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 GOALSCommon 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 usedPennsylvania 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 interviewsStudents will understand the term point of viewStudents will understand first person point of viewStudents will begin to learn about journalism | ***Transfer*** |
| *Students will be able to independently use their learning to…*Evaluate a speaker’s point of viewUnderstand there can be varying points of viewInterpret meaning from how a speaker uses tone and word choiceEffectively 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 usesPoint of view is informed by who a person is and where they come fromThere 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 questionsVocabulary termsThe procedure for short interviews | *Students will be skilled at…*Developing the ability to listen to another person’s point of view with respectDeveloping narrative textDeveloping the ability to describe people and events in writingDeveloping 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 interviewsProvides annotated textUses 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/sadStudents will need to identify language the person uses to express emotionStudents will need to write a short narrative using first person point of view  |
| On taskOn timeSuccessful 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 interviewsDay 1: Build background and assess key vocabulary for the lesson, directly teach terms  Vocabulary: Journalism, point of view, narrator, first person, tone1. 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 organizerHandout the interview of Abdullah Ali NejemRead 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 minutesWrap 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 NejemDay 3 – Warm Up 5 min: Have a students share out their homework answers citing evidence and language usedAsk: 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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