Frances Wilkins

ESOL 3

Time Required – One week to be revisited throughout the year

Adapted from *A Storyteller’s Point of View* from the Pulitzer Center

UbD Template 2.0

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  Common Core Standard: CCSS.ELA-Literacy.SL.11-12.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used  Pennsylvania Department of Education Benchmark for ELD 3 - Produce simple expository or narrative texts, compare and contrast information, describe events, people, processes, procedures    Students will be able to correctly use Who, and Where questions in order interview a classmate and to read other interviews  Students will understand the term point of view  Students will understand first person point of view  Students will begin to learn about journalism | ***Transfer*** | |
| *Students will be able to independently use their learning to…*    Evaluate a speaker’s point of view  Understand there can be varying points of view  Interpret meaning from how a speaker uses tone and word choice  Effectively use first person point of view | |
| ***Meaning*** | |
| UNDERSTANDINGS    *Students will understand that…*  Point of view can be expressed through what a speaker/writer states and the language the speaker/writer uses  Point of view is informed by who a person is and where they come from  There are no wrong answers only different answers | ESSENTIAL QUESTIONS    What informs a person’s point of view |
| ***Acquisition*** | |
| *Students will know…*    How to ask and answer Who and Where questions  Vocabulary terms  The procedure for short interviews | *Students will be skilled at…*    Developing the ability to listen to another person’s point of view with respect  Developing narrative text  Developing the ability to describe people and events in writing  Developing the ability to analyze word choice, inflection to infer meaning |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| Identify the answers to Who are you? Where are you from? Where are you going? After reading a couple of interviews  Provides annotated text  Uses class time  Students will write a first person narrative for authentic purposes | TRANSFER TASK(S):  Students will need to reason whether the person is happy/sad  Students will need to identify language the person uses to express emotion  Students will need to write a short narrative using first person point of view | |
| On task  On time  Successful completion of assigned class and homework | OTHER EVIDENCE:  <type here> | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*  Materials needed: Graphic organizer using the basic identity template  Handouts of interviews with Abdullah Ali Nejem  Picture of Abdullah Ali Nejem  World Map  Interview with Ali Dille  Graphic organizer for students to use during interviews  Day 1:  Build background and assess key vocabulary for the lesson, directly teach terms  Vocabulary: Journalism, point of view, narrator, first person, tone   1. Have students write the answer to these three questions 2. Who are you? 3. Where are you from? 4. Where are you going?   Students are encouraged to write as much as they can however they must answer each question in one sentence at the minimum. Have the students share out their answers and add a pin to the world map that identifies their country/city/region.  Day 2: Warm Up 5 min: Add one sentence to their answers to the questions from Day 1.  Ask: Why would a journalist want this information? If a journalist was reporting on the Civil War in Syria, why would he ask these questions?  Have the students discuss their answers in a whole group for 5 to 10 minutes.  Handout the identity template graphic organizer  Handout the interview of Abdullah Ali Nejem  Read the interview and have students understand unknown words. Use reading strategies/translators/bilingual dictionaries 15 minutes.  Ask: What is Abdullah passionate about? Where is the evidence in the interview? What language does he use to express his point of view? How does he feel about Syria? What words does he use to express his feelings? 15 minutes  Wrap up – Review with students for understanding. Handout the interview of Ali Dille for homework and have the students answer the same questions as for Abdullah Ali Nejem  Day 3 – Warm Up 5 min: Have a students share out their homework answers citing evidence and language used  Ask: How long would it take to walk around the world?  Introduce the students to Paul Salopek and his 7 year long journey Out of Eden  <http://www.outofedenwalk.com/page/biography/>  Small Group Activity: Give students the starting and stopping point on the world journey and have them route the way he could possibly walk.  Day 4 – Warm Up – If he is walking – will he have to take any other kind of transportation? Brainstorm other forms of transportation he may need.  Now show the map of the route he is taking.  <http://www.outofedenwalk.com/map-room/>  Compare Paul’s map with the student maps. Knowing that he has to go through Syria ASK – what is going on in Syria? Why would walking through Syria be a problem? What else could he do?  Show the students the video segment of sailing around Syria  <http://www.outofedenwalk.com/gallery/2014/06/milestone-20-crossing/>  Day 5 – Warm up- Read letters written by students to Paul Salopek. Students will use the class period to write individual letters to Paul Salopek to become a part of the 7 year long journey. They will tell him their story and ask him some questions.  Students will complete a reflection of their learning and their level of engagement with the lessons.  Ongoing – throughout the school year we will check back monthly to see how far he has traveled and to read some of his milestones. Students are encouraged to follow him on Twitter for updates. | | |
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