. Teacher instructs students to take notes while they are listening to the text in order to retell “Devil’s Language” to a partner as in-depth as possible. Students still do not have a copy of the text in front of them.</p> <p>c. <b>Partner Retelling (8 min)</b> Teacher tells students that they will share their notes with their partner to retell “Devil’s Language” in as much depth as possible. Teacher asks partners to label themselves A and B. Teacher tells the class that partner A from each partner group will retell “Devil’s Language” first, and partner B will put their notes aside and listen. Teacher tells partner B to give feedback on partner A’s retelling. Partner A and partner B then switch roles; partner A listens and prepares feedback while partner B retells “Devil’s Language” in as much depth as possible.</p> <ul style="list-style-type: none"> <li>- <b>Feedback Sentence Stems:</b> <ul style="list-style-type: none"> <li>- It was great when...</li> <li>- Next time try...</li> </ul> </li> </ul>	
A.M	<p>d. <b>Guiding Questions (6 min)</b> Teacher provides each student with a copy of the text. Student uses the text to answer guiding questions in complete sentences.</p> <ul style="list-style-type: none"> <li>- What is “the devil’s language” that Dumont speaks about? How do you know?</li> <li>- Describe one thing that Dumont does to illustrate her feelings about “the devil’s language.”</li> <li>- How would you feel if your language were called “the devil’s language?”</li> <li>- How would you advise or console Dumont in this situation?</li> </ul> <p>e. <b>Partner Discussion (3 min)</b> Teacher instructs partner groups to share their answers and resolve differences. Teacher observes and coaches where needed.</p> <p>f. <b>Summary (5 min)</b> Student writes a 3-5 sentence summary of the text that captures the main ideas.</p> <p><b>W3D3/4 (80 min)</b> <b>Aug. 21-22</b></p>	

<p>T,A,M</p> <p>M</p>	<ol style="list-style-type: none"> <li>1. <b>Do now (5 min)</b> Silently, students reread their summaries of “Honor Society” and “Devil’s Language,” and skim the texts once more. As they read, students add notes/ideas that have occurred to them since their last reading.</li> <li>2. <b>Teacher sets expectations and goals for the day (5 min):</b>        -Partners will write a minimum of one MEATEAL compare and one MEATEAL contrast paragraph in response to the texts.        -On Friday, the top 4-5 paragraphs will be rated by the class to crown the Compare &amp; Contrast Champions, who will win a prize. 2nd and third place will receive merits.</li> <li>3. <b>In a new set of partners, students write their 2+ paragraphs.</b>  <b>Time breakdown:</b>        -5 minutes: review writing rubric and ask clarifying questions.        -20 minutes: setting up and using compare and contrast method on “Devil’s Language” and Honor Society.” Students may use t-chart, Venn diagram, or other method.        -40 minutes: students write MEATEAL paragraphs</li> <li>4. <b>Last five: students read their work and make last minute corrections/edits.</b></li> </ol>	
<p>A</p>	<p><b>W3D5</b> <b>Aug. 23</b></p> <ol style="list-style-type: none"> <li>1. <b>Do Now (5 min):</b> Students reflect on their experience working so closely with different people this week. What did they learn about their peers? What did they learn about themselves?</li> <li>2. <b>Rubric review (2 min)</b>        Each student silently reviews the rubric for Compare/Contrast writing in preparation for grading.</li> </ol>	
<p>A</p>	<ol style="list-style-type: none"> <li>3. <b>Grading (25 min)</b>        Teacher projects the top 4-5 paragraphs on the board. The class has 4 minutes to read and grade each paragraph. They record their grade on their daily handout, along with a brief explanation as to the paragraph’s strengths and areas of growth.</li> </ol>	
<p>M</p>	<ol style="list-style-type: none"> <li>4. <b>Grade averaging (10 min)</b>        Student helper records the average grade (0-7 marks?) for each mini essay.</li> <li>5. <b>Winner is revealed! Class celebrates them (2 min)</b></li> <li>6. <b>End of week reflection (6 min)</b></li> </ol>	
<p>M</p>	<ol style="list-style-type: none"> <li>1. <b>What the main thing that the winning team did that set them apart?</b></li> <li>2. <b>What is something that your team did well?</b></li> <li>3. <b>What are you going to focus on improving next week?</b></li> <li>7. <b>Whole class share out (2 min)</b></li> </ol> <p><b>W4D1</b> <b>Aug. 26</b></p>	

A	<ol style="list-style-type: none"> <li><b>1. Do now (7 minutes)</b> Students tell the story of their name; what does it mean? Why did their parents pick it? If they don't have a story, what has it meant to them? What do they associate it with? Would they change it if they could? Teacher note: provide an exemplar of your own name story.</li> </ol>	
A	<ol style="list-style-type: none"> <li><b>2. Share out 3-4 students' name stories (4 min)</b></li> <li><b>3. Introduce the final week of the unit (3 min):</b> recap ideas of identity and culture, and what we've gathered about how it's formed.</li> </ol>	
A,M	<ol style="list-style-type: none"> <li><b>4. Independent reading, summarizing, finding Main Idea (35 minutes)</b> Transition students to independent reading of <a href="#">"Whats in a name? A lot, as it turns out." NY Times Article</a> &amp; "My Name" by Sandra Cisneros</li> <li><b>5. Once students complete their reading and annotation of each text, they should summarize the text in a 3-4 sentence paragraph.</b></li> </ol>	
A,M	<p><b>W4D2</b> <b>Aug. 27</b></p> <ol style="list-style-type: none"> <li><b>1. Do Now (5 min)</b> Image analysis?</li> <li><b>(3 min) Teacher explains directions for Harkness prep/annotation check activity:</b> Students will participate in a group annotation of "My Name." Each student should pick ONE of their annotations to add to the groups'. If another student adds an annotation that is the same/similar to their own, students should add a checkmark and add on to what the first student said/add their own take. Poem will be annotated in three rounds (maximum 10 students per round). Once the annotation is complete, students will add to their existing annotations by looking at the exemplar group annotation.</li> <li><b>3. Group annotation/Seminar prep (10 min)</b> While students are annotating in rounds, the students remaining at their desks will complete 3 harkness discussion questions:       <ol style="list-style-type: none"> <li><b>a. How is identity formed? Use examples from the texts we've read over the last few weeks.</b> <ul style="list-style-type: none"> <li>- What is identity?</li> <li>- How do different events in life make up one's identity?</li> <li>- How do stories impact or affect one's identity?</li> </ul> </li> <li><b>b. Are stories essential to the development of culture?</b> <ul style="list-style-type: none"> <li>-How do you know the culture of San Antonio, Texas, the U.S.?</li> <li>-If we change the stories we tell about a place or a person, does</li> </ul> </li> </ol> </li> </ol>	



1. "My Name" by Sandra Cisneros	Poem	<a href="https://d3jc3ahdjad7x7.clooudfront.net/w4Uh4xckKtHMoyQxoR82OuvpAuDRwloWk3Wsa fm2BmG3M0XH.pdf">https://d3jc3ahdjad7x7.clooudfront.net/w4Uh4xckKtHMoyQxoR82OuvpAuDRwloWk3Wsa fm2BmG3M0XH.pdf</a>
2. "Whats in a name? A lot, as it turns out." by Erik Eckholm, New York Times	News Article	<a href="https://www.nytimes.com/2010/05/10/us/10name.html">https://www.nytimes.com/2010/05/10/us/10name.html</a>
3. "Devil's Language" by Marilyn Dumont from <i>A Really Good Brown Girl</i>	Poem	English A: Language and Literature Course Companion, 2nd Edition
4. "Honor Society" by Sherman Alexie	Short Story	<a href="https://therumpus.net/2016/11/saturday-rumpus-fiction-three-short-stories-by-sherman-alexie/">https://therumpus.net/2016/11/saturday-rumpus-fiction-three-short-stories-by-sherman-alexie/</a>
5. "This is a City of Dreams" by Carmen Tafolla	Prose Poem	<a href="https://downtownsanantonio.org/stories/41/this-is-a-city-of-dreams-a-poem-by/">https://downtownsanantonio.org/stories/41/this-is-a-city-of-dreams-a-poem-by/</a>
6. "Deep in the Heart of Texas" by Gene Autry	Song	<a href="https://genius.com/Gene-autry-deep-in-the-heart-of-texas-lyrics">https://genius.com/Gene-autry-deep-in-the-heart-of-texas-lyrics</a>
7. "The Danger of the Single Story" by Chimamanda Ngozi Adichie	TED Talk	<a href="https://docs.google.com/document/d/1BvtnIbEwpuP2qeRF-kWk9FjAZ2VzZtvj-b_3ASqy9Ic/edit?usp=sharing">https://docs.google.com/document/d/1BvtnIbEwpuP2qeRF-kWk9FjAZ2VzZtvj-b_3ASqy9Ic/edit?usp=sharing</a>
8. "Honky" by Dalton Conley	Non-fiction Excerpt	<a href="http://www.Commonlit.com">www.Commonlit.com</a>