

Unit Title: Who am I?

Essential Questions: What is identity?
What factors create a person's identity?
Who are you?

Required of Understanding:

PA State Standards:

- 1.1D: Make extensions to ideas related to the text.
- 1.1G: Identify basic facts and main ideas using specific strategies. Support opinions and positions with evidence from the text. Analyze effects of literary devices.
- 1.3B: Read and respond to nonfiction and fiction. Respond to major themes of the text.
- 1.3F: Compare and contrast literary elements.
- 1.4A: Write short stories, poems and plays.
- 1.5F: Edit writing using the conventions of language.

Philadelphia Core Curriculum:

Literary Concepts: autobiography, comparing/contrasting, finding main ideas
Grammatical Concepts: comparative adjectives and adverbs, end markers

Worthy of Understanding: Students will understand that identity and resulting attitudes are influenced by self, others, and life experiences.

Evidence of Understanding:

autobiographical writing project
weekly quiz on the stories and associated concepts, skills, and vocabulary

Week 1: "My Name" by Sandra Cisneros + "Names/Nombres" by Julia Alvarez

Week 2: "Fish Cheeks" by Amy Tan + "Magic Carpet" by Mitali Perkins

Week 3: "Barrio Boy" by Ernesto Galarza + "Homesick" by Jean Fritz

Autobiographical Incident Project

Note: I have designed this unit for a class in a Philadelphia public school that meets five days a week for 90 minutes per session. All worksheets and extra materials are located in the Appendix.

Week 1**Day 1**

Goals: Students will be able to engage in a discussion about identity.

Students will spend time reading books of their choice.

Essential Questions:

- What is identity?

- Who do you say you are? Who do other people say you are?

Desired Understanding: Students will begin to understand that identity (and resulting behaviors and attitudes) is influenced by both self and others.

Evidence of Understanding: Students will participate in discussion by responding to questions and/or reading their written responses aloud.

Materials: identity map, names worksheet, Reader-Response Journal

Activities:

1. Introduce the new unit by writing the title and essential questions on the board. Also write the following Ezra Pound quote on the board: "...try finding out why you're you and not somebody else. And who in the blazes are you anyhow?" Explain that the primary question that comes along with this concept is "Who are you?"

2. "Who do you think *I* am?" (If they are stuck, throw out categories such as relationships, characteristics of a person (color, ethnicity, size, etc), reputation, roles.) As they throw out observations, write them on the board. Push them to say all that they're thinking.

3. Share who I think I am: daughter, sister, student, teacher, Chinese American, Christian, friend, petite, movie fanatic...

Some of the answers to the question "Who is Stephanie Chuang?" are different depending on the people you ask. "Role play" these different people with different hats.

Family: daughter, sister, granddaughter, niece; talkative, peacemaker, troublemaker, homebody, lazy (sometimes)

School: student; quiet (unless I have something to say), organized, hardworking

Friends: goofy, laughs easily, laid-back, loyal

4. Instruct students to write down who they are in the Identity Map. (For the "Friends" category, they can ask their classmates. For the "School" category, they can ask me.)

5. Ask students to share where differences and contradictions exist. Give examples if they are stuck.

6. "How might a person's behavior change based on how others *identify* him/her?" Also ask students to give some examples.

7. **Wrap-Up:** Ask students to write down one sentence about something they learned about identity from this discussion. Share one or two. Reiterate that identity is complex and influenced by how you see yourself and how others see you.

8. **Reader's Workshop:** Students will spend the rest of class continuing to read books of their choice. Ten minutes before class ends, instruct students to write reflections in their Reader-Response Journals. These reflections are to take the following form:

Date:

Book Title:

Pages Read Today:

Reflection:

Each students will have a list of sentence starters they can use if they are stuck. In these reflections, students should respond to specific aspects of what they just read.

Suggested Sentence Starters: (from www.readwritethink.org)

I began to think...

I love the way...

I felt sad when...

If I were [character]...

I was surprised when...

It seems like...

I'm not sure why...

I predict that...

I wonder...

I noticed that...

This made me think of...

I can't believe...

Rate the book between 1-10, and say why.

If I wrote this book, I would...

Homework: What does your name mean? (Worksheet)

Day 2

Goals: Students will read and respond to "My Name," by Sandra Cisneros

Students will begin to brainstorm ideas for the autobiography project.

Essential Question: What relation does a name have to a person's identity?

Desired Understandings: Students will understand that a person's name is often connected closely to how s/he views her/himself.

Evidence of Understanding: Given a reading of "My Name" and their completion of a homework about their own names, students will be able to draw a Venn Diagram comparing and contrasting their attitudes to their names with Esperanza's attitude toward her name. The

items they list in the Venn Diagram must contain examples and textual evidence wherever possible.

Materials: “My Name” by Sandra Cisneros, Venn Diagram

Activities:

1. Do Now: Think/Pair Share - Instruct students to share their answers to the homework with a partner for 3-4 minutes. When time is up, ask students to share some of their partners’ responses with the class (e.g. what they found most interesting). Share my own answers to these questions. After this is over, collect the homework.
2. Give a brief overview of the background of “My Name.” Project Cisneros’ website on the board (www.sandracisneros.com) and explain her background briefly. Read her letter on the home page as a class (in this letter, she addresses whether or not her stories are about herself and her thoughts about what makes a good story).
3. Read “My Name” to the class.
4. Discuss how Esperanza views her name: What does her name mean in English? What does it mean in Spanish? What feelings are linked to the name when she thinks about her grandmother? How does Esperanza feel about her name?
5. In pairs, complete the “Esperanza’s Feelings About Her Name” side of the Venn Diagram. Students should make direct references to the text whenever possible.
6. Individually, complete the “My Feelings About My Name” side. Then write down commonalities between the two in the overlapping section of the circles.
7. Share out answers as a class. Record these answers on the overhead.
8. Writer’s Workshop: Introduce autobiography project. This writing project will ask students to write an autobiographical piece focusing on their own identity. They may choose to write about (1) a specific event in their lives that affected them greatly or (2) a person, object, activity, or idea that affects them greatly. Students will be required to use descriptive language and imagery (showing, not just telling) in this project.
9. For the rest of class, allow students to brainstorm with these prompts: “I see myself as ...” and “Events/People/Ideas/Activities that make me see myself this way are...” They can use their Identity Maps and name homeworks for ideas.
10. Exit Pass: Before they leave, they must write down what they think they might write about for this project on a piece of paper.

Day 3

Goals: Students will read and respond to “Names/Nombres” by Julia Alvarez.
Students will learn strategies for determining the main idea of a long piece of writing.
Students will spend time reading books of their choice and will respond to them in writing.

Essential Question: How do you find the main idea of a long text?
What relation does a name have to a person’s identity?

Desired Understandings:

- Students will understand that a person’s name is often connected closely to how s/he views her/himself.
- Students will understand that the “main idea” is generally the author’s goal in writing the story; it is the most important point in the text. (Definition of main idea found from http://www.associatedcontent.com/article/64575/finding_the_main_idea_lesson_plan.html.)

Evidence of Understanding:

- Students will engage in discussion about the significance Alvarez’s name held for her.
- Students will be able to write down the main idea of the story and why they think it is the main idea, citing at least three examples from the story.

Materials: “Names/Nombres” by Julia Alvarez

Activities:

1. Define “autobiography” on the board and explain that the story they are about to read is autobiographical. Instruct to read “Names/Nombres” out loud in pairs, switching at the end of each paragraph. Partners should ask each other if they are confused about something. If both are still confused, they should write down the question on a piece of paper. Go around and pay special attention to students who have trouble reading or students who have trouble paying attention.
2. When all or most of the class has finished reading, collect the pieces of paper with questions and place them in a container. Draw the questions out one at a time and use them as discussion starters. Encourage the class to answer them first.
3. After answering those questions, pose these questions: What are the different sections in this story? What does each section talk about? What similar ideas come up in each section? Write the answers on the board. Students should fill these out in their notes.
4. What is the main idea of this story? Write down the different ideas students have on the board.
5. For their notes: “Finding the main idea is like looking for the author’s goal in writing whatever s/he is writing because it’s the most important point. It’s like looking for a motive in a CSI/Law and Order case.”

6. Have students role play a investigation: they are the investigators, and their job is the find Alvarez's motive for writing this story. The key is finding lots of evidence that points you to a certain answer. They should pull out quotes and passages they think are evidence, write them down on pieces of paper, and pin them to a board (like they do in detective shows). After everyone has finished, look at it all as a class and come to a conclusion.

7. In their notes, students should now write down the main idea of the story and cite at least three examples from the story.

8. Reader's Workshop.

Day 4

Goals: Students will practice finding the main idea of a long text.

Students will practice writing to show, not simply tell.

Essential Questions: How do you find the main idea of a long text?

How do you write about something without telling what's happening explicitly?

Desired Understandings:

- Students will further understand that the "main idea" is generally the author's goal in writing the story; it is the most important point in the text.
- Students will understand that descriptive writing is often more effective than explaining what's happening directly.

Evidence of Understanding:

- Students will be able to write down the main idea of the story in a sentence and cite at least three pieces of supporting evidence.
- Students will be able to write a paragraph describing a scary night without using the words "scary" or "night."

Materials: "The Gift of the Magi" by O. Henry

Activities:

1. Review principles for finding the main idea as a whole class.
2. Give students a sheet with definitions of the vocabulary necessary for reading "The Gift of the Magi" (magi, imputation, parsimony, mendicancy, depreciate, meretricious, fob, truant). They won't be tested on these, but it will be helpful for comprehension. Tell them to keep them next to the story as they read.
3. Read "The Gift of the Magi" aloud.
4. Group students heterogeneously into threes and instruct them to find O. Henry's "motive" like they did yesterday with "Names/Nombres." The goal is to write a sentence stating the main idea and to cite at least three examples from the text. One student in each group is the recorder, one is the reporter, and one is the "Task Master" (this student is responsible for keeping the group on track).

5. When students finish, have each reporter share their main idea. Write these on the board. Then have the reporters share their evidence. Record these as well. (Hopefully, their main ideas will be similar.) Collect each group's work.

6. Writer's Workshop: (Descriptive language exercise from Constance Weaver) Start with the simple sentence, "The night was scary." Ask students if this produces fear in their hearts. Point out that the sentence is not powerful because the author *told* rather than *showed* how the reader should feel.

7. Have students write "scary night" in the middle of a cluster and add to the cluster things they might hear/see/feel/smell/taste on a scary night.

8. Tell students to write a paragraph describing a scary night using images from all five senses and without using the words "scary" or "night." Before they begin, read this example:

The sky was as black as a raven's wing. The wind howled through the trees, and the cold, dry air sliced through my body. Darkness was all around me. Knots formed in my stomach as my legs pumped desperately to get me home. Icy rain started plummeting from the sky, and the quick, rhythmic beating matched the pounding of my heart...

Homework: Finish your descriptive paragraph if necessary.

Quiz tomorrow on finding the main idea

Day 5

Goals: Students will demonstrate mastery of finding the main idea.

Students will share and revise their descriptive paragraphs.

Students will spend time reading and responding to books of their choice.

Essential Questions: What makes for good descriptive writing?

Desired Understandings: Students will understand that good descriptive writing helps readers to visualize and mentally experience what is happening.

Materials: main idea quiz, descriptive paragraphs

Activities:

1. Administer quiz.

2. Review the concept of "Show, don't just tell."

3. Give students time to share their paragraphs with a partner (each reading aloud). Each student is to write one compliment (I liked it when... because...) and one constructive comment (It might be better if you... because...) on his/her partner's paper.

4. Instruct students to spend time revising their paragraphs, incorporating their partners' advice.

5. Arrange desks to better facilitate sharing. After students share their paragraphs, comment on especially good descriptions and talk about how they help people to feel like they're really experiencing the story. Collect the paragraphs.

6. Reader's Workshop

Week 2

Day 1

Goals: Students will read and respond to "Fish Cheeks" by Amy Tan.

Students will empathize with Tan's situation and draw connections to their own lives.

Students will engage with vocabulary from the story.

Students will spend time reading and responding to books of their choice.

Essential Question: What does it mean to have more than one "identity"?

Desired Understanding: Students will understand that people often have more than one identity.

Evidence of Understanding:

- Students will be able to write/talk about how they would feel if they were in Tan's situation.
- Students will write/talk about embarrassing situations they have been in.
- Students will be able to write down ways in which they feel they have multiple identities.

Materials: "Fish Cheeks" by Amy Tan

Activities:

1. Journal Entry: Write about the most embarrassing moment you've ever experienced. What happened? How did you react? What did you learn? How do you feel about this experience now?
2. Ask for students to share their stories with the class if they feel comfortable.
3. Instruct students to copy the vocabulary and their definitions into their notebooks. Go through each as a class, and supply sample sentences. Instruct students to draw pictures or write down ways to remember each word in their notebooks.
4. Read "Fish Cheeks" aloud together.
5. Questions to ask to check for comprehension: Why is Amy embarrassed? Provide examples. How does the pastor's family react to the dinner? How do Amy's feelings about this dinner change as she grows older? What does her mother teach her about her identity?
6. "How would you feel if you were in Amy's position?" Before letting students answer this question, remind them to really put themselves in her shoes. With the class, list characteristics of Amy that we know from this story (Chinese American, 14 years old, female, has a crush on the pastor's son). Tell students to pretend that this is who they are and then answer the question.

7. Talk about the line her mother speaks (“Your only shame is to have shame.”) and about how Amy is trying to balance and blend two different identities. Make a chart on the board with “Chinese,” “American,” and “Chinese American” as headings for columns. As a class, find different places in the story where Amy and her family’s Chinese culture shows through (e.g. the food they eat) and places where Amy and her family’s American culture shows through (e.g. the way Amy cringes at her relatives’ eating habits). In the third column, brainstorm ways that she could be both Chinese and American.

8. Ask students to think and write about how they have multiple identities: What are some different “sides” you have? (e.g. your school side, your home side, your soccer side, your Mexican side, your American side, etc.) What is each one like? Have you ever been more than one at once? Describe that.

9. Invite students to share. Share from my own experience.

10. Reader’s Workshop

Day 2

Goals: Students will practice using the vocabulary words.

Students will gain a better understanding of descriptive language by closely reading parts of “Fish Cheeks.”

Students will begin to write their autobiographical projects.

Essential Question: What elements do you incorporate to make a passage descriptive?

Desired Understanding: Students will understand that the creative use of adjectives and adverbs can help to make writing more interestingly descriptive.

Evidence of Understanding:

- Students will be able to identify the adjectives and adverbs in descriptive passages of “Fish Cheeks,” replace them with more “generic” words, and compare the effects.
- Students will write a descriptive passage that will go into their autobiographical projects.

Materials: “Fish Cheeks”

Activities:

1. Do Now: Write a paragraph using the vocabulary words from “Fish Cheeks.” Invite students to share their paragraphs and make corrections and clarifications where necessary.

2. Break up into three groups. Assign each group a descriptive passage from “Fish Cheeks” and instruct each group to circle the adverbs and adjectives in their passage.

3. Ask each group to report out the words they circled. Write these words on the board.

4. As a class, come up with more general or more common synonyms of these words. Ask one student from each group to read the passage in the original and another student to read it with the more general versions of the words.
5. Discuss the importance of using vivid adjectives and adverbs when writing to “show” (not “tell”) something.
6. Students should decide on what they will write about for their autobiographical project and fill out the sheet in the packet that asks them to state their topic and their reason for choosing it.
7. After this, students should outline the events/different parts of the topics they have chosen to write about. Underneath, they should write down what they see/hear/touch/smell/taste for each part. They should also write down vivid adjectives and adverbs they can use to describe the experience. Circulate the room to assist and answer questions.
8. Give students the rest of class to begin writing. Encourage students to be respectful of their classmates who need quiet to think. Circulate the room to assist.
9. Students should put all that they’ve been working on into their Writer’s Folders, which stay in the classroom. If they would like to bring their work home, they can, but it is their responsibility to bring it back.

Day 3

Goals: Students will read and respond to “Magic Carpet” by Mitali Perkins.

Students will engage further with the notion of having multiple parts to one’s identity.

Students will question whether or not there are parts of themselves that they try to hide or ignore.

Students will continue to work on their autobiographical projects.

Essential Question: What factors make people feel like they need to hide parts of themselves?

Desired Understanding: Students will understand that culture and society often forces people to hide aspects of their identity.

Evidence of Understanding:

- Students will engage in discussion and write a short essay about identity, heritage, and hiding parts of oneself.

Materials: “Magic Carpet” by Mitali Perkins, Writer’s Folder

Activities: *Parts of this lesson were borrowed from Tolerance.org (<http://www.tolerance.org/teach/activities/activity.jsp?cid=417>).*

1. Preface this essay by explaining that it also has to deal with identity and being ashamed of parts of yourself. Explain Mitali Perkins’ background (see <http://www.mitaliperkins.com/aboutmitaliperkins.htm>) and show students where Bangladesh is on a map. Also project some pictures of Bengali life on the board. Briefly explain what colonialism is.

2. Read “Magic Carpet” aloud to the class.
3. Questions for comprehension: Describe Perkins’ childhood experience of cultural boundaries. How did she respond to those boundaries? How would she respond differently now (as an adult)? What might have happened to her to cause her to write about these experiences? [Take notes on the board, and make sure students take notes as well.]
4. Ask students what the author means by “magic carpet.” Make sure they cite evidence.
5. Questions for making connections: Choose one or answer both in your notebook.
 - (1) Have you ever been made fun of because of a cultural trait, such as your home language or traditional clothing or food? Describe that experience.
 - (2) Have you ever made fun of someone for a cultural trait (or seen someone do it)? Describe that experience.After students have finished writing, invite some to share.
6. What situations can you think of that force/encourage people to give up parts of their identity? Explain.
7. Write an essay about one of these two topics:
 - (1) Have you ever tried to hide a part of your identity (like your home language, religion, culture, family custom, physical feature, a bit of family history, relationships, etc.) from your friends or classmates? If so, why? Describe the experience, how it felt, and what about the situation you would change, if anything.
 - (2) Have you ever discovered that one of your friends or classmates was hiding some part of his/her identity (like your home language, religion, culture, physical feature, a bit of family history, relationships, etc.) from you? If so, write an essay describing how the discovery felt, how you responded, and what about the situation you would change, if anything.
8. Allow students to work on the essay for 10-15 minutes. Then transition to Writer’s Workshop so they can continue working on their autobiographical projects. Talk briefly about ways that they can make their introductions grab the reader’s attention (they can take notes in the packet).

Homework: Finish the identity essay.

Day 4

Goals: Students will learn about and practice proper use of comparative adverbs and adjectives.

Students will peer edit what they have so far.

Students will read and respond to books of their own choice.

Essential Questions: How do you properly compare adjectives and adverbs?

Desired Understandings:

- Students will understand the rules for comparing adjectives and adverbs.
- Students will begin to understand how to give constructive feedback.

Evidence of Understanding:

- Students will complete a worksheet on comparative adjectives and adverbs.
- Students will proofread classmates' writing for proper use of comparative adjectives and adverbs.
- Students will be able to write down one thing they like about a classmate's writing so far, as well as one constructive comment.

Materials: Comparative adjectives/adverbs worksheet (supplied by core curriculum textbook series), Writer's Folders, editing checklist

Activities:

1. Write this sentence on the board: *I can jump higher than him, but he thinks he is more better at basketball than me.* Ask students to identify what's "off." Circle whatever they suggest, but do not comment.
2. Write this sentence next: *Of the whole group of us, Joe is most smartest.* Ask students to identify what's "off." Circle whatever they suggest, but do not comment.
3. Write this sentence next: *Mary, Bob, and Kate are all swimmers. Kate is the better of the three.* Ask students to identify what's "off." Circle whatever they suggest, but do not comment.
4. Go back to each sample sentence and identify what's really wrong with it. Underneath each sentence, write a rule for comparing adjectives and adverbs. Students should take notes.
5. Go over the rules. Also go over trickier words (e.g. good, better, best).
6. Let students work on the exercises in pairs. After they are finished, go over it as a class and fill out the answers on an overhead.
7. Give out the Writer's Folders. Have students exchange their projects so far with partners and instruct them to proofread only for proper use of comparative adjectives and adverbs. They should list anything that is incorrect and provide correct forms on the editing checklist.
8. Now have students exchange papers again. They should each read their own piece to their partners. The partners must write down one thing they like (I liked it when you ... because...) and one thing they could improve on (One thing you could make better is ...because... You can do this by...). This first Editing Checklist must be handed in with the first draft.
9. Once they are finished, they can begin writing again.

Homework: Quiz tomorrow on vocabulary and comparative adjectives/adverbs.

Day 5

Goals: Students will take a quiz on “Fish Cheeks” vocabulary and comparative adjectives/ adverbs.

Students will continue writing their autobiographical projects (first draft due Monday).

Students will read and respond to books of their choice.

Desired Understandings: Students will begin to understand that revision is an important part of the writing process.

Evidence of Understanding: Students will be able to show that they have made changes to their first drafts by handing it in with their final drafts, along with a note indicating specific changes they have made.

Materials: Quiz, Writer’s Folders

Activities:

1. Administer quiz.

2. Before allowing students to continue writing, go over the first draft / revision policy: First drafts will be due on Monday. Writer’s Workshop the rest of the week will be dedicated to revising, and the final draft will be due on the next Monday. You will have an opportunity to conference with me as well as your classmates. Any changes you make to your first draft should be noted in the space at the bottom of your Final Editing Checklist. I will be collecting first drafts and both Editing Checklists along with the final copy.

3. For the rest of the class, students should work on finishing up their first drafts. Whenever they are finished, they should read their Reader’s Workshop books.

Homework: First draft due Monday.

Week 3**Day 1**

Goals: Students will engage in a discussion about what “America” and “American” mean.

Students will read and respond to books of their own choice.

Essential Question: What does it mean to be American?

Desired Understandings: Students will understand that “being American” does not have a clear definition.

Evidence of Understanding: Students will be able to engage in discussion about the idea of “being American.”

Activities:

1. Write this statement on the board: *America is the land of opportunity for people of all races, genders, physical abilities, and national origins.*

2. Ask students if they agree or disagree. Those who agree should go to one side of the room, those who disagree to the other. Instruct students to write down a list of reasons and examples for their position. Only one person on each side needs to record this.
3. When students have finished, ask them to share (one person from each side at a time with one reason; they should switch reporters each time). Take notes on the discussion on the board.
4. After each side has finished sharing, invite them to respond to statements made by their classmates.
5. Wrap up the discussion by summarizing what students have discussed. Students should return to their usual seats.
6. Explain that they discussed this issue because this week, they will be reading about another aspect of a person's identity -- his/her national background. Specifically, we will be asking the question, "What does it mean to be American?" They talked about this issue of "land of opportunity" first so they'd start thinking about how lots of different kinds of people live in America and many of them come here because it is known as the land of opportunity. So does being American just mean you live in America? Or does it mean you were born in America? Does it mean that you are open to people of all races, genders, physical abilities, and national origins? Or does it mean that you just happen to live and work next to all different kinds of people? Or is it something else?
7. Instruct students to write briefly about what being American means to them personally. Do you consider yourself American? Why or why not? If you consider yourself to be a different nationality, what is it and why? Invite some to share.
8. Wrap up the discussion by telling students that they will be reading a story about a boy from Mexico coming to America and one about an American girl growing up in China. As we read these stories, they should continue thinking about what it means to be American or any other nationality.
9. Reader's Workshop.

Day 2

Goals: Students will read and respond to "Barrio Boy" by Ernesto Galarza.

Students will peer edit and begin revising their autobiography projects.

Essential Questions: Is America a "melting pot"?

(i.e. Does everyone become part of the same "stuff"?)

What are some ways to help people feel welcome in a new country?

Desired Understandings:

- Students will understand that the “melting pot” analogy is flawed because people do not all become the same; rather, they take on parts of America while keeping parts of their own culture.
- Students will understand that an important part of feeling welcome in a new country is being permitted to keep expressing one’s own culture.

Evidence of Understanding:

- Students will be able to identify the flaws of the “melting pot” analogy and provide counterexamples.
- Students will be able to identify at least three ways that Ernesto’s teachers, school, and classmates helped him to feel welcome in a new country.

Materials: “Barrio Boy” by Ernesto GalarzaActivities:

1. Do Now: Copy down the words and definitions of the vocabulary for “Barrio Boy.”
2. Go through the definitions as a class and supply some sample sentences.
3. Read “Barrio Boy” aloud as a class.
4. Clarify confusing parts, if there are any questions. Ask students to partner up and to work to identify at least three ways that Ernesto’s teachers, school, and classmates helped him to feel welcome in a new country. They should include examples with page numbers.
5. When students have finished, solicit answers from the class. Record these on the board.
6. Summarize ideas brought forth. Draw attention to the fact that the main reason he felt welcome was because people around him made him feel like it was okay to be Mexican in America.
7. Invite students to write and share about personal experiences: Have you ever been in a new place (a new school, a new neighborhood, a new country, etc.)? What helped you to feel like you belonged? (Hopefully, the discussion will lead to the conclusion that accepting people for who they are helps them to feel a sense of belonging.)
8. Bring up the “melting pot” analogy and ask students to explain what it is, if they know. (Add that the “melting” part suggests that everyone melts together to be part of the same thing.) Ask students if they think all the different parts of America really “melt” together. Discuss why. Tie it back to the previous discussion.
9. Writer’s Workshop: Students should pair up and edit each other’s writing projects. They should each read their piece aloud first so their partners can edit for content. Then they can let

their partners read it to proofread for conventions. Each student needs to fill out part of the Editing Checklist as they edit.

Day 3

Goals: Students will read and respond to “Homesick” by Jean Fritz.

Students will continue to revise their autobiography projects.

Students will conference with the teacher about their projects.

Essential Questions: What does it mean to be American?

Desired Understandings: Students will understand that nationality is linked to a person’s identity.

Evidence of Understanding: Students will be able to identify the ways in which Jean feels like an outsider in China and provide at least three specific examples.

Materials: a selection from “Homesick” by Jean Fritz, Writer’s Folders

Activities:

1. Give the historical background of China in 1925 and the background of Jean Fritz. (Show a map of China and pictures from that era.)
2. Read the selection from “Homesick” aloud as a class.
3. In a whole-class setting, ask students to identify the ways Jean feels like an outsider in China. For each response, ask students to cite examples.
4. Summarize the responses. Ask students to explain how Jean’s nationality affects her experience in China. How does her nationality affect her identity?
5. Writer’s Workshop: Students will spend the rest of class revising their work and having 5-10 minute mini-conferences with the teacher. They should not be talking much. They can only talk if they are conferencing with the teacher or talking quietly with a classmate about their writing.

Day 4

Goals: Students will compare and contrast Galarza’s and Fritz’s experiences with nationality and identity.

Students will practice breaking up run on sentences and properly punctuating the ends of sentences.

Students will continue revising their autobiography projects.

Students will continue conferencing with the teacher about their projects.

Essential Questions:

- How might a person’s nationality affect his/her identity?
- How do you properly create and punctuate sentences?

Desired Understandings: A person’s identity is often affected greatly by where s/he is from.

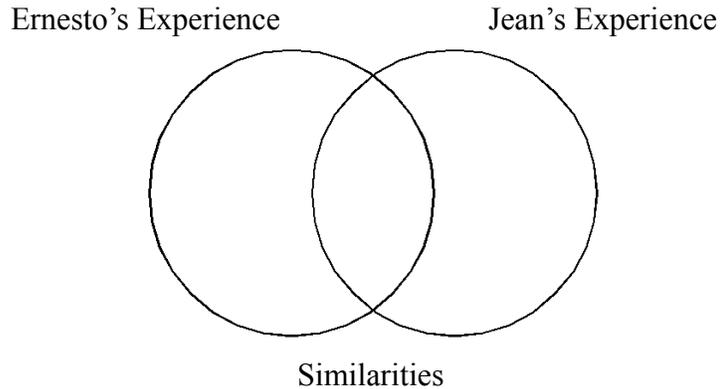
Evidence of Understanding:

- Students will be able to create a Venn Diagram comparing and contrasting Galarza's and Fritz's experiences with living in countries they don't entirely belong to.
- Students will be able to split up and punctuate a run-on sentence together.
- Students will be able to edit each other's writing for run-on sentences and proper use of end markers.

Materials: "Barrio Boy" and the selection from "Homesick," Writer's Folders

Activities:

1. On the board, write this question: *How might a person's identity be affected by where he or she is from?* Explain that this is the question we will try to answer with this next exercise.
2. Do Now: Using this Venn Diagram, compare and contrast Ernesto's and Jean's experiences with living in countries they don't entirely belong to. You may work with a partner.



3. When students are finished, go over answers as a class. Record similarities and differences on the board. Wrap up the discussion by asking students to summarize the similarities and to answer the question on the board.
4. Transition to Run-On Sentence/End Marker lesson. Parts of this lesson are from http://findarticles.com/p/articles/mi_m0STR/is_n1_v107/ai_19844853.) Instruct students to copy down these notes: *A complete sentence...*

must begin with a capital letter.

must end with a period, exclamation point, or question mark.

cannot run on and on.

states a complete thought (usually with a subject and a predicate).

Strategies for fixing run-on sentences:

Create new sentences by putting in end markers.

Add a connecting word: and, but, so, while, as, when, because, etc. (You should not have more than 2 of these in a sentence!)

Change words around and get rid of words you don't need.

5. After students finish copying down notes, take out a long piece of paper with a run-on sentence written on it: I visited Chocolate World we saw how they poured the melted chocolate into molds it looked so good I felt like sticking my hand in the chocolate and licking it. Ask for volunteers to hold up the paper and work as a class to determine where how sentence should be broken up. Use scissors to the sheet at each end marker point.
6. Instruct students to exchange their autobiography projects with each other and to proofread for run-on sentences and proper use of end markers. They should underline sentences that they think are running and work with each other to break them up.
7. For the rest of class, they can continue revising.

Homework: Quiz tomorrow on end markers and vocabulary from “Barrio Boy.”

Day 5

Goals: Students will take a quiz on vocabulary and end markers.

Students will continue revising their autobiography projects.

Students will continue conference with the teacher about their projects.

Desired Understanding: Students will understand that revision is an important part of the writing process.

Evidence of Understanding: Students will be able to show that they have made changes to their first drafts by handing it in with their final drafts, along with a note indicating specific changes they have made.

Materials: quiz, Writer’s Folders

Activities:

1. Administer quiz.
2. Finish up final drafts. They may take turns using the computers to type up final copies. Remind students that when they hand these in on Monday, they need to also hand in their first drafts and both Editing Checklists, on which they are to explain how they revised their writing.
3. If students finish, they may read their Reader’s Workshop books.

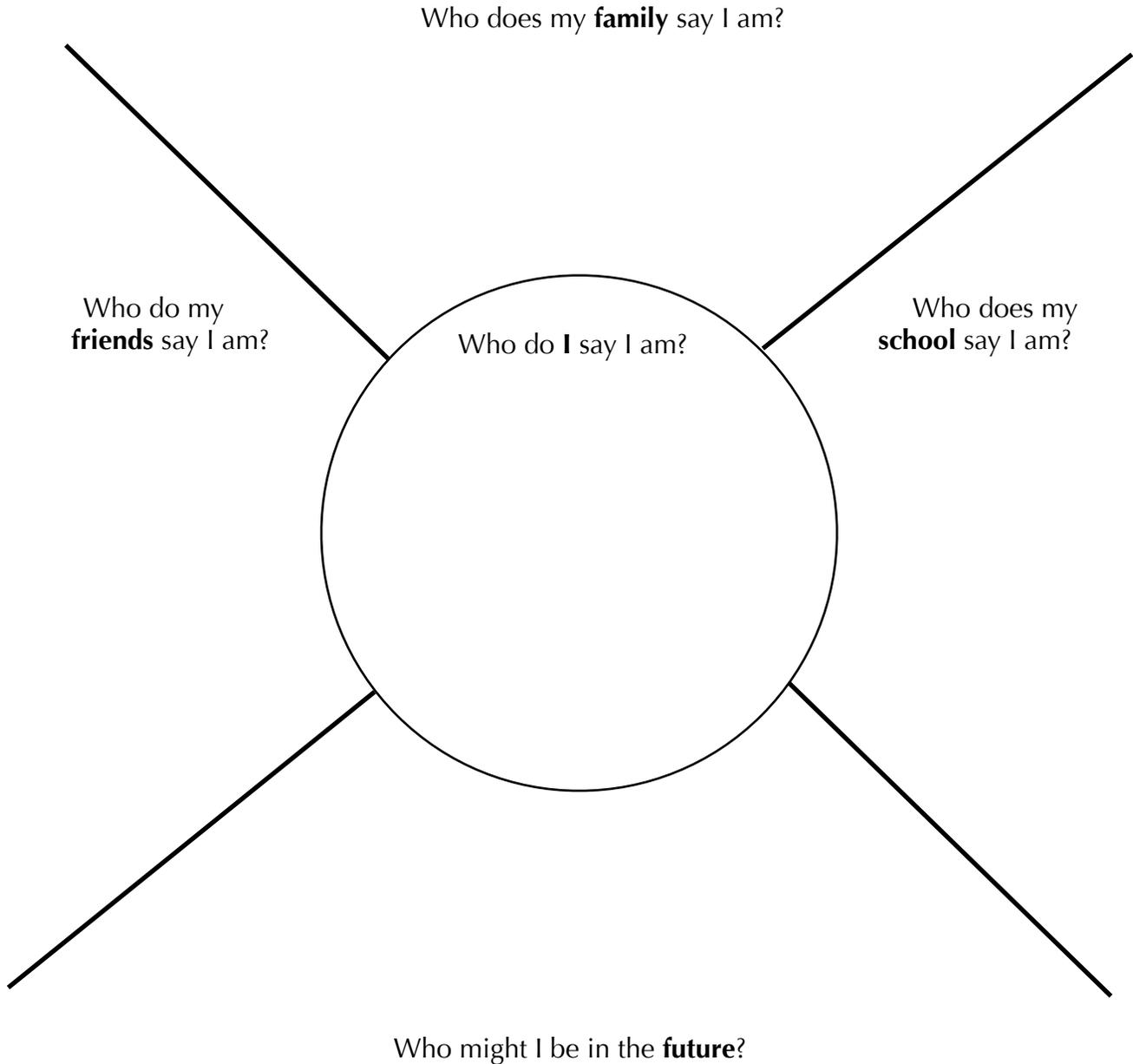
Homework: Final drafts due Monday.

Appendix

Worksheets and Quizzes

IDENTITY MAP

“...try finding out why you’re you and not somebody else.
And who in the blazes are you anyhow? ” - Ezra Pound



What's in a Name?

Research the meaning of your first, middle (if you have one), and last names. Ask your parents and relatives or use the internet (**babynames.com** is a good place to go for first names). Then answer the following questions:

1. What do your names (first, middle, and last) mean?

First:

Middle (if you have one):

Last:

2. Why did you get named your first name?

2. How does your name affect how you see yourself and how others see you?

3. Would you like to have a different name? What would you like it to be?

Autobiography Project

Write about your identity -- who *you* are.

You may choose to write about

(1) a specific event in your life that affected you greatly

or

(2) a person, object, activity, or idea that affects you greatly.

Show, don't just tell.

Include descriptive language and imagery so that the event comes alive for your readers.

How does this connect to your identity?

Explain why what you're writing about is so important: How does it affect the way you see yourself?

This should be *at least* 2 pages handwritten (this means one sheet, front and back) OR 1.5 pages typed, double spaced, 12 point font. It can, of course, be longer as well.

First Draft Due: **Monday**, _____. We will work on most of it in class. The final draft will be due the following Monday.

Grading Scale: This will be counted as a PROJECT worth 70 POINTS.

Please hand this form in with your final draft. I will use it to grade your project.

Introduction: Total Possible - 5

Evaluation	Points
Introductory paragraph grabs the reader's attention and makes the reader want to read more.	5
Introductory paragraph does not grab the reader's attention.	0

Imagery: Total Possible - 15

Evaluation	Points
Creates vivid images through creative descriptions and is able to SHOW (not just tell) what is happening through those descriptions.	15
Creates images through descriptions, but could go further.	10
Does not use imagery.	0

Why This Event/Subject? Total Possible - 20

Evaluation	Points
Explains why it was so important, including how it affects him/her.	20
Reasons for writing about this event are stated, but are unclear. Readers cannot easily see what effects the event/subject have on the writer.	15
Does not explain why this event/subject was important.	0

Grammar: Total Possible - 10

Evaluation	Points
Writes in complete sentences and uses proper punctuation at the end of sentences. Subjects and verbs agree in number. Comparative adjectives and adverbs are used correctly. No run-on sentences.	10
Contains many incomplete sentences, many improperly punctuated sentences, many incorrect subject and verb pairings, incorrectly used comparative adjectives and/or adverbs, OR many run-on sentences.	5
Contains many problems with two or more of these skills.	0

Creativity and Effort: Total Possible - 20

Be as creative with your words as you can! I also want to see effort. Write something that you will be proud of producing.

Total Points: _____/20

Brainstorming for My Autobiography Project

I see myself as ...

Events/People/Ideas/Activities that make me see myself this way are...

My Topic:

How Does this Event/Person/Idea/Activity Affect Me?

Use this space (and another piece of paper if you need it) to **outline** your piece. For example, if it's an event, list the order of events. If it's a person, list the different aspects of that person you'd like to write about.

Notes on Introductions

The introduction for a story should ...

Different ways to make an introduction do this:

1.

2.

3.

4.

How will I begin my Autobiography Project? (BRAINSTORM HERE!)

Notes on Descriptive Language

Imagery is language that _____.

This means, I should use

During the event that I am writing about,

I saw...

I heard...

I touched...

I smelled...

I tasted...

Vivid adjectives and adverbs I can use:

Main Idea Quiz

Score: _____/30

Read the following passages. After each one, state the main idea and your reasons for choosing it. Be sure to cite the story at least ONCE for each explanation.

Part A: "The Ant and the Grasshopper" by Aesop

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?"

"I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same."

"Why bother about winter?" said the Grasshopper; "We have got plenty of food at present." But the Ant went on its way and continued its toil.

When the winter came the Grasshopper had no food and found itself dying of hunger - while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew: It is best to prepare for days of need.

State the main idea for this passage. (5 points)

Explain why you chose this as the main idea. Cite the story at least once (this means, give an example from the story. E.g. "_____ because, in the story, _____"). (Explanation: 3 points, Citation: 2 points)

Part B: "The Tortoise and the Hare" by Aesop

The Hare was once boasting of his speed before the other animals. "I have never yet been beaten," said he, "when I put forth my full speed. I challenge any one here to race with me."

The Tortoise said quietly, "I accept your challenge."

"That is a good joke," said the Hare; "I could dance round you all the way."

"Keep your boasting till you've won," answered the Tortoise. "Shall we race?"

So a course was fixed and a start was made. The Hare darted almost out of sight at once, but soon stopped and, to show his contempt for the Tortoise, lay down to have a

nap. The Tortoise plodded on and plodded on, and when the Hare awoke from his nap, he saw the Tortoise just near the winning-post and could not run up in time to save the race. Then the Tortoise said: "Slow but steady progress wins the race."

State the main idea for this passage. (5 points)

Explain why you chose this as the main idea. Cite the story at least once (this means, give an example from the story. E.g. "_____ because, in the story, _____"). (Explanation: 3 points, Citation: 2 points)

Part C: What is the main idea of these two paragraphs? (5 points each)

Soccer players learn many skills when playing soccer. Soccer players learn how to dribble and pass the ball. They also learn how to control the ball so they can eventually score. Most importantly, soccer players learn how to work together with their teammates.

Main Idea:

Every game, from the latest multimedia games to old favorites like cards and chess, can be played on home computers. Home computers are used to balance family finances, to complete banking transactions, and even to do the grocery shopping. Computers can also be used to go online to chat with others -- that is, people can have a conversation on the computer about anything from being in love to getting medical advice. Lastly, students use home computers to type up school reports, to research their papers for classes and even to do the calculations for math homework.

Main Idea:

Editing Checklist #1: Comparative Adjectives and Adverbs

Writer: _____

Peer Editor: _____

FIRST, CHECK FOR COMPARATIVE ADJECTIVES AND ADVERBS:

Rule 1: Do not combine “more” with a comparative adjective/adverb (ends in -er).

List all incorrect usages here:

List corrections here:

Rule 2: Do not combine “most” with a superlative adjective/adverb (ends in -est).

List all incorrect usages here:

List corrections here:

Rule 3: When comparing TWO things, use the comparative form (-er).

When comparing THREE OR MORE things, use the superlative form (-est).

List all incorrect usages here:

List corrections here:

Check for the tricky adjectives/adverbs!

List all incorrect usages here:

List corrections here:

NOW, CHECK FOR CONTENT:

I like it when you ...

because...

You could make this part better:

You can make it better by ...

Comparative Adjective/Adverb + Vocabulary Quiz

Score: _____/50

Part A: Comparing Adjectives

Read the following sentences and notice the incorrect words. Write the letter of the correct form on the line. Each question is worth 5 points.

- ____ 1. Mary was the most nicest person he knew.
 a. nicer b. more nicer c. most nice d. nicest
- ____ 2. He was the friendliest of the two boys.
 a. friendlier b. more friendlier c. most friendlier d. most friendly
- ____ 3. Of all the students in the room, she was the most smartest.
 a. smartest b. more smart c. more smarter d. smarter
- ____ 4. Bobby was more tall than Johnny.
 a. tallest b. taller c. more taller d. most tall
- ____ 5. Dylan was the better swimmer on the whole team.
 a. good b. more better c. best d. bestest

Part B: Vocabulary

Complete each sentence with a word from "Fish Cheeks." Each question is worth 5 points.

rumpled muster clamor appalling wedges

- I quickly ironed out the wrinkles in the _____ tablecloth.
- My young cousins made a noisy _____ as they sat down to eat.
- Robin thought that the squid looked too horrible and _____ to eat.
- My uncle was able to _____ up the courage to eat a small bite.
- Instead of apple pie, my mother served _____ of oranges for dessert.

End Markers + Vocabulary Quiz

Quiz: End Markers and Vocabulary

Score: _____/50

Part A

The following sentences do not contain end markers. Put the right ones in the right places (use periods, question marks, and exclamation marks). Do not delete or change any words. Each correct end marker is worth 2 points.

1. I woke up this morning and brushed my teeth I was very tired I really didn't want to get up this morning
2. I went to the store yesterday to buy some milk because we had run out people in my family eat a lot of cereal my favorite is Cinnamon Toast Crunch and my brother's favorite is Honey Nut Cheerios
3. Where are you going you should get back in here it's cold outside you'll freeze out there
4. Mary loves going to the movies she especially enjoys going in the summer when it's hot outside she likes how cool it is in the theater
5. Joe's baseball team is the best in the league and he is their best player he has won many awards do you think he will become a professional player one day

Part B: Vocabulary

Look at the *italicized word*. Write the Word to Own that has a similar meaning on the line. Each question is worth 5 points.

reassuring assured contraption formidable

- _____ 11. When the tall man entered the room, he had an *impressive* presence, and everyone looked at him.
- _____ 12. People these days seem to have a *gadget* for everything.
- _____ 13. Miss Ryan *guaranteed* Ernesto that he was an important member of the class.
- _____ 14. A smiling face is *comforting* in a new and strange situation.

Final Editing Checklist

Writer's Name: _____

Peer Editor's Name: _____

1. LISTEN TO THE WRITER READ IT ALOUD.

Does this make sense to you? _____

Does the introduction grab your attention? _____

If not, what might make it better? _____

Is there enough imagery and description to make it seem real? _____

What might make it more descriptive? _____

Does this piece tell you how the topic affects the writer's identity? _____

If not, what might make this clearer? _____
_____**2. CHECK FOR PARAGRAPHS.**

Are there are paragraphs where there should be paragraphs? _____

Is the first line of every paragraph indented? _____

3. GRAMMAR CHECK:**CAPITALIZATION**

Is there a capital letter at the beginning of every sentence and proper noun? _____

PUNCTUATION

Is there a period, question mark, or exclamation point at the end of every sentence? _____

Are there quotation marks around dialogue? _____

