

# Minnesota Writing Project

## --- Demonstration Lesson Template ---

### **Title of lesson:**

Introduction to My Narrative Story (This lesson and its unit are modeled after the Minnesota Humanities' Absent Narrative professional development workshop.)

### **Suggested grade/age:**

This lesson was designed in a WIDA level 2 high school ESL classroom.

### **Approximate time needed to complete lesson:**

two -45 minute class periods OR one-90 minute block

### **Learning objective(s) and significance of lesson:**

#### Language and Learning Targets:

I can analyze my life by describing my name.

I can analyze my life by describing where I am from.

#### Significance of the lesson:

This lesson is important in the development of my students' skills because it integrates listening, speaking, writing and reading in English. The activities require students to work, through writing, at their WIDA (English language development) level while also encouraging students to create work that is stretching to the next WIDA level. This lesson is important in the development of my students' knowledge of each other. This lesson seeks to provide students with a medium to tell their story. From their name to their people, learners are expected to produce writing that tells their story. With prewriting strategies, like mind webs and quick writes, I want students to be able to tell their absent narrative in five paragraphs. Through the final product of a five-paragraph essay, it is my hope students can use writing to tell their stories, the absent narratives, of our country's history. I also want to provide a space to validate students' experiences through turn-pair-shares and group shares through this lesson and its unit. This lesson and its unit exposes students to the writing process of other same-age peers. For example, in this lesson students are brainstorming their first two paragraphs of the essay by doing a mind map of their names. Finally, I want to learn about our amazing young people through writing.

### **Brief summary/outline of lesson:**

#### Steps for this Lesson

-For this lesson, students are analyze (think about!) their name and the place they are from using these steps as prewriting strategies for a five-paragraph essay.

##### —1. **Anticipatory Set for Name Paragraph:**

-Look at teacher's pictures

-Read along with teacher as she reads her example of five sentences that tell about her name

-Look at past students' examples.

—2.**Pre-writing for Name Paragraph:**

- Students write their name on a piece of paper
- Students draw or write why their name is important.

—3.**Group Share**

- Volunteers share their work
- All students post their prewriting activity

—4.**Anticipatory Set for Place:**

- Look at teacher’s pictures
- Read along with teacher as she reads her example of five sentences that tell about the place she is from

—5. **Pre-writing for Place:**

1. Where are you from?

I am from\_\_\_\_\_.

2.Is it important to you? Why? (4 sentences)

\_\_\_\_\_is important because\_\_\_\_\_.

\_\_\_\_\_is important because\_\_\_\_\_.

\_\_\_\_\_is important because\_\_\_\_\_.

\_\_\_\_\_is important because\_\_\_\_\_.

—6.**Group Share**

- Volunteers share their work
- All students post their prewriting activity

Location of Lesson in Unit

-I participated in the Minnesota Humanities Center’s professional development on Absent Narratives in January, 2014.

-During the 2013-2014 school year, this unit was located at the beginning of second semester; however, I would like this unit, or parts of the unit, to be a rotating unit during the 2014-2015 school year to ensure that all students have the opportunity to tell their stories.

Final Demonstrating of Learning

My Narrative Story Essay

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**Paragraph One:** Write about your name.

Write at least five sentences.

**Paragraph Two:** Write about the place you are from.

Write at least five sentences.

**Paragraph Three:** Write a story in your life that you wish everyone knew about you.

Write at least five sentences.

**Paragraph Four:** Write a story in your life that you wish everyone knew about your people.  
Write at least five sentences.

**Paragraph Five:** Write about why people are silent about their stories  
Write at least five sentences.

### **Related Resources:**

Absent Narratives Resource Collection: <http://humanitieslearning.org/resource/>

Minnesota Humanities Center: <http://www.minnesotahumanities.org/>

WIDA Can-Do descriptors: [http://www.wida.us/standards/CAN\\_DOs/](http://www.wida.us/standards/CAN_DOs/)

### **Possible extensions or adaptations for different purposes/student needs:**

- (slam) poetry event for all-school audience
- artful writing
- feedback from other peers in other classes
- speeches to newest newcomers

### **Example:**

#### Your Narrative Story Essay

My full name is Mary Kathryn Murphy-Olsen. My mom and dad named me after my mom's sister, Mary, and my mom, Kathryn. Since the day I was born, everyone has always called me Katie. Katie is short for Kathryn. My mom's aunt's name was Katie. Murphy is my dad's last name, and Olsen is my husband's last name. I have both last names because I like having both parts of my history in my name.

I am from River Falls, Wisconsin, USA. River Falls, Wisconsin, USA is important to me because I grew up in that city. River Falls is important to me because my mom and dad live there. River Falls, Wisconsin, USA is important to me because I went to high school and college there. The city is special to me because it is beautiful. I have a lot of memories from River Falls.

I wish everyone knew about the time I helped my youngest sister in 2011 and 2012. My sister was in a bad relationship. Her boyfriend was very mean to her. I helped my sister break up with her boyfriend. I helped my sister by being with her. I listened to her when she was sad and mad.

I wish everyone knew about my people. My people are from Germany and Ireland. When the Irish people came to the United States, many people were mean to them. It was hard for the Irish people to find jobs. Like many immigrants, the Irish people came to the United States to find a better life, but when they arrived many men fought and died in the United States' Civil War.

Sometimes it is hard to talk about my people's past because I do not know a lot about my ancestors who came from Ireland and Germany many, many years ago. It is fun to hear the few stories of my grandmas and grandpas who were born here in the United States. I like to tell stories of my dad's grandma because I knew her very well. I think it is hard for my mom to talk about her family's past because it is sad, so she is silent about them. I hope to hear more about my people's past because I can learn a lot from their life experiences.

## Your Narrative Story Essay Unit Outline (This is modeled after Minnesota Humanities Absent Narratives Workshop.)

### **Week One: Place**

Monday- Watch and Respond to videos from MN Humanities Absent Narratives Resources  
Tuesday: Table Groups: Your homeland  
Wednesday: Groups: Your homeland Presentations  
Thursday: Instructor 's paragraph example with photos  
Friday: Essay Rubric and "Place" paragraph writing time

### **Week Two:Name**

Monday: Listen and respond to songs about names  
Tuesday: Individual-My Name!  
Wednesday: Groups: Your Name Interviews  
Thursday: Groups: Your Name Presentations  
Friday: Instructor's example with photos, essay Rubric and "name" paragraph writing time

### **Week Three: Your Story**

Monday: Watch and Respond to videos from MN Humanities Absent Narratives Resources  
Tuesday: Individual Chalk Talks-Me!  
Wednesday: Quick Writes-Me!  
Thursday: Interviews—student generated questions  
Friday: Instructor's example, essay Rubric and "your story" paragraph work time

### **Week Four: Your People**

Monday: Watch and Respond to videos from MN Humanities Absent Narratives Resources  
Tuesday: Individual Chalk Talks-My People  
Wednesday: Quick Writes-My People  
Thursday: Presentations  
Friday: Instructor's essay Rubric and "Your people" paragraph work time

### **Week Five: Silence**

Monday :Watch and Respond to videos from MN Humanities Absent Narratives Resources  
Tuesday: What /Why silence? Chalk Talks  
Wednesday: Quick Writes: Silence  
Thursday: When are you silent? When are your people silent? What will help you tell your story?  
Friday: Instructor's example, essay rubric and "Silence" paragraph work time

**For additional information, contact:**

**[katie.murphy-olsen@mpls.k12.mn.us](mailto:katie.murphy-olsen@mpls.k12.mn.us)**