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## Making Writing Personal [6th grade]

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: Making Writing Personal

Grade Level: 6<sup>th</sup> Grade

Subject/Topic Area(s): English Language Arts/Writing/Migrant Workers

Designed By: Kathleen Fenske

Time Frame: 5 weeks

School District: Judson ISD

School: Woodlake Hills Middle School

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

In this unit, students will view nonfiction and fiction as a commentary on an author's personal life and on society, particularly the life of a migrant worker. Students will also begin to view writing as a process and as a reflection of self. Students will begin the unit by delving into the following questions: How does literature reflect a culture or time period? What can we learn from the past? To what extent can fiction reveal truth? Should a story teach you something? Why write? Why share personal experiences in writing? What makes writing worth reading? Through these questions, students will look at literature and their own writing with a critical eye.

While interacting with fiction and nonfiction (*Esperanza Rising*, "The Circuit," "The Harvest (Historical context)," "Communication Facts: Special Populations: Migrant Workers in the U.S.-2008 Edition," *Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories*, and *Barefoot Heart: Stories of a Migrant Child*), this unit also has an emphasis on writing and having the students as writers connect to their own stories. Students will complete a personal narrative, an argument essay/timed writing essay, and a research-based creative story.

The culminating assessment for students will be, in groups, to conduct research on migrant workers and create a PowerPoint presentation or webpage detailing the information they find. This research will lead into the students' individual projects. Using their research on migrant workers and the stories they have read, students will write an additional chapter to "The Circuit."

## Unit: Making Writing Personal

Grade: 6<sup>th</sup>

### Stage 1: Desired Results

#### Content Standards (TEKS)

(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.

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

(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to: (A) write imaginative stories that include: (i) a clearly defined focus, plot, and point of view; (ii) a specific, believable setting created through the use of sensory details; and (iii) dialogue that develops the story.

(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.

(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.

(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.

#### Understandings

*Students will understand that...*

- Through fiction as well as nonfiction, novelists provide insights about their lives and society.  
-The plight of a migrant worker is the struggle to survive and provide for family.
- Writing is an active process; a good writer connects with the story.

#### Essential Questions

- How does literature reflect a culture or time period? What can we learn from the past?
- To what extent can fiction reveal truth? Should a story teach you something?
- Why write? Why share personal experiences in writing? What makes writing worth reading?

#### **Knowledge:**

*Students will know...*

- Literary terms
- Differences between fiction and nonfiction
- Information about the lives of migrant workers
- Writing process

#### **Skills:**

*Students will be able to...*

- Analyze literature
- Annotate/complete dialectical journal
- Complete timed writing/argument essay
- Write a personal narrative
- Write a blog
- Create a PowerPoint/Webpage
- Write a creative story

## Stage 2: Assessment Evidence

### Performance Task:

- **Group Project:** Students will research the lives of migrant workers using the Internet and all nonfiction and fiction sources we have read. They will create a PowerPoint or webpage discussing issues of migrant workers. This project will lead into their individual project.
- **Individual Project:** Using their research on migrant workers and the stories they have read, students will write an additional chapter to “The Circuit.”

### Other evidence:

*(quizzes, tests, academic prompts, self-assessments, etc.*

*note – these are usually included where appropriate in Stage 3 as well)*

- Journals/blogs
- ABCs of writing
- Vocabulary boxes
- Story annotations/dialectical journal for “The Circuit”
- Story questions for “The Circuit”
- Vocabulary test
- Online polls/exit slips/entrance slips
- Jigsaw presentations
- Timed writing/argument essay
- Personal Narrative/11-minute essay

## Stage 3: Learning Activities

*(Steps taken to get students to answer Stage 1 questions and complete performance task)*

**Day 1: Journal**-How can you make writing personal? Explain. **Have students complete a chalk talk activity over the following essential questions: How does literature reflect a culture or time period? What can we learn from the past? To what extent can fiction reveal truth? Should a story teach you something? Why write? Why share personal experiences in writing? What makes writing worth reading?** Discuss answers to chalk talk.

**Day 2:** Using think-pair-share, have students complete the **ABCs of writing**. Introduce literary vocabulary and have students **complete vocabulary boxes**. **Exit slip**-Explain the following quote: “Writing gives you the illusion of control, and then you realize it’s just an illusion, that people are going to bring their own stuff into it.” –David Sedaris.

**HW: Vocabulary boxes due Friday/Day 5**

**Day 3: Journal**-Explain the following quote: “Journal writing is a voyage to the interior.” –Christina Baldwin. **Explore the following essential questions: To what extent can fiction reveal truth? Should a story teach you something?** Using concept attainment (non-examples and examples) and concept formation (graphic organizers), students will explore the differences between fiction and nonfiction. At the end of class, have students review vocabulary using “I have, who has…” strategy.

**Day 4: Entrance slip**-On a note card, have students read the following quote and write their own three rules for writing the novel: “There are three rules for writing the novel. Unfortunately, no one knows what they are.” -- W. Somerset Maugham. Use an **online poll** to gauge answers ([www.polleverywhere.com](http://www.polleverywhere.com)). Post note cards on the wall. **Explore the following essential questions: How does literature reflect a culture or time period? What can we learn from the past? To what extent can fiction reveal truth? Should a story teach you something?** Have students read “The Circuit.” As they read, they should identify elements of fiction, make **annotations/dialectical journal**, and identify themes of the migrant worker.

**Day 5: Journal**-Explain the following quote: “Writing well means never having to say, ‘I guess you had to be there.’ ” --Jef Mallett. Have students read “The Circuit.” As they read, they should identify elements of fiction, **make annotations/dialectical journal**, and identify themes of the migrant worker.  
**HW: “The Circuit” questions due Tuesday/ Day 7**

**Day 6: Journal**-Explain the following quote: “A writer is a person for whom writing is more difficult than it is for other people.” --Thomas Mann. **Explore the following essential question: How does literature reflect a culture or time period? What can we learn from the past?** Using several nonfiction articles/pieces and jigsaw, students will read about migrant workers. (Nonfiction pieces: “The Harvest (Historical context)” <[www.answers.com/topic/the-harvest-story-6](http://www.answers.com/topic/the-harvest-story-6)>; “Communication Facts: Special Populations: Migrant Workers in the U.S.-2008 Edition” <[www.asha.org/research/reports/migrantworkers.htm](http://www.asha.org/research/reports/migrantworkers.htm)>; *Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories*, S. Beth Atkin; and *Barefoot Heart: Stories of a Migrant Child*. Elva Trevino Hart. **Students will write in their dialectical journal and prepare to share their article with the class. Students will then complete an online poll over what they’ve learned** ([www.polleverywhere.com](http://www.polleverywhere.com)).

**Day 7:** Have students continue with jigsaw; **students will share findings. Exit slip/note card**-Have students read and explain how the following quote supports the nonfiction pieces they have read: “If I didn't have writing, I'd be running down the street hurling grenades in people's faces.” --Paul Fussell. Post note cards on the wall.  
**HW: Mental jousting-Students will be given the prompt for the timed writing. They will need to create a T-chart portraying both sides of the argument.**

**Day 8: Journal**-Listen to a piece by Beethoven, read the following quote, and compare the two: “I have never thought of writing for reputation and honor. What I have in my heart must come out; that is the reason why I compose.” --Ludwig van Beethoven. **Explore the following essential questions: How does literature reflect a culture or time period? What can we learn from the past? To what extent can fiction reveal truth? Should a story teach you something? Why write? Why share personal experiences in writing? What makes writing worth reading?** **Students will complete a timed writing/argument essay using nonfiction pieces.**

**Day 9: Students will complete a timed writing/argument essay using nonfiction pieces. Exit slip/note card**-Explain the following quote: “The only thing I was fit for was to be a writer, and this notion rested solely on my suspicion that I would never be fit for real work, and that writing didn’t require any.” – Russell Baker.  
**HW: Study for test tomorrow**

**Day 10:** Have students review vocabulary using “I have, who has...” strategy. **Students will take vocabulary test.**

**Day 11: Journal**-Explain the following quote: “If writers stopped writing about what happened to them, then there would be a lot of empty pages.” --Elaine Liner. **Explore the following essential questions: How does literature reflect a culture or time period? What can we learn from the past? To what extent can fiction reveal truth? Should a story teach you something? Why write? Why share personal experiences in writing? What makes writing worth reading?** Pre-writing-Students will choose one of the following quotes from *Esperanza Rising*: “Aquel que hoy se cae, se levantará mañana. He who falls today may rise tomorrow”; “Es mas rico el rico cuando empobrece que el pobre cuando enriquece. The rich person is richer when he becomes poor, than the poor person when he becomes rich.” **Students will then write personal narrative proving or disproving the quote. Students will begin by using the eleven-minute essay as a starting point.** They will write the quote that they have chosen. For one minute, they will write thoughts about the statement. For three minutes, they will write how this is true/false in a piece of literature. For three minutes, they will write how this is true/false in a movie. For three minutes, they will write how this quote applies to their lives, and finally, for one minute, students will write about what they are still wondering. This eleven-minute essay will function as the pre-writing for their personal narratives.  
**HW: Personal narrative**

**Day 12:** Drafting-Students will choose one of the following quotes from *Esperanza Rising*: “Aquel que hoy se cae, se levantará mañana. He who falls today may rise tomorrow”; “Es mas rico el rico cuando empobrece que el pobre cuando enriquece. The rich person is richer when he becomes poor, than the poor person when he becomes rich.” **Students will then write personal narrative proving or disproving the quote.** **Exit slip/note card**-Explain the following quote: “This is the challenge of writing. You have to be very emotionally engaged in what you’re doing, or it comes out flat. You can’t fake your way through this.” --Real Live Preacher. Once students write their exit slip, have them strongly agree, agree, disagree, or strongly disagree with the quote and use four corners for discussion. Post note cards on the wall.  
**HW: Personal narrative**

**Day 13: Journal**-Explain the following quote: “Good writing takes more than just time; it wants your best moments and the best of you.” --Real Live Preacher. Drafting-Students will choose one of the following quotes from *Esperanza Rising*: “Aquel que hoy se cae, se levantará mañana. He who falls today may rise tomorrow”; “Es mas rico el rico cuando empobrece que el pobre cuando enriquece. The rich person is richer when he becomes poor, than the poor person when he becomes rich.” **Students will then write personal narrative proving or disproving the quote.**  
**HW: Personal narrative**

**Day 14:** Have students read the following quote: “Detail makes the difference between boring and terrific writing. It’s the difference between a pencil sketch and a lush oil painting. As a writer, words are your paint. Use all the colors.” --Rhys Alexander. Revising and Editing-Give the students highlighters and have them highlight their work looking for details, organization/plot, paragraphs, and introduction/conclusion. Students will choose one of the following quotes from *Esperanza Rising*: “Aquel que hoy se cae, se levantará mañana. He who falls today may rise tomorrow”; “Es mas rico el rico cuando empobrece que el pobre cuando enriquece. The rich person is richer when he becomes poor, than the poor person when he becomes rich.” **Students will then write personal narrative proving or disproving the quote.**  
**HW: Personal narrative**

**Day 15:** Revising and Editing-Students will choose one of the following quotes from *Esperanza Rising*: “Aquel que hoy se cae, se levantará mañana. He who falls today may rise tomorrow”; “Es mas rico el rico cuando empobrece que el pobre cuando enriquece. The rich person is richer when he becomes poor, than the poor person when he becomes rich.” **Students will then write personal narrative proving or disproving the quote.**

**HW: Final copy of personal narrative due Monday/Day 16**

**Day 16:** **Blog**-Explain the following quote: “I have never been especially impressed by the heroics of people who are convinced they are about to change the world. I am more awed by those who struggle to make one small difference after another.” --Ellen Goodman. Explore the following essential questions: How does literature reflect a culture or time period? What can we learn from the past? To what extent can fiction reveal truth? Should a story teach you something? Why write? Why share personal experiences in writing? What makes writing worth reading? Computer Lab;

**Group Project**-Students will research the lives of migrant workers using the Internet and all nonfiction and fiction sources we have read. They will create a PowerPoint or webpage discussing issues of migrant workers. This project will lead into their individual project.

**Day 17:** Computer Lab; **Group Project**-Students will research the lives of migrant workers using the Internet and all nonfiction and fiction sources we have read. They will create a PowerPoint or webpage discussing issues of migrant workers. This project will lead into their individual project. Students will then complete an **online poll** that tells whether they strongly agree, agree, disagree, or strongly disagree with the following quote: “Character is forged in the smallest of struggles. Then, when the big challenges come, we’re ready.” --Waiter Rant (www.polleverywhere.com).

**Day 18:** **Blog**-Apply the following quote to what we have read about migrant workers: “The poor on the borderline of starvation live purposeful lives. To be engaged in a desperate struggle for food and shelter is to be wholly free from a sense of futility.” --Eric Hoffer. Computer Lab; **Group Project**-Students will research the lives of migrant workers using the Internet and all nonfiction and fiction sources we have read. They will create a PowerPoint or webpage discussing issues of migrant workers. This project will lead into their individual project.

**Day 19:** Computer Lab; **Group Project**-Students will research the lives of migrant workers using the Internet and all nonfiction and fiction sources we have read. They will create a PowerPoint or webpage discussing issues of migrant workers. This project will lead into their individual project.

**Exit slip**-Using www.wordle.net, model creating word art with the following quote: “If there is no struggle, there is no progress.” --Frederick Douglass. Model how certain words are more important to the message than others and how that affects where to place them and the size of the font. On their own, have students use the following quote and create a word art picture that best portrays the meaning of the quote: “A revolution is a struggle between the past and the future.” --Fidel Castro; Have students print out their word art and write a couple of sentences explaining how they chose to portray the quote.

**Day 20:** **Blog**-Explain whether or not the following quote is true and how it applies to migrant workers and what you’ve learned: “We grow because we struggle, we learn and overcome.” --R. C. Allen. Computer Lab; **Group Project**-Students will research the lives of migrant workers using the Internet and all nonfiction and fiction sources we have read. They will create a PowerPoint or webpage discussing issues of migrant workers. This project will lead into their individual project.

**PowerPoint/webpage due today!**

**Day 21: Journal**-Explain the following quote: "It's not about the writing. It's about the feelings behind the words." --Takayuki Ikkaku, Arisa Hosaka and Toshihiro Kawabata. **Explore the following essential questions: How does literature reflect a culture or time period? What can we learn from the past? To what extent can fiction reveal truth? Should a story teach you something? Why write? Why share personal experiences in writing? What makes writing worth reading?** **Individual Project**-Using their research on migrant workers and the stories they have read, students will write an additional chapter to "The Circuit." Pre-writing-Using a storyboard, illustrate what has happened in "The Circuit."  
**HW: Additional chapter to "The Circuit"**

**Day 22: Individual Project**-Drafting-Using their research on migrant workers and the stories they have read, students will write an additional chapter to "The Circuit." **Exit slip**-Explain the following quote: "Writing is easy. All you do is stare at a blank sheet of paper until drops of blood form on your forehead." --Gene Fowler.  
**HW: Additional chapter to "The Circuit"**

**Day 23: Journal**-Explain the following quote: "If you don't have the time to read, you don't have the time or the tools to write." --Stephen King. **Individual Project**-Drafting-Using their research on migrant workers and the stories they have read, students will write an additional chapter to "The Circuit."  
**HW: Additional chapter to "The Circuit"**

**Day 24: Individual Project**-Revising and Editing-Using their research on migrant workers and the stories they have read, students will write an additional chapter to "The Circuit." **Exit slip/note card**-Explain the following quote: "If you can't annoy somebody, there's little point in writing." --Kingsley Amis. Once students write their exit slip, have them strongly agree, agree, disagree, or strongly disagree with the quote and use four corners for discussion. Post note cards on the wall.  
**HW: Additional chapter to "The Circuit"**

**Day 25: Journal**-Explain the following quote: "An author spends months writing a book, and maybe puts his heart's blood into it, and then it lies about unread till the reader has nothing else in the world to do." --W. Somerset Maugham. **Individual Project**- Revising and Editing-Using their research on migrant workers and the stories they have read, students will write an additional chapter to "The Circuit." **Exit slip**-Review all the quotes that have been posted on the wall and compare their different meanings. Using post-its, write your comments and place them on the wall.  
**HW: Final copy of additional chapter to "The Circuit" due Monday**



Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

# The ABCs of Writing

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

# Literary Terms

1.

Word	Example		
Definition	Non-example		My Understanding: 1 2 3 4
	Your Own Definition		
Your Own Definition		Picture/Graphic	

2.

Word	Example		
Definition	Non-example		My Understanding: 1 2 3 4
	Your Own Definition		
Your Own Definition		Picture/Graphic	

3.

Word	Example		
Definition	Non-example		My Understanding: 1 2 3 4
	Your Own Definition		
Your Own Definition		Picture/Graphic	

4.

Word	Example		
Definition	Non-example		My Understanding: 1 2 3 4
	Your Own Definition		
Your Own Definition		Picture/Graphic	

# Literary Terms

5.

Word	Example	
Definition	Non-example	My Understanding: 1 2 3 4
	Your Own Definition	
Your Own Definition		Picture/Graphic

6.

Word	Example	
Definition	Non-example	My Understanding: 1 2 3 4
	Your Own Definition	
Your Own Definition		Picture/Graphic

7.

Word	Example	
Definition	Non-example	My Understanding: 1 2 3 4
	Your Own Definition	
Your Own Definition		Picture/Graphic

8.

Word	Example	
Definition	Non-example	My Understanding: 1 2 3 4
	Your Own Definition	
Your Own Definition		Picture/Graphic

## Scoring Rubric

### In-Class Argument Essay

- 9** Papers earning a score of 9 meet the criteria for 8 papers and, in addition, are especially sophisticated in their explanation and argument or demonstrate particularly impressive control of language.
- 8** Papers earning a score of 8 very effectively present a position. The thesis is strong and clear. The evidence used is appropriate and convincing. The prose demonstrates an ability to control a wide range of the elements of effective writing but is not necessarily flawless.
- 7** Papers earning a score of 7 fit the description of 6 papers, but provide a more complete explanation and argument or demonstrate a more mature prose style.
- 6** Papers earning a score of 6 adequately present a position. The evidence used is appropriate. The writing may contain lapses in diction or syntax, but generally the prose is clear.
- 5** Papers earning a score of 5 present a position. These papers, may, however, provide uneven, inconsistent, or limited explanations of the issue or the position. Evidence may be limited or some may be inappropriate. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.
- 4** Papers earning a score of 4 respond to the prompt inadequately. They may have difficulty presenting a position on the issue. The evidence used may be insufficient. The prose generally conveys the writer's ideas but may suggest immature control of writing.
- 3** Papers earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in presenting a position and less control of writing.
- 2** Papers earning a score of 2 demonstrate little success in presenting and defending a position. They may misunderstand the prompt, fail to present a position; or substitute a simpler task by responding with unrelated, inaccurate, or inappropriate evidence. The prose often demonstrates consistent weaknesses.
- 1** Papers earning a score of 1 are even less developed or weaker.

# Reading Comprehension Test

Name:  
Period:

Match the definition to the vocabulary word by writing the appropriate letter.

- \_\_\_\_\_ 1. Using character traits to make a character come to life; describes the character; motivation, appearance, thoughts, actions, dialogue
- \_\_\_\_\_ 2. A character that is opposed to or competes with the protagonist; the adversary
- \_\_\_\_\_ 3. Male character that shows bravery and good moral choices
- \_\_\_\_\_ 4. Feeling expressed in the story; example- joyful
- \_\_\_\_\_ 5. To form an educated guess based on limited information; to conclude or judge from premises or evidence. Read-between-the-lines
- \_\_\_\_\_ 6. When a character goes back to a past event; flashing back to the past
- \_\_\_\_\_ 7. Who reads the story
- \_\_\_\_\_ 8. Used to show dialogue between characters; they are used at the beginning and at the end of what a character says
- 
- \_\_\_\_\_ 9. Giving objects human traits
- \_\_\_\_\_ 10. The repetition of the beginning sounds of words; examples- "Peter Piper picked a peck of pickled peppers," "long-lived," and "the fickle finger of fate"
- \_\_\_\_\_ 11. A comparison using "like" or "as"; examples- "As busy as a bee" and "Life is like an onion: You peel it off one layer at a time, and sometimes you weep." (Carl Sandburg)
- \_\_\_\_\_ 12. Using the words and sentences around a word or sentence to discover the meaning
- \_\_\_\_\_ 13. A brief telling of the important facts from a story; beginning, middle, and end
- \_\_\_\_\_ 14. Character telling the story
- \_\_\_\_\_ 15. Main character that usually has a character flaw, hero or heroine
- \_\_\_\_\_ 16. Female character that shows bravery and good moral choices
- \_\_\_\_\_ 17. A plan of action used to accomplish a specific goal when reading

A. antagonist  
B. audience  
C. characterization  
D. infer  
E. fairy tale  
F. flashback  
G. hero  
H. mood  
I. quotation marks

J. alliteration  
K. context clues  
L. heroine  
M. personification  
N. simile  
O. summary  
P. narrator  
Q. reading strategy  
R. protagonist

- \_\_\_\_\_18. The author's meaning or feelings towards a subject
- \_\_\_\_\_19. Why the author wrote the story
- \_\_\_\_\_20. To hint at an event before it happens through signs and symbols
- \_\_\_\_\_21. Conversation between two or more characters; uses quotation marks
- \_\_\_\_\_22. Look over carefully
- \_\_\_\_\_23. Using the words and sentences around a word or sentence to discover the meaning
- \_\_\_\_\_24. A comparison without the use of "like" or "as"; example- "The teenage boy's stomach was a bottomless pit."
- \_\_\_\_\_25. A diagram that uses two circles to compare and contrast two items
- \_\_\_\_\_26. The use of words to convey a meaning that is the opposite of its literal meaning

S. analyze  
T. author's purpose  
U. context clues  
V. dialogue  
W. foreshadowing  
X. irony  
Y. metaphor  
Z. tone  
AA. Venn Diagram

- 
- \_\_\_\_\_27. The plan of the story; how it is organized; the sequence of events; the order of the story
- \_\_\_\_\_28. All the events that lead to the climax
- \_\_\_\_\_29. The problem in the story
- \_\_\_\_\_30. All the events after the climax
- \_\_\_\_\_31. The height of the action; the most important event of a story; the most exciting part; the turning point of the story
- \_\_\_\_\_32. Setting and characters of a story

BB. climax  
CC. conflict  
DD. exposition  
EE. falling action  
FF. plot  
GG. rising action

## *Esperanza Rising* Narrative Paper Checklist

**Prompt:** Students will choose one of the following quotes from *Esperanza Rising*: “Aquel que hoy se cae, se levantará mañana. He who falls today may rise tomorrow”; “Es mas rico el rico cuando empobrece que el pobre cuando enriquece. The rich person is richer when he becomes poor, than the poor person when he becomes rich.” Students will then write personal narrative proving or disproving the quote.

### Pre-Writing Checklist

11-minute essay

### Rough Draft

- Rough draft minimum 2-pages front only, skipping lines; maximum 4-pages front only.
- Organized into paragraphs
- Each paragraph will be indented
- Make notes or pictures for yourself in the margins
- Rough drafts can be messy, but readable.
- Get ALL your ideas on paper.

### Revising & Editing

- 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 1<sup>st</sup> words in each sentence; make sure you use a variety of beginnings
- Spell check using a dictionary

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

- Does my paper stay on topic? (Ideas and Content)
- Is my story telling a clear story in order (Sequence)?
- Does my paper express my own personal voice? (Voice)
- Did I use the best word choices possible? What words could I upgrade? (Word Choice)
- Do my sentences flow together? (Sentence Fluency)
  
- Clocking sheet/Peer review

### Final Copy

- Minimum 1-page front only (no spaces); maximum 2-pages front only.
- Use neat handwriting

**DUE ON \_\_\_\_\_, \_\_\_\_\_!**







# Blogging and Internet Access

The goal for this class project is to make the students better writers so that they can express themselves and communicate more effectively. We are going to accomplish this goal by not only having the students write journal responses in class, but we will also be using technology to create online journals/blogs where the students will respond to a prompt and then interact with each other.

## What is a Blog?

A blog is an online journal that other people can read and respond to.

## Student Expectations

Students are expected to read the given prompt, read Ms. Fenske's blog, and respond. They are to write ½ a page, type it in Microsoft Word, and then copy and paste it into the classroom blog.

## Private Information

While students will be posting their work online, students will not post their work under their real names. Students will create usernames and will use the school information for their address and phone number when setting up their profiles. I will closely monitor what students write and post to ensure that they do not share any private information.

## Classroom Blog

If you are interested in checking out the class blog, you can go to [www.nicenet.org](http://www.nicenet.org). Once you are at the website, you can join the class and view the blog. For 3<sup>rd</sup> period, the class is called "Time to Write" with a password/class number of E250572TZ00; for 8<sup>th</sup> period, the class is called "Stop, Drop, and Draw" with a password/class number of E25Z3Z3544.

Also if you would like to know more about blogging you can visit/view the following two videos:

"Blogging: A Bigger Picture"

[http://www.teachertube.com/viewVideo.php?video\\_id=39881&title=Blogging\\_A\\_Bigger\\_Picture](http://www.teachertube.com/viewVideo.php?video_id=39881&title=Blogging_A_Bigger_Picture)

"Why Let Our Students Blog?"

[http://www.teachertube.com/viewVideo.php?video\\_id=8704&title=Why\\_Let\\_Students\\_Blog\\_\\_\\_Version\\_1\\_5\\_](http://www.teachertube.com/viewVideo.php?video_id=8704&title=Why_Let_Students_Blog___Version_1_5_)

## Contact Information

- Email—[kfenske@judsonisd.org](mailto:kfenske@judsonisd.org)
- Phone Number—(210) 661-1110; please leave a message.
- Conference Time—6<sup>th</sup> period (12:42-1:27)

**Please cut on the dotted line, fill out information, and return this portion to Ms. Fenske.**

## Blogging and Internet Permission:

- Student Name: \_\_\_\_\_
- Parent/Guardian Name: \_\_\_\_\_ Email address: \_\_\_\_\_
- Parent/Guardian Name: \_\_\_\_\_ Email address: \_\_\_\_\_
- Do you consent to allow your child to use the Internet at school for educational purposes? YES / NO
- Do you consent to allow your child to post blogs on a protected website? (Students will not post under their real names and will not give out any personal information, such as phone number and address.) YES / NO

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Student Signature



# PowerPoint/Webpage Project

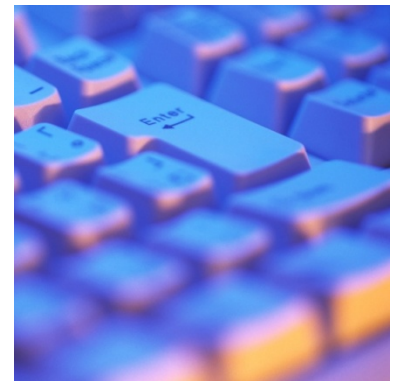


## Assignment:

- In groups, you will research the lives of migrant workers using the Internet and all nonfiction and fiction sources we have read. You will create a PowerPoint or webpage discussing issues of migrant workers. This project will lead into your individual project.

## What to Do:

- In your groups, conduct research on the lives of the migrant workers.
- As a group, choose whether your group will be creating a PowerPoint or a webpage.
- Your product must include at least 5 issues that are important to the lives of migrant workers, such as money, living arrangements, job security, education, food, etc. The slide/section of the webpage needs to explore the issue in detail.
- Your product must include illustrations that add to the slide/section of the webpage and must be appropriate. Do not add pictures that do not portray the message that you are trying to convey.
- Your product must have a bibliography detailing the sources (books, short stories, and websites) you've used (at least 5 sources).
- Your product must also be grammatically correct, have paragraphs where necessary, be organized, and overall teach the viewer/reader about the lives of migrant workers.



## Rubric:



Issues of migrant workers (at least 5)	50 points
Evidence of research	15 points
Illustrations (effectiveness and appropriateness)	10 points
Bibliography (at least 5 sources)	10 points
Presentation	10 points
Participation of all group members	5 points
	<hr/>
	100 points

## **PowerPoint/Webpage Project Rubric**

Group Members' Names:

Issues of migrant workers (at least 5)—50 points	_____
Evidence of research-15 points	_____
Illustrations (effectiveness and appropriateness)—10 points	_____
Bibliography (at least 5 sources)—10 points	_____
Presentation—10 points	_____
Participation of all group members—5 points	_____
Total:	_____

## **PowerPoint/Webpage Project Rubric**

Group Members' Names:

Issues of migrant workers (at least 5)—50 points	_____
Evidence of research-15 points	_____
Illustrations (effectiveness and appropriateness)—10 points	_____
Bibliography (at least 5 sources)—10 points	_____
Presentation—10 points	_____
Participation of all group members—5 points	_____
Total:	_____

## “The Circuit” Paper Checklist

**Prompt: Using your imagination, your research on migrant workers, and the stories you have read (fiction and nonfiction), you will write an additional chapter to “The Circuit.”**

### Pre-Writing Checklist

Storyboard

### Rough Draft

Rough draft minimum 4-pages front only, skipping lines; maximum 6-pages.

### Revising & Editing

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 1<sup>st</sup> words in each sentence; make sure you use a variety of beginnings

Spell check using a dictionary

Thought bubbles (2)

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

Is my paper on topic? Does it continue with the previous story being told?  
(Ideas and Content)

Is my story telling a clear story in order (Sequence)?

Does my paper express my own personal voice? (Voice)

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

Do my sentences flow together? (Sentence Fluency)

Clocking sheet/Peer review

### Final Copy

Minimum 2-pages front only (no spaces); maximum 3-pages front only.

**DUE ON \_\_\_\_\_, \_\_\_\_\_!**





Name: \_\_\_\_\_

Period: \_\_\_\_\_

Date: \_\_\_\_\_

## **“The Circuit” Paper Rubric**

<b>Criteria</b>	<b>4-Goes above and beyond requirements</b>	<b>3-Achievement meets requirements</b>	<b>2-Little or incomplete achievement</b>	<b>1-No or little achievement</b>
<b>Focused on Assigned Topic</b>  <b>50 points</b>	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
<b>Creativity</b>  <b>20 points</b>	Shows originality and is meaningful; reveals new insight. The story contains many creative details and/or descriptions that contribute to the reader's enjoyment.	Clearly shows an effort to incorporate original thought into the story and creates a personally meaningful product. The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment.	Shows some attempt at original thought and personal awareness. The story contains a few creative details and/or descriptions, but they distract from the story.	Shows little attempt at original thought. There is little evidence of creativity in the story.
<b>Organization</b>  <b>15 points</b>	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
<b>Conventions</b>  <b>10 points</b>	There are no spelling or punctuation errors in the final draft.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
<b>Neatness</b>  <b>5 points</b>	The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.	The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.