

EMPOWERING STUDENTS IN THE ELA CLASSROOM: Students as Curators of Knowledge



SAUSD Lead Learner Conference
Friday, August 28th, 2015
Sessions 1 & 2

Find this presentation at www.teachpark.weebly.com



Why

**BUILD A CULTURE
OF EMPOWERMENT?**



VS

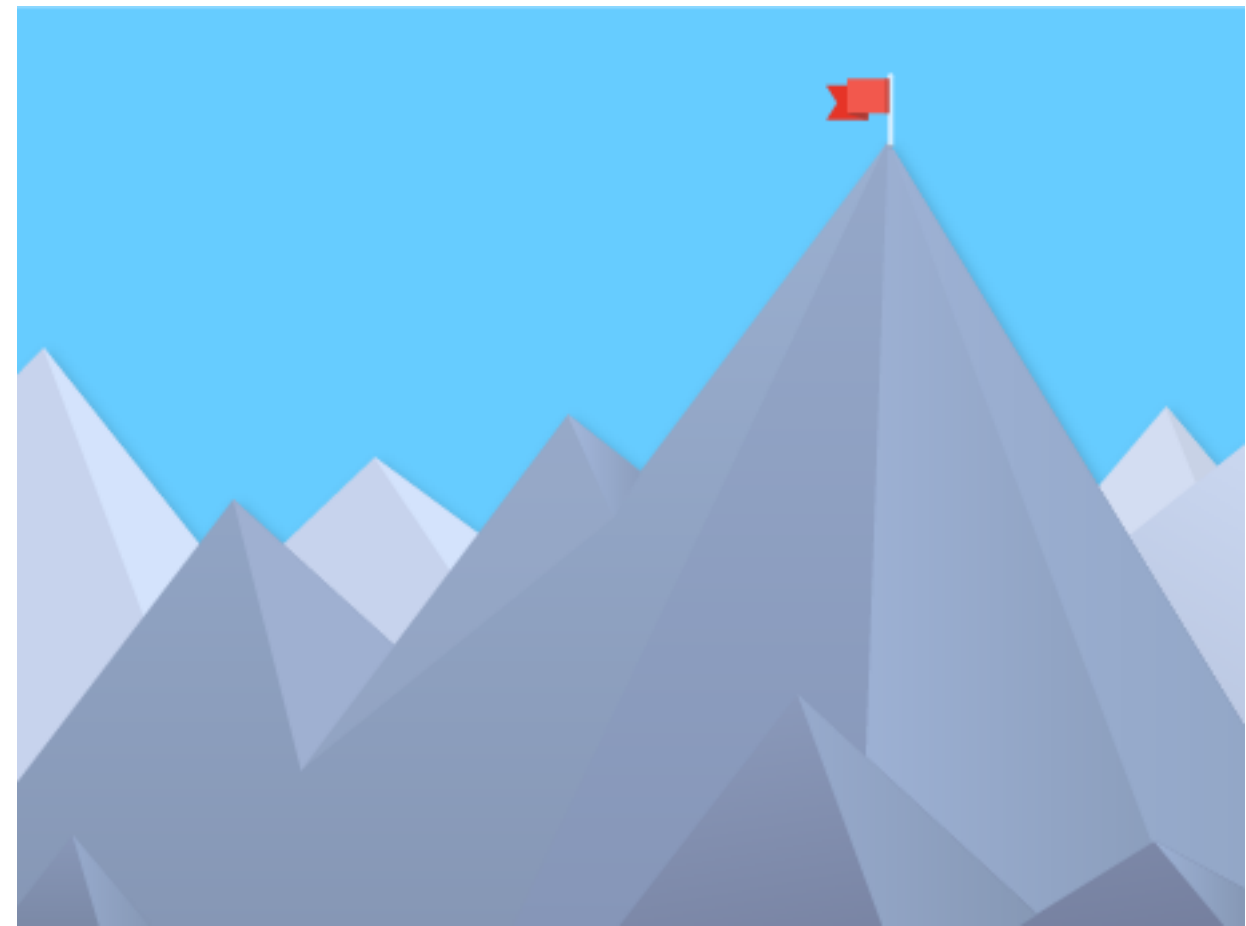


Growth Mindset

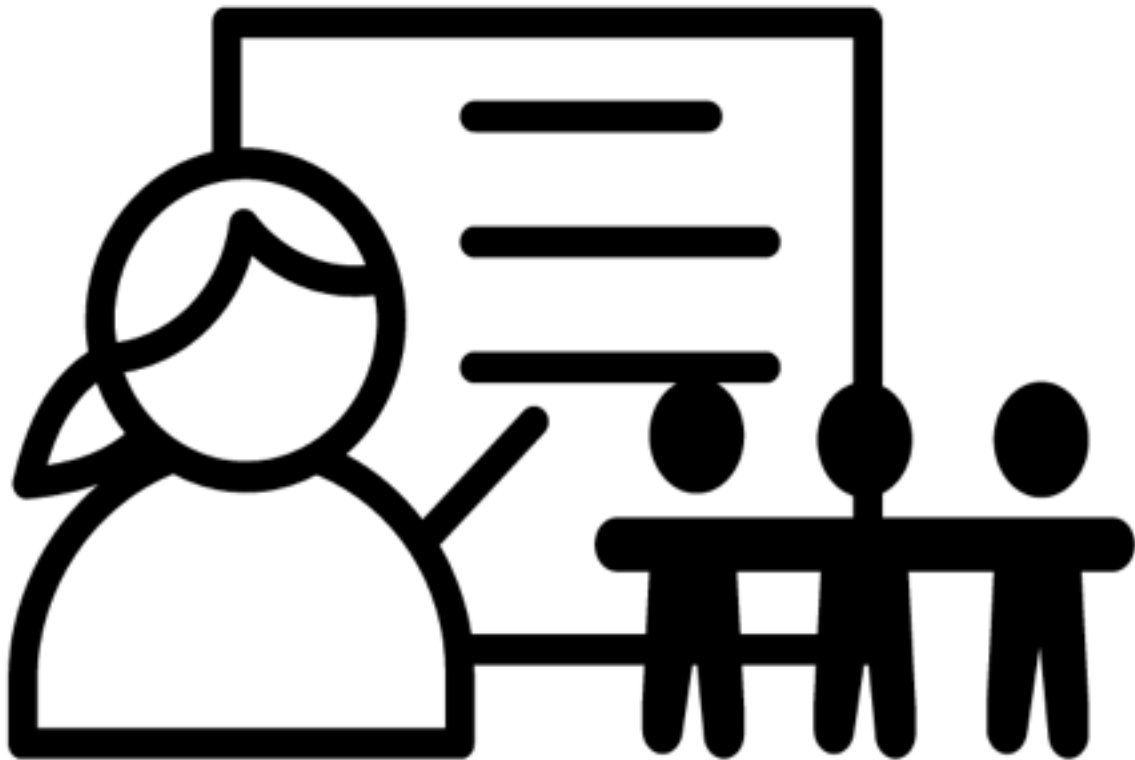
Believe that they can learn anything if they put in the work, practice, and effort to learn it.

Fixed Mindset

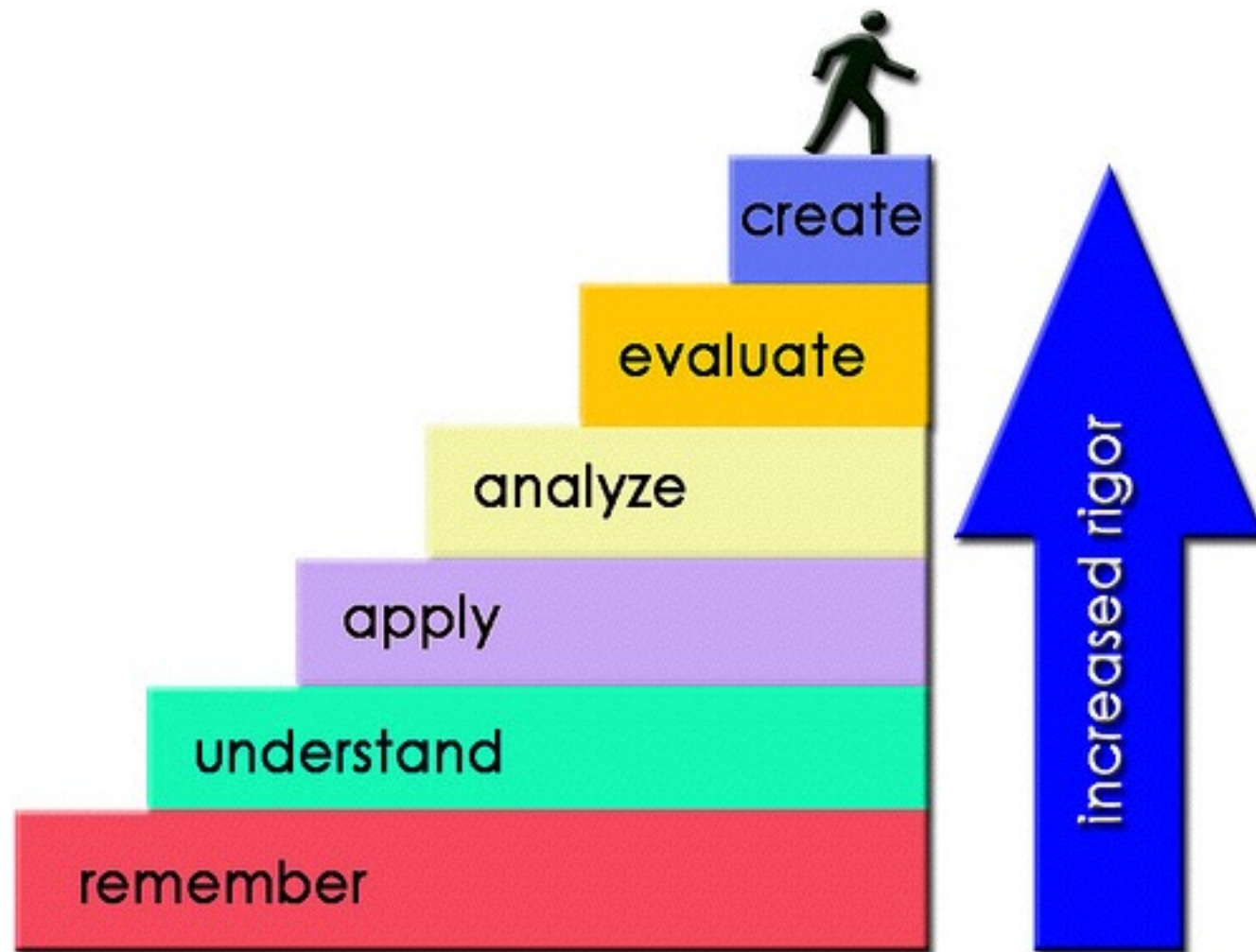
Think that they cannot increase their skill and knowledge in a particular area.



Carol Dweck (Mindset Theory)



Rosenthal's Expectancy Effects





Students

AS COLLEAGUES

STUDENT ROLES - Every student has a purpose and the peer group may not function the same without his/her input.



Ambassador

You represent your table in front of the class.

**You are the voice of your group.
You must also make sure that everyone is kind to each other.**



Communications Director

You are responsible for collecting all work to turn in, retrieving any papers, passing out papers, and making sure every assignment includes a heading.



Editor in Chief

You are responsible for making sure that every group member

is doing the classwork correctly (agenda, materials out, complete sentences, spelling, grammar).



Chief of Staff

**You are the group leader.
You are responsible for making sure that group roles are carried out, the group is QUIET when the teacher is giving directions, and that the table and supplies are in perfect condition.**

ACCESS TO THE TEACHER AND THE CURRICULUM: Students are welcome to email questions, engage in discussions, and revisit class material online. The learning community extends beyond the classroom.

Connect online:
 learnpark.weebly.com
 [learnpark](#)
 [@learnpark](#)
 [LearnParkTeacher](#)



weebly

LEARN PARK

MS. PARK'S CLASS WEBSITE

LINK TO MENDEZ SCHOOL WEBSITE

INSTAGRAM

TWITTER

FACEBOOK



ASSIGNMENT Deborah Park Feb 22 (Edited Mar 16)

UTC Chapter 19 Assignment

SUBMISSION FORM

DUE FEB 27

37

DONE

0

NOT DONE

UTC Chapter 19 Assignment Submission
Google Docs

Each student will get a copy

1 more comment



Celeste Duran Feb 26

I don't know what to put for the theme statement. Can you help me?



Deborah Park Feb 27

Celeste - This quote is basically putting the content of a law (slavery) against its use. Mr. St. Clare is saying that the law
sive potential. This deals
he manifestation of it is



canvas

BY INSTRUCTURE

Search title, body, or author

Unread

Assignments

+ Discuss

Pinned Discussions

 **Introduce Yourself** Last post Mar 6, 2015

Due Jan 16 at 11:59pm



16

 **Unit 1 Discussion** Last post Jan 12, 2015

Due Feb 10 at 11:59pm



3



Action v. Linking Verbs

An **action verb** expresses either physical or mental activity.

Ex: I **have used** a computer in math class. Please **complete** your homework, Juan.

Ex: Bryan **understands** the science assignment. Ms. Park **is thinking** of a good way to teach verbs.

A **linking verb** connects, or links, the subject to a word or word group that identifies or describes the subject.

Ex: Mr. Cole **is** our principal.

The class **had appeared** perfect.

Some Linking Verbs Formed from the Verb *Be*

am	has been	may be
is	have been	might be
are	had been	can be
was	will be	should be
were	shall be	would have been

Parts of Speech Overview Ch. 3 - VERBS

REPORT

VERBS

RATING: ★★★★★ (13)

AUTHOR: Deborah Park (169)

OBJECTIVE:

- To identify verb phrases and helping verbs
- To use helping verbs in original sentences

SHARE

Tweet

0

ACTIONS

Verbs Overview Video

Students, please watch this video and take notes for homework. You must show me your Cornell Notes or Bubble Map for a HW stamp tomorrow. If you need to pause the video to w
information, please do so.



Students

**AS CURATORS
OF TEXTS**

ANNOTATING IN FIVE GLORIOUS STEPS:

Please note: Annotating is NOT highlighting.
ANNOTATING IS WRITING!

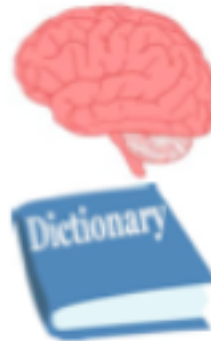
STEP ONE: Number every line or paragraph and label important structural features (source, author, date, etc.).

1
2
3
4
5
6
7

STEP TWO: Read it through once.



STEP THREE: Circle all the words you do not know. Define them using context clues and your knowledge of prefixes, suffixes, and root words. Use dictionary.com as a last resort.



STEP FOUR: Read the article AGAIN and identify the main points of the article: WHO, WHAT, WHEN, WHERE, WHY, HOW, & THE AUTHOR'S PURPOSE/CLAIM.



STEP FIVE: Write 7 comments about the article (questions, connections, thoughts, ideas, understandings). You may use GATE ICONS for this step and JUSTIFY why you use them.



- Article of the Week -
Why should ALL of your students have to read the SAME one article?

6th grade example

Goodbye, Big Drinks → headline

New York becomes the first city in the U.S. to ban large-size
SEPTEMBER 14, 2012 → date line
By Alice Park for TIME

1 On September 13, the New York City Health Department became the first city in the U.S. to ban the sale of sugared beverages larger than 16 oz. at restaurants, arenas and movie theaters. The ban includes sodas and sweetened teas. The city hopes the ban will help cut obesity rates in the U.S., where at least two-thirds of adults are overweight. While the ban is widely supported by health professionals, some retailers or many city residents are not happy. → what

2 The ruling, which takes effect in March 2013, will prevent restaurants from selling sugared beverages in cups or containers larger than 16 ounces. → People who live in New York City will have to buy smaller sizes. → shops, stores, and restaurants

3 Supermarkets and convenience stores—including those that sell the largest size of Big Gulp—are not included in the law. And the ban does not cover diet sodas or dairy-based drinks like milkshakes.

4 Health in the Big Apple

5 New York City Mayor Michael Bloomberg led the ban on large-size sugared beverages. → who

6 New York City adults and nearly 40 percent of the city's public elementary school students are considered overweight. "We are dealing with a crisis," said Board of Health member Deepthiman Gowda, a professor at the University of the Associated Press reported. Bloomberg has not asked people from buying several small sodas at a time if they wish, but the inconvenience will eventually get people to cut down on their drinking. → something uncomfortable

7 New York City's Board of Health members say that banning large-size sugared beverages is a step toward helping consumers not only to drink fewer calories but also to make other healthy changes to their diet. The board reviewed data that shows that sugary drinks make up 43 percent of the added sugar in the average American diet.

8 Critics of the Ban → lot

Kelly Gallagher (Article of the Week)

ARTICLE OF THE WEEK - Let students find their own article of the week that is relevant to the text you are focusing on! Eliminate one of your weekly tasks by adding a more valuable learning opportunity for your students.*

Title:

What to the Slave is the Fourth of July?

Frederick Douglass speaker

July 5, 1852 The day after the fourth of July (a celebration of America's independence from Great Britain. PRE- Civil War when slavery still existed. Civil War = 1861-1865

(What follows is an abridged version. Abridged by Janet Gillespie, Director of Programming, Community Change. The complete text may be found at: <http://masshumanities.org/programs/douglass/>)
Millard Fillmore

Mr. President, Friends and Fellow Citizens:

...This, for the purpose of this celebration, is the 4th of July. It is the birthday of your National Independence, and of your political freedom. This, to you, is what the Passover was to the emancipated people of God. It carries your minds back to the day, and to the act of your great deliverance; and to the signs, and to the wonders, associated with that act, and that day. This celebration also marks the beginning of another year of your national life; and reminds you that the Republic of America is now 76 years old. I am glad, fellow-citizens, that your nation is so young. Seventy-six years, though a good old age for a man, is but a mere speck in the life of a nation. Three score years and ten is the allotted time for individual men; but nations number their years by thousands. According to this fact, you are, even now, only in the beginning of your national career, still lingering in the period of childhood. I repeat, I am glad this is so. There is hope in the thought, and hope is much needed, under the dark clouds which lower above the horizon.

Biblical Allusion to when God tells the Israelites to put lamb's blood on their doors so the spirit of death doesn't kill their firstborn and only kills Egyptian first born sons (part of the plagues) when Moses went to Egypt to free the slaves

...Fellow-citizens, I shall not presume to dwell at length on the associations that cluster about this day. The simple story of it is that, 76 years ago, the people of this country were British subjects. The style and title of your "sovereign people" (in which you now glory) was not then born. You were under the British Crown. Your fathers esteemed the English Government as the home government; and England as the fatherland. This home government, you know, although a considerable distance from your home, did, in the exercise of its parental prerogatives, impose upon its colonial children, such restraints, burdens and limitations, as, in its mature judgment, it deemed wise, right and proper.

"fathers" is an allusion to the FOUNDING FATHERS - who are revered (admired) by society

But, your fathers, who had not adopted the fashionable idea of this day, of the infallibility of government, and the absolute character of its acts, presumed to differ from the home government in respect to the wisdom and the justice of some of those burdens and restraints. They went so far in their excitement as to pronounce the measures of government unjust, unreasonable, and oppressive, and altogether such as ought not to be

The nation is so young, that we can hope that changes will be made to end slavery

Allusion: (King George) FD uses this allusion to relate slavery back to how the colonists were being treated unfairly by the British

***You will see better results if you implement this step AFTER students are proficient in annotating texts AND researching articles (Credibility, Accuracy, Reasonableness, and Support).**

ARTS

The New York Times Confronting Slavery at Long Island's Oldest Es

By JENNIFER SCHUESSLER AUG. 12, 2015

Email

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Tweet

Pin

Save

More

Joseph McGill first unrolled bedding in a former slave cabin in 1999. He was participating in a documentary about Civil War re-enactors and the controversy over the Confederate battle flag, and the producers asked Mr. McGill — an African-American museum professional from South Carolina who dresses in the Union blue — if he could add some spice to a scene being filmed at a plantation near Charleston.

"The floor was very hard, and the bugs were terrible," Mr. McGill, 54, recalled recently. "I woke up at about 3 a.m. to the sound of



Los Angeles Times

California court grants law license to Mexican immigrant

Sergio Garcia, who passed the State Bar four years ago, is still waiting for a green card from the federal government. The court's ruling sets a precedent.

January 02, 2014 | By Maura Dolan



Email



Share

g+1

13



Tweet 0



Recommend

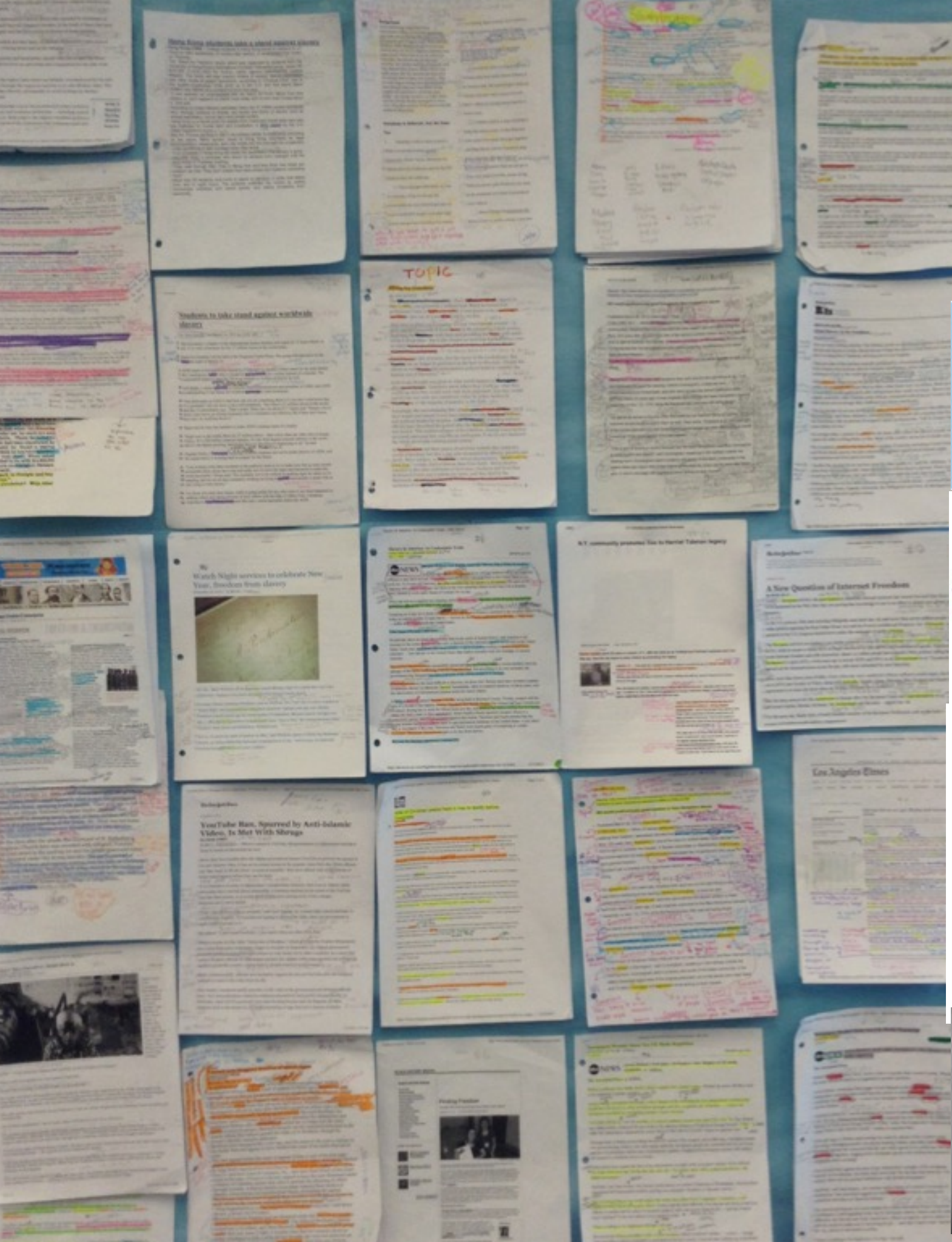
1

SAN FRANCISCO — A Mexican immigrant without a green card on Thursday won the right to practice law in California, an unprecedented ruling that will permit others in similar circumstances to become lawyers.

The state Supreme Court agreed unanimously that Sergio C. Garcia — who passed the bar examination four years ago — should receive a law license while awaiting federal approval of his green card application. The court, which has the final word on licensing lawyers, said it was able to



Sergio Garcia of Chico, Calif., was brought into the United States



The New York Times

LA
Times

TIME

NEWSOLA

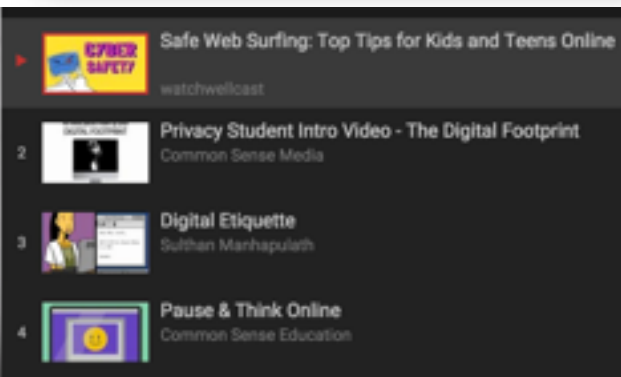


Student
CNN News

YouTube
PLAYLIST



RADIOLAB



TED
IDEAS WORTH SPREADING



Students

**AS DECISION
MAKERS**







WORD PART WEDNESDAYS

WPW REQUIREMENT: You MUST complete this assignment for each lesson.

Create a notecard for each word part. Each notecard must have all three requirements. You will only receive credit for completed notecards.

1. **Color-code** your notecard - **Pink/Red** for prefixes, **Green** for roots, and **Yellow** for suffixes. You can use a highlighter, crayon, or colored pencil to outline your notecard.
2. **Write the word part** on its own on the **blank side** of your notecard. This will allow you to quiz yourself as you memorize each word part.
3. Write the word part again **inside the circle** and complete all **four quadrants** shown below.

FRONT:

ORIGINS: Write the origin (Latin, Greek, Old English, etc.) 	DETAILS: Write the definition of the word part. 
word part <small>Language of the Discipline</small> 	
  BIG IDEA: Write 3-5 example words and their definitions.	 BIG-IDEA: Write ONE non-example. <i>This is a word that does NOT use this word part correctly.</i>

BACK:

word part

WPW #1

No.	WORD PART	DEFINITION	ORIGIN
1	a/n	not, without	Greek
2	act	do	Latin
3	circum, circle	around, about	Latin
4	il, in	in, into	Latin
5	kilo	thousand	Greek

abyss - without bottom
anhydrous - without water

activity - something that
something in response; interaction - communication
between two or more things

circumnavigate - to sail around; circumscribe - to
draw around;
circumspect - looking around

illuminate - to give light to; innovation - a new idea,
method, or device; inspection - the act of examining or
reviewing.

kilobyte - 1,000 bytes; kilometer - 1,000 meter; kilograms
- 1,000 grams.

18	morph/o	form	Greek	metamorphosis - complete change of form; endorphins - chemical in the brain able to transform pain; amorphous - without distinct shape or form.
19	nav	ship	Latin	circumnavigate - to sail around a place; naval - relating to a navy or warships; navigate - to sail a ship through a place.
20	neur/o	nerve	Greek	neuralgia - pain along a nerve; neurologist - doctor specializing in the nerves; neurotic - mental disorder that usually does not include an impaired perception of reality.

WPW PRACTICE OPTIONS: Complete ONE of the following options for each lesson.

Throughout the year, you must complete each option at least once. It is important to use correct spelling/grammar for all options and do your very best.

Option 1: WRITE IT.	Option 2: FIND IT.	Option 3: DRAW IT.	Option 4: AUTHOR IT.
Write a sentence using a word that correctly contains the word part. You must write one sentence per word part, so you will have 20 sentences in total. Please be sure to use proper spelling and grammar. Underline or highlight the word you are using in each sentence.	Find 5 words that include word parts from the lesson. Locate some or all of the words from an article, a textbook passage, a novel, or any text. Take screen shots, write it out and cite the source, or take pictures of your findings. Then, provide the definition of that word and explain how and why it is used in the text.	Create an illustration for 10 word parts from the lesson. Your illustrations must be relevant to the word part's definition. You may create these images electronically (original infographics or collages) or by hand (must be drawn neatly and colored). Be sure to write out the word part that you are illustrating next to the picture.	Write one paragraph using 5 words that incorporates 5 word parts from the lesson. Be creative. You can write a script, a poem, a short anecdote, a monologue, or even rap lyrics. You may take creative liberties with the form of your writing piece. Underline or highlight the word you are using in your writing piece.
Option 5: MEME IT.	Option 6: PRESENT IT.	Option 7: TEACH IT.	Option 8: PREACH IT.
Create 5 memes for 5 words that incorporate word parts from the lesson. Be sure your memes are appropriate, funny, and relevant to the word part.	Create a google slide presentation of 5 word parts from the lesson. You must incorporate visual images, definitions, and examples on each slide.	Create a screencast teaching 5 word parts from the lesson. You must incorporate sounds (your voice, music, or sound effects) in your segment.	Create a video of yourself explaining 3 of the word parts from the lesson. Be sure to include all of the information from your notecards in your oral presentation. Speak fluently, confidently, and clearly.

ESSAYS!


A screen shot from
my class website



As long as students are
writing an
**ARGUMENTATIVE
ESSAY**, they can write
their essay on any one
of five pre-selected
topics.

**SAME GENRE
MULTIPLE TOPICS**

For Honors students &
students who want to
challenge themselves.



[click here for the argumentative essay packet.](#)

[CLICK HERE FOR THE ARGUMENTATIVE ESSAY PLANNING
GUIDE](#)

FIVE CHOICES:

**A1: Should the words, "Under god," be used in the U.S. Pledge of
Allegiance? [CLICK HERE](#)**

**A2: Should animals be used for scientific or commercial testing?
[CLICK HERE](#)**

A3: Should people become vegetarian? [CLICK HERE](#)

**A4: Do violent video games contribute to youth violence? [CLICK
HERE](#)**

A5: Should students have to wear school uniforms? [CLICK HERE](#)

**HONORS PERIOD 5-6/CHALLENGE TOPIC -- CHOICE A6:
CHOOSE YOUR OWN ISSUE! It must be approved by me!**

RESPONSE TO LITERATURE

Symbolism Essay Prompt

6th grade example

Symbols are people, places, animals, or things that stand for themselves, but also represent a much broader idea. In short stories, poems, and films, symbols are used to show a truth about life and often lead to universal themes.

In a well-constructed essay, write about how symbolism is used and how it leads to a major theme in a literary work.

Choose ONE of the following works:

1. "What do fish have to do with anything" by Avi (short story)
2. "Fly Away Home" by Carroll Ballard (film)
3. "Eleven" by Sandra Cisneros (short story)

Pick two symbols from your chosen work that you would like to explore in your essay.

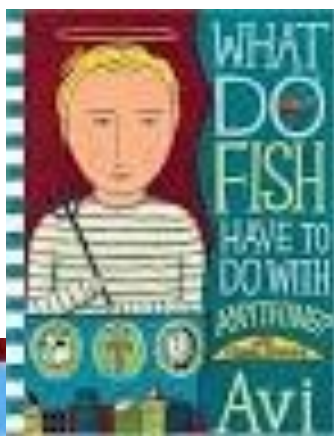
Write a 5-paragraph essay explaining your two symbols and how symbolism contributes to the major theme in the story or film. You must use textual evidence to support your ideas.

Your essay will be organized as follows:

- ❖ Introduction (hook, tag, context, and thesis)
- ❖ First body paragraph (explaining symbol #1 with textual evidence)
- ❖ Second body paragraph (explaining symbol #2 with textual evidence)
- ❖ Third body paragraph (explaining how those two symbols help create the theme)
- ❖ Conclusion (restate thesis and explain why it's important)

Remember to consider the following:

- ✓ Develop your ideas with textual evidence
- ✓ Spell correctly
- ✓ Use correct grammar conventions
- ✓ Type your essay in double-spaced Times New Roman 12-point font



SAME GENRE

SAME TOPIC

MULTIPLE
TEXTS

What is a Saturation Research Paper?

A Saturation Research Paper combines two important genres of writing together: research writing and narrative writing. This type of paper allows the writer to be creative but within the limits of the historical setting and characters.

8th grade ELA

Saturation Research Paper

Research Skills + Narrative Writing + Historical Fiction Genre

For this particular Saturation Research Paper, you will be creating a story about one character (a slave, a fugitive slave, an abolitionist, a resident of any of the northern states, or a legislative representative). Please note that you are not allowed to write your paper in the perspective of a slave hunter, owner, or trader, but you should certainly incorporate these characters into your plot. Although you are allowed to take creative liberties with your stories, you will be thoroughly researching, planning, and revising these stories to ensure that they are as accurate to history as possible.

**SAME GENRE
MULTIPLE TOPICS
MULTIPLE TEXTS**

The most effective Saturation Research Papers will...

- Demonstrate that the writer has genuinely **"saturated"** himself or herself in the historical figure
- Highlight **an event** in that person's life which is clearly significant
- Adopt a discernible **point of view** that is consistent throughout the narrative
- Capture the event in **present tense**, as if it were happening now, using past tense if and only where appropriate
- Display insight into and critical thinking about that person and convey judgments and opinions about that person through **showing rather than telling**
- Weave accurate, **factual information** derived from library research together with sensory/descriptive details about setting, characterization, and plot in order to create a 'you are there' feeling in the reader
- Reveal the person's thoughts and feelings through **dialogue, interior monologue, use of showing-not-telling description, use of symbolism**, and other fictional/cinematic techniques, such as **flashback**
- Incorporate **imagery** (five senses) and **figurative language** (personification, simile, metaphor, onomatopoeia, hyperbole, idioms, etc.)
- Include an **allusion** that is fitting with the plot
- Include **poem or negro spiritual**
- Document sources with **parenthetical references** and a list of works cited (YOU MUST CITE YOUR SOURCES IN THE TEXT AND IN A BIBLIOGRAPHY!)
- **Vary sentence structure and length**
- Use the conventions of written English effectively (**spelling, punctuation, grammar, sentence structure, dialogue form, etc.**)



PROJECTS!

The Road to Equality has been and still continues to be met with many obstacles.



PROJECTS!

8th grade UTC Portfolio



6th grade poetry project



Uncle Tom's Cabin Final Project – due Wednesday, March 18th, 2015 THEME PORTFOLIO

Part 1: Response to Literature Essay – Theme

- **Option 1:** Harriet Beecher Stowe explores various themes throughout the novel. In a well-organized, multi-paragraph essay, state one universal theme from the novel and explain how the author is able to accomplish this universal theme in the text. Use evidence from the text to support your claims. You may choose to focus on just one device such as how characterization has helped the author achieve the theme, or you might want to focus on several literary devices. The way that you choose to structure your essay all depends on how you want to support the universal theme.
- **Option 2:** Harriet Beecher Stowe's novel has undoubtedly made a mark in history. While many believe that her novel positively benefited society's movement towards freedom for all Black Americans, others believe that her novel simply masked the underlying dilemma of slavery with sentimentalism and racial caricatures. In a well-structured multi-paragraph essay, discuss the impact of *Uncle Tom's Cabin* on society's views towards slavery and Black Americans. Use evidence from the text and outside resources such as articles and credible literary criticism sources to support your claims.
- **Option 3:** Make up your own prompt and tell me to get permission.

Part 2: Art piece or Symbol

You have the option to submit an original piece or an art piece that you find and cite. If you are creating your own art piece, it must be a symbolic representation of your theme. If you choose to find an art piece, painting, photograph, illustration, etc., it must not be from a google image search for the novel. Underneath the art piece, you must have a placard, just like a museum. Whether it is an original piece or one that is found online, please include the date, artist's name, and medium. In some cases, you must also include the museum that it is currently in. You must also include a very short blurb about the piece and what it represents. This explanation should be about 5-10 sentences long.

Part 3: Newspaper v. Newspaper

Write a short newspaper article that incorporates a historical event, legislative decision, or historical person from antebellum America. The event, person, or decision must be from two different newspapers, one of which must be *The Liberator*. You are essentially going to be writing the same two articles, but from two different perspectives.

Part 4: Original Poetry

You must create a poem (10+ lines) that captures the theme that you are exploring. This must be the same universal theme or the same idea from your essay. Your poem must include five or more literary or poetic devices.

READING LOG DIRECTIONS You are required to read a fiction or non-fiction book for 30 minutes every single day. Every Friday, you are going to turn in your reading log assignments (one to three per week) that you will write on lined paper, staple, and turn in. I will check for content, spelling, grammar, neatness, and effort. You are not allowed to choose the same choices for the same week.

Topic Choice 1 - Characters (8-10 sentences)

- Introduce your main character(s) to me by name and role in the book. Who are they and why are they important?
- Use at least 2 adjectives to describe the main characters and explain why. Discuss the character's actions or write about one example of something he or she does that shows the adjectives that you have chosen.
- Explain if this character is static (stays the same) or dynamic (changes throughout the story) and why.

Topic Choice 5 - Literary Elements and Devices (8-10 sentences)

- Discuss how any of the following literary elements are presented in the text. Be sure to use textual evidence. Explain how and WHY the literary element is used. What is the author's purpose of using that literary element? (setting, symbolism, metaphor, simile, personification, theme, foreshadowing, point of view, imagery)

BELOW IS AN EXAMPLE OF WHAT YOUR PAPER SHOULD LOOK LIKE:

Topic Choice 2 - Conflict (8-10 sentences)

- Introduce the main conflict to me. How did the problem start?
- Discuss why this is a conflict, instead of just an important event. Why is this a problem?
- Explain how the character is reacting to the conflict. What does the character do because of the conflict?
- Tell if the conflict is internal (inside), external (outside), or both (explain how it is both).

Topic Choice 3 - Plot (8-10 sentences)

- Introduce the important scene. Where and when is it happening?
- Why is this scene so important? Does it create complications or the conflict? Does it show the characteristics of a character? Does it help create the theme (universal lesson or truth about life)?
- Explain how the character reacts within this scene.
- End with a comment about the scene, a prediction about the scene, or a question about the scene.

Topic Choice 4 - Non-fiction Texts (articles, autobiographies, biographies)

- Write about 3 non-fiction facts that you learned from your reading
- If you want, you can research the information in further detail through additional reading, research, or the Internet. Explain what you learned as a result of your research.

First and Last Name _____
Month Day, Year _____
ELA Period ____ - ____

Reading Log Assignments

Topic Choice # ____ (1 through 5)

Title of book _____ (underline books & quote articles)

Author of book _____ (Spell correctly & capitalize)

Topic Choice # _____

Title of book _____

Author of book _____



Students

**AS ACTIVE
PARTICIPANTS**

UNCLE TOM'S CABIN Chapter Discussions ☆

File Edit View Insert Slide Format Arrange Tools Table Help Last e A A B A A A A Present



Directions:

With your group members, fill up all FIVE slides. You may personalize the slides however you wish. You MUST include two pieces of textual evidence and two commentaries (one is on character and the other is on a literary device or on a GAPE icon). You will be presenting your slides on Friday. The last slide is for a picture, sculpture, poem, book, song, etc., that you can embed or copy-paste that best represents the chapter you read. Every group member must speak during the 5-7 minute presentation.

Chapter 6

Group names: Alondra Castro, Samantha Petersen, Luz Gomez, & Katty Gallegos

Chapter 6 - Character

Quote:

Chapter 6 - Character

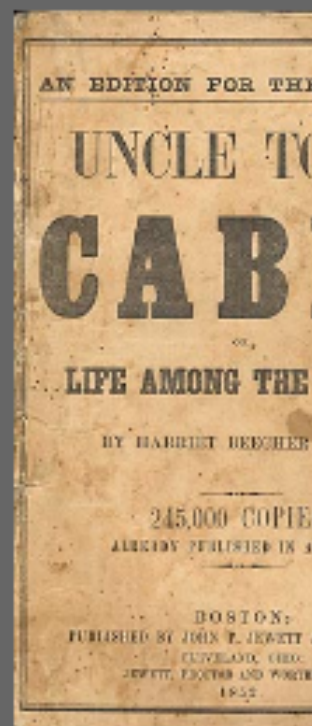
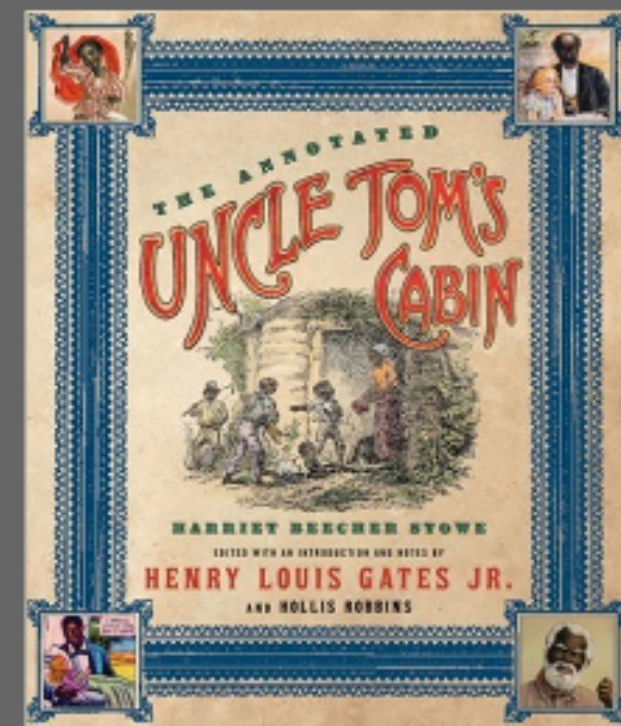
Commentary:

Chapter 6 - Literary device or GATE icon

Question

Uncle Tom's Cabin

CHAPTER DISCUSSIONS



Click to add notes



Google Docs: Collaborative Annotations & Collaborative Peer Editing (Essay Comments)

Saturation Paper PLOT STRUCTURE - AlejandraJ Navarro

File Edit View Insert Format Tools Table Add-ons Help Last edit was made on March 12 by AlejandraJ Navarro



Classwork - Thursday, February 26th

"REFINING THE PLOT STRUCTURE THROUGH COLLABORATIVE DISCUSSIONS"

Directions: Explain to your group members what you have for your story far. Only after you have shared your ideas, should you SHARE your document with your group members. Then, have them explain their suggestions to you. By the end of the period, all of the following boxes should be filled out!

SUGGESTIONS FROM MY GROUP MEMBERS:

GROUP MEMBER	Suggestions for the plot of your story:	Historical details that could be added to your story:	Links of good resources I have found that might help you out:
Name: Amy Solorio	<ul style="list-style-type: none">You should write more of their background of slaves like where are they from? And about their past when did they become slaves? were their parents slaves ?	<ul style="list-style-type: none">Talk about where they first started being slaves	<ul style="list-style-type: none">http://www.history.com/topics/black-history/slavery
Name: Grace Elson	<ul style="list-style-type: none">Make sure to tell exactly how the guards got knocked out. try to include some more historical facts	<ul style="list-style-type: none">You could talk about the real people that they encountered in the journey north.	<ul style="list-style-type: none">http://www.blackpast.org/aah/craft-william-and-ellen-1824-1900-1826-1891
Name: Claudia Benavidez	<ul style="list-style-type: none">More details of the main characters (ex:Age, and etc.). what is the theme?	<ul style="list-style-type: none">Talk about the scenerymore facts	<ul style="list-style-type: none">Find an article about the details.

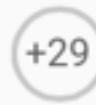
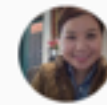


Students

AS EXPERTS

Students replace the Holt Handbook.

M... > EL... > C. ... > Student Grammar Presentations ▾



Name ↑

Owner

Last modified

F



s VM

Jazmine Almaraz

Jun 27, 2015 Jazmine Alm...

-



Adjective V. Adverb V. Noun Clauses



Victor Aburto

Feb 9, 2015 me

-



Agreement of Pronoun and Antecedent



Natalie Venegas

Feb 10, 2015 me

-



Direct vs. Indirect objects



J. Jesus Torres

Feb 11, 2015 Esmeralda Ci...

-



Grammar Presentation Notes Directions per. 3-4



me

Feb 12, 2015 Natalie Ortiz

-



Grammar Quiz.pdf



me

Feb 12, 2015 me

6



Identifying Prepositional, Verbal, and Appositive Phrases



Juan Lopez

Feb 10, 2015 me

-



Misplaced & Dangling Modifiers



Jazmine Almaraz

Feb 6, 2015 me

-



Objective, Subjective, Possessive Case Presentation



Emily Reyes

Feb 10, 2015 me

-



Parts of speech: Passive vs. Active Voice & Past participle verbs



Amy Solorio

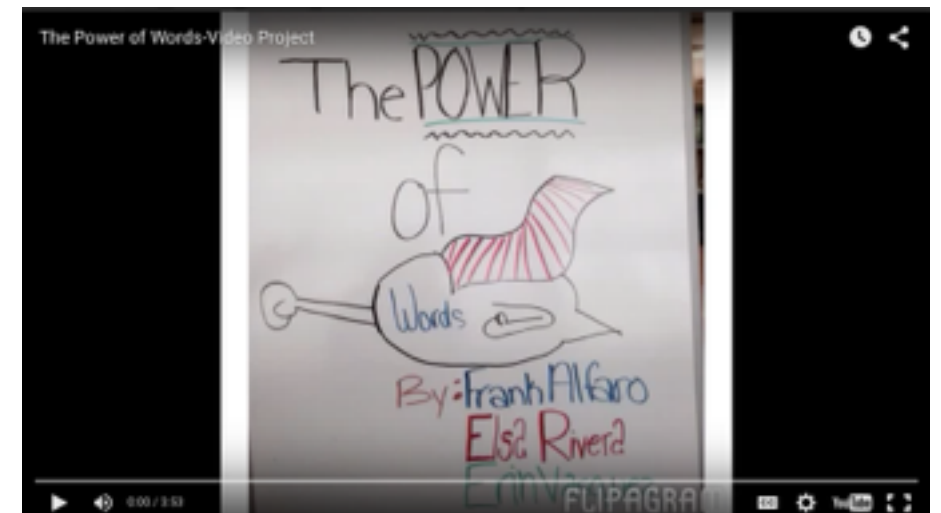
Feb 10, 2015 Claudia Benav...

-

Group & Individual Presentations



Incorporate presentations as much as possible. Presentations do not have to be LIVE. Students can watch them at home (and write notes) and you can grade them on your own time (saving class time).



Fish Bowl Speeches (adapted from AVID)

Pick a topic out of a bowl, brainstorm for 30 seconds, and speak continuously for 2 minutes about the topic.

Jigsaw Cooperative Learning Group



EXPERT GROUPS read one section of a text and present it to each of their LEARNING GROUPS.



Students

**AS GLOBAL
THINKERS**

Think BIG.



Texts to World

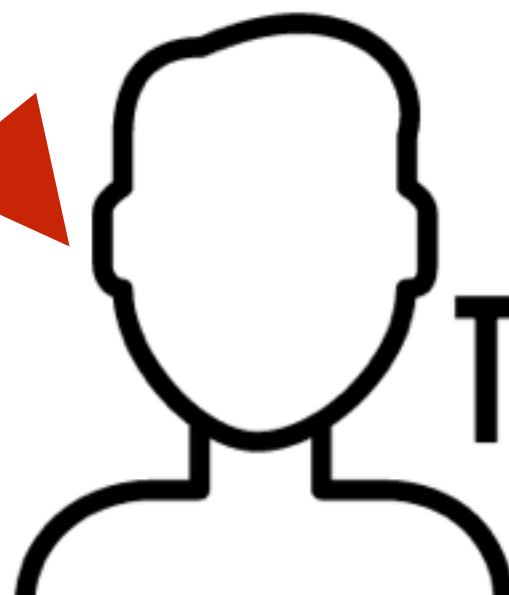
How are the universal themes relevant to the world we live in today?



Text to Text

How are these texts related?

How is this relevant to me?



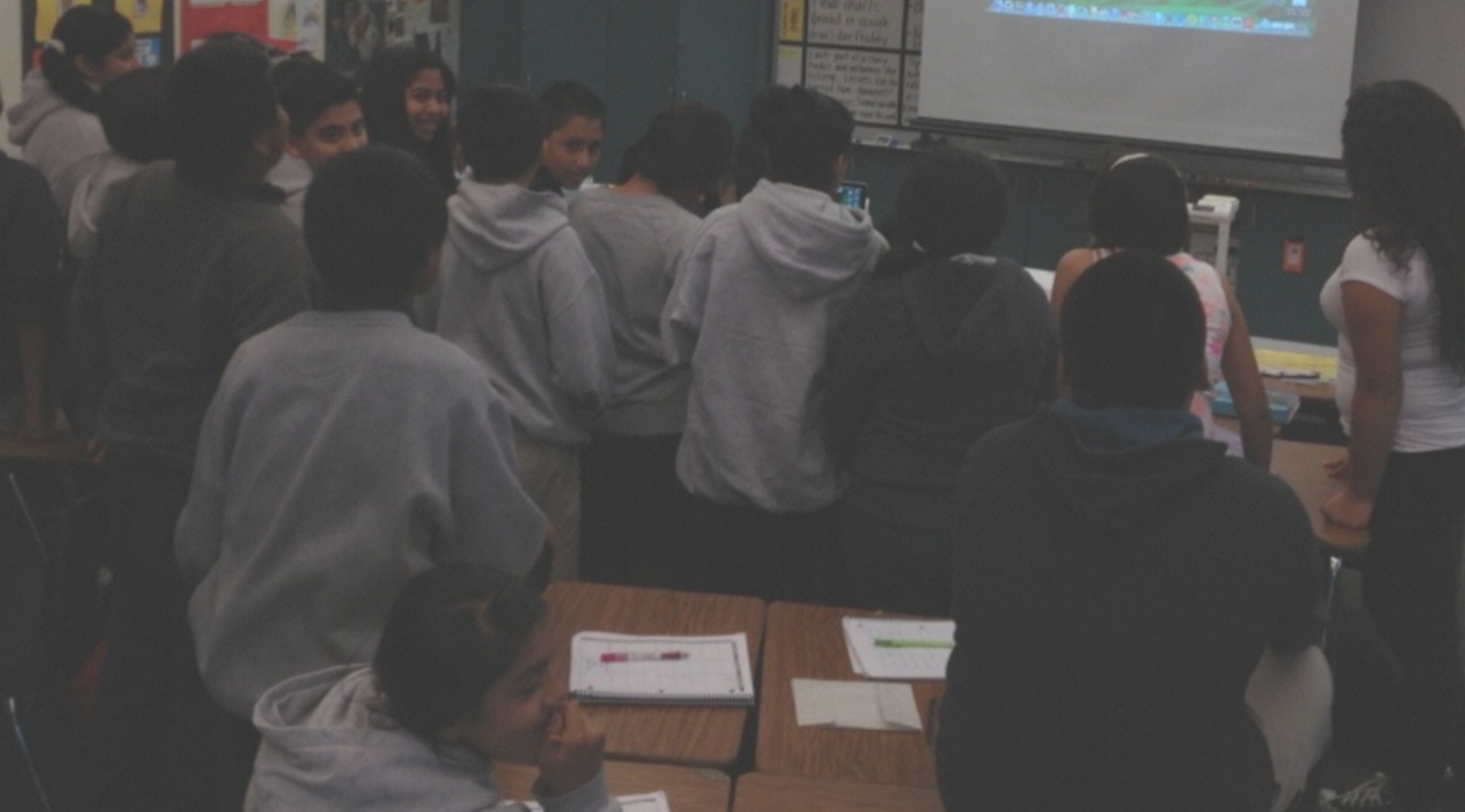
Text to Self



Take students out of their bubbles and teach them that they belong to a bigger world, where they have the power to make a difference.



A Skype conversation with Youth With A Mission in Johannesburg, South Africa



**October 21st, 2014 - 8th graders' questions are answered
by a journalist in Hong Kong
during the height of the protests for Independence.**



When **students believe they matter**, they realize
that their **learning matters too.**

Thank you for attending this session!



PLEASE COMPLETE
THE SURVEY!

A copy of the google form survey has
been emailed to your saUSDlearns.net
account. THANK YOU!

www.teachpark.weebly.com