

Lesson Information and Activities							SI Strand(s)														
<p>Lesson Title: The Danger of a Single Story</p> <p>Content Area: ESL ENG Grade Level(s): 11-12</p> <p>Unit Description: This unit was inspired by author Chimamanda Ngozi Adichie’s TED Talk of the same title. Each student chooses an issue and seeks to uncover other stories within the “single story” of that issue. They must find a photograph that represents the issue and the multiple stories that live within this issue. Students create and present a PowerPoint that explores the stories that live within that photograph, and then they narrow their ideas down to a focused message that will serve as the thesis for their written essay. A picture is worth a thousand words, but students must focus their essays into 500 words. In this unit we learn critical thinking, good research practices, creative design, public speaking skills, and structured academic writing.</p> <p>Length of lesson: Two months Number of ELs: _____</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Proficiency Levels</th> <th style="width: 10%;">2</th> <th style="width: 10%;">3</th> <th style="width: 10%;">4</th> <th style="width: 10%;">5</th> <th style="width: 10%;">6</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>ELs (numbers and/or names)</td> <td>2</td> <td>9</td> <td>4</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Program Model: _____</p> <p>Other relevant student information: Most of my students are immigrants who have struggled academically for the majority of their schooling. While some arrived before the age of five, the majority came to this country after age five and have gaps in their education. Most can communicate clearly and efficiently in conversational English, but do not feel comfortable presenting, writing in academic English, or speaking with academic English.</p>							Proficiency Levels	2	3	4	5	6		ELs (numbers and/or names)	2	9	4				
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2	SWBAT deliver oral presentations to their peers, parents, and community members.	<p>ELP.9-12.3: An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.</p> <ul style="list-style-type: none"> • deliver oral presentations • compose written informational texts • fully develop the topic with relevant details, concepts, examples, and information • integrate graphics or multimedia when useful
	Content Objectives	Content Standards
1	After viewing and discussing “The Danger of a Single Story,” SWBAT critically analyze a photograph of their choice.	<p>CCSS.ELA-LITERACY.RL.11-12.3</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>
2	SWBAT conduct research and integrate 5-7 sources in developing their final PowerPoint presentations and papers.	<p>CCSS.ELA-LITERACY.RI.11-12.7</p> <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
3	SWBAT construct and present a fully-developed argument as to why their photograph of choice does not show the whole story.	<p>CCSS.ELA-LITERACY.W.11-12.1</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-LITERACY.W.11-12.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>

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<p><u>Incorporating all four language domains</u></p> <p>Identify how the language demands of the tasks are related to each language domain.</p> <table border="1"> <thead> <tr> <th></th> <th>Written</th> <th>Oral</th> </tr> </thead> <tbody> <tr> <th>Receptive</th> <td>Reading: Students must read and code three research articles to uncover the stories within their story.</td> <td>Listening: Students must listen to the presentations of their peers and engage in academic conversation.</td> </tr> <tr> <th>Productive</th> <td>Writing: Students must write a 500-word academic essay based on the message that lives within their photograph.</td> <td>Speaking: Students must design and present a PowerPoint that gives background information about the issue related to their photograph. They must also speak about the different stories within the photograph, and explain the elements of the photograph that caught their attention.</td> </tr> </tbody> </table>			Written	Oral	Receptive	Reading: Students must read and code three research articles to uncover the stories within their story.	Listening: Students must listen to the presentations of their peers and engage in academic conversation.	Productive	Writing: Students must write a 500-word academic essay based on the message that lives within their photograph.	Speaking: Students must design and present a PowerPoint that gives background information about the issue related to their photograph. They must also speak about the different stories within the photograph, and explain the elements of the photograph that caught their attention.	<p>Modify</p> <p>Apply</p>
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<p><u>Key language for students</u> (words and phrases, grammatical structures, sentence types, structure and amount of speech/text, organization of ideas, genre, etc.)</p> <table border="1"> <thead> <tr> <th>General academic language</th> <th>Language specific to the content area</th> </tr> </thead> <tbody> <tr> <td>Perspective, bias, prejudice, one-sidedness, thesis, analysis, code, theme, sources, references</td> <td>Foreground, background, sensory information, camera angle, framing, positioning</td> </tr> </tbody> </table>		General academic language	Language specific to the content area	Perspective, bias, prejudice, one-sidedness, thesis, analysis, code, theme, sources, references	Foreground, background, sensory information, camera angle, framing, positioning	<p>Modify</p>					
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<p><u>Key characteristics of teacher talk</u> (ways to make the content comprehensible for all students, ways to model key language, etc.)</p> <ul style="list-style-type: none"> - Repetition and review of photo analysis terms. - Repetition and review of terms related to media articles. - Repetition and review of language related to academic conversations. - Example of coding chart provided for students to use as a model. 		<p>Modify</p>									
<p><u>How the lesson will incorporate bilingualism/students' native languages as resources</u></p> <p>Students are required to read one article in their native language (Spanish). They must complete a coding chart in their native language to demonstrate comprehension of the material.</p> <p>When we are ready for our presentation night, students will be encouraged to deliver their presentations in both Spanish and English.</p>		<p>Cultivate</p> <p>Apply</p>									

Lesson Information and Activities				SI Strand(s)
Materials and Texts				Cultivate
Name	Genre (e.g., narrative)	Level	Connection to Students (What will this mean to them? How can you make it even more meaningful?)	
Batos, Bolillos, Pochos y Pelados	Research	College	The interviews provide an example of how to eliminate a single story: talk to a bunch of people about their lives and the pressing issues they face. We are reading this text slowly, as it related to our studies and is also a way to teach students how to unpack complicated texts. My students relate to these stories because they are all Mexican and border stories are a hot topic for them. We are also eliminating a single story about the border and honoring the lives of the people who live there (both legally and undocumented).	
Supplementary Materials and Realia				
<p><u>TED Talks:</u></p> <p>“The danger of a single story”</p> <p>“How photography connects us”</p> <p><u>Movie:</u></p> <p>“Born Into Brothels”</p>				
<p>Estimated Time: <u>Two months (at least)</u></p> <p>Language Domains: <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking</p> <p>Grouping:</p> <p><input checked="" type="checkbox"/> Independent Work <input type="checkbox"/> Pair <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Whole class</p> <p>Reason for grouping:</p> <p><input type="checkbox"/> First language <input type="checkbox"/> English proficiency <input type="checkbox"/> Reading level <input type="checkbox"/> Content understanding <input type="checkbox"/> Interest <input checked="" type="checkbox"/> Other: I have students switching small groups every week to build community and to become comfortable communicating with all peers about academic work. Also, students will benefit more from the variety of ideas and feedback.</p>				

Lesson Information and Activities	SI Strand(s)
<p>Preview: Connections to past learning or the larger unit sequence</p> <p>Presentation: Primary activity steps associated with lesson implementation Differentiation, scaffolding, modifications, strategies employed, interaction activities, materials integrated that function to shelter language and content for the EL students</p> <p>Students must code their research articles and complete coding charts to aid in comprehension.</p> <p>Students are required to watch at least one online video source that provides information about their issue.</p> <p>Students meet in small groups every 2-3 days to discuss the problems they are having with their project and to get feedback from peers.</p> <p>Students meet with me individually at least once per week to identify problem areas and create progress plans.</p> <p>Students are permitted to listen to online news reports related to their issue.</p> <p>Assessment: Activities for formative and summative assessment during and after primary lesson activities. How does assessment account for the language demands embedded in core content for ELs?</p> <p>Students complete coding charts for all research articles. The charts reflect how successfully they are building knowledge about their issue. Students complete one practice presentation after which they receive feedback from their peers. Students complete one draft of their final essay and editing slips; after this the essay and editing slips are turned in to me. The summative assessments are the final presentation and the final essay.</p>	<p style="text-align: center;">Modify</p>
<p>How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson?</p> <p>Parents and community members are invited to the TED Talk presentation night at the end of the unit, during which students will present their PowerPoints and utilize both English and Spanish to communicate with audience members.</p>	<p style="text-align: center;">Apply</p> <p style="text-align: center;">Cultivate</p>

Education Connections' Four Strands of Sheltered Instruction

Sheltered Instruction is an approach that makes academic content, as well as language development, more accessible for EL students. The Education Connections activities are based on **Four Strands** of Sheltered Instruction. They are: Define, Modify, Cultivate, Apply.

Define

- Develop, define, refine, communicate, and assess *content objectives* for every lesson
- Develop, define, refine, communicate, and assess *language objectives* for every lesson
- Ensure objectives derive from, and are aligned with, English language proficiency (ELP), as well as content standards

Modify

- Differentiate instruction through lesson adaptation and instructional modifications
- Scaffold instruction in response to students' individualized language and content learning needs
- Identify the language demands and domains embedded in lessons and explicitly address language use and needs for both teaching and learning

Cultivate

- Explicitly identify and acknowledge the cultural competence, human capital, knowledge, experiences, and resources students bring to the classroom
- Invite parental and/or familial involvement in the school and classroom and make connections that extend beyond the core curriculum
- Support native language maintenance, additive bilingualism, and biliteracy development

Apply

- Directly promote language use through interaction with peers, teachers, as well as the core content
- Encourage and facilitate language use in both English, as well as students' home languages
- Develop and implement activities that require use of all four language domains