**Planning Conference Form**

**Classroom Teacher**

**Teacher: Catherine Emerick Date: 12/12/13 Time: 11:45-12:45**

**Grade Level: 6 Subject: ELA Room: 216**

**Please type directly on to this form. Spaces will expand to accommodate you.**

**Please email this document directly to your administrator *before* the planning conference.**

1. How does **today’s lesson** fit into your long-term instructional plans or your **unit of study**?

**Essential Question**: How does the role of immigration affect our heritage, defining us individually and as a nation?

America is a nation of immigrants. The diversity has helped to make our country rich in ideas, traditions, and customs. Every American came here from somewhere else or born of ancestors who did, making this country a multi-cultural society. People come here to America to seek freedom and opportunity. The purpose of this unit is to help students to understand the role immigration plays in creating the diversity throughout America and how their own heritage has helped shaped who they are as individuals.

Students have been analyzing, synthesizing and evaluating texts to support an opinion about the impact of immigration on our collective and individual heritage. Throughout this unit, students have been constructing arguments with a clear claims and supporting evidence.

*Names/Nombres* fits into this unit of study by showing the students that it can be difficult for immigrants to be accepted and “fit in” and still maintain a sense of pride and self-identify. Students have been exploring their own heritage and how it provides a facet to or of their own “self-identity”. Previous to today’s lesson, students have read “Names/Nombres” independently and with partners. In the first reading task, students read the personal essay independently, annotating the text, utilizing text codes.

During today’s lesson, students will use critical thinking to gather information in order to support the idea that it can be difficult for immigrants to be accepted and “fit-in” and still maintain a sense of pride and self-identity for their heritage. Through collaboration, students will complete a pre-writing evidence chart that will be utilized in the development of an argument. (RL 6.1, W 6.1a/b, SL 6.1 c/d

**2. List the instructional outcomes for this specific lesson.**

**Learning Outcomes**

-Students develop their thinking through multiple experiences with the same text

-Students practice expressing ideas verbally and in writing

-Students learn how to use evidence to back up arguments

**(Connections to Common Core) Students will learn to:**

* Identify the specific details (direct quotes and paraphrased examples) from the text that will help to develop the argument. (RL 6.1)
* Make critical judgments about evidence in the text- (How does the evidence relate to the topic? What does it mean?) (RL 6.1)
* Develop a claim (W. 6.1a)
* Prioritize the reasons/evidence to support claim (W.6.1b)
* Come to discussion prepared in order to build off each other’s ideas and paraphrase what is said in order to gain a deeper understanding of the topic. (SL 6.1)

One misconception the students may have is with the writing prompt. They may have difficulty understanding what is being asked. I will provide questioning prompts so students can figure out the meaning on their own. What does the statement/quote mean? What is self-identity? What is the writing task asking you to do?

Modeling of the task is very important aspect of this task. Students will be able to locate specific evidence, but I can anticipate students will have difficulty elaborating/explaining how the evidence relates to the argument. Students can explain the meaning of the evidence, but thinking deeper about the evidence is a struggle- that is why modeling and sharing student examples is an important aspect to this task.

**3. Describe your instructional plan for today’s lesson.**

**Purpose:** Students will find relevant evidence and elaborate on and/or explain what the evidence means in order to support an argument.

**Task:**

* Work in small groups to develop a claim statement
* Find relevant evidence from the text.
* Elaborate or explain how the evidence supports idea or argument through discussion

**Background**

Students have thoroughly unpacked the meaning of the Personal Essay *Name/Nombres* by Julia Alvarez. They have read the text independently in order to discover what the text is about, mark unknown vocabulary and create their own questions about the text. They have worked in small groups answering their own and text dependent questions in order to gain a deeper understanding. As a whole class they have participated in a Socratic Seminar discussing the full story.

(During day 2 the text dependent questions discussed include: In paragraph 1, the immigration officer mispronounces the family’s name.  Describe the author’s reactions to the mispronunciations. What is Julia’s attitude towards her “new names” pages 114-115?

Why did Julia’s mother quote Shakespeare, “a rose by any other name would smell as sweet”? Why did Mrs. Alvarez first tell the hospital that her oldest daughter’s name was Maureen? The term ethnicity means belonging to a social group that has a common national or cultural tradition.  What does Alvarez mean by her statement on page 117 “ethnicity was not yet in”? What lessons did the author learn from her experiences?)

**Today’s Lesson**

**Teacher says:**

* We have been reading the personal essay, *Names/Nombres by* Julia Alvarez.
* Who can briefly summarize what this essay is about?
* (Students will be using Google Chrome Books throughout this lesson to track own thinking and group work.)
* Today we are going to dig deeper into this text in order to support a claim with specific text evidence. Please read the prompt:

**Prompt**

What is the cultural self -identity Julia Alvarez has embraced at the conclusion of her essay?

* What are Julia’s cultural choices?
* \*\*\*\*Today’s task requires you to find evidence that shows Alvarez’s journey of wanting to be accepted and assimilate into a new culture yet embrace her own heritage.
* Only if group needs this prompt: Which identity did JA take on Dominican, American, or bicultural? (have a conversation with your group- you need to make a decision)
* Students will utilize this graphic organizer:

|  |  |  |
| --- | --- | --- |
| Page # | Evidence/Paraphrase | Elaboration/Explanation |
|  |  |  |

* Students will access it through Google Docs (<https://docs.google.com/a/bethel.k12.ct.us/document/d/1k-I7UX6gGfahokOFMuUsMKcyOTXAYP1psOZI8NyYvYE/edit?usp=sharing>)
* Before the students start the activity, I will provide a model for students, so they know what is expected.

**Model**

Self- identity is characteristics that make someone an individual- different from others- Right from the beginning there is evidence provided that gives us insight into how Alvarez sees herself:

**Evidence:**

“I was too afraid we wouldn’t be let in if I corrected the man’s pronunciation, but I said our name to myself, opening my mouth wide for the organ blast of the a, trilling my tongue for the drum roll of the r, All-vah-rrr-es!”

**Elaboration/Explanation:**

When Julia came through immigration she was afraid to tell an adult how to pronounce her name correctly. Her name was important to her, so she said it correctly in her head, making sure to pronounce every letter correctly. She couldn’t understand how others could not get the sounds correct. JA was proud of her Dominican heritage.

* Students will work in their small groups to gather evidence to support the argument and explain how the evidence supports the evidence
* I will stop the students every so often to share student examples to ensure students are completing task correctly. (I can pull up different groups work and project it on the screen through Google Docs)

When time is up- students will be asked to:

* Reread the prompt with your group-
* Analyze the evidence you have collected- does the it support your claim
* Highlight the “strongest” evidence on the chart that supports your thinking
* Whole Class- Share thinking- What is the self-identity the author accepts?
* Students will discuss claim using specific text evidence building on each other’s ideas or adding new points.

**Some teacher directed questions to promote student thinking throughout the lesson might be:**

1. This piece was written in the 1960’s, would Julia Alvarez embrace her heritage if it were written now? Why?
2. What do you think Alvarez learns about her family and heritage as she takes a journey through the “name game”?
3. How does Julia think her name influences her identity?
4. Based on what we have read in class, do you think immigrants now have the same feelings about their heritage and self-identity like Julia did? Explain.
5. What was the Julia’s purpose in writing this personal essay?
6. How does *Names/Nombres* fit into our unit of study on Developing Perspective: The Diversity of Our Heritage and in understanding our essential question: How does the role of immigration affect our heritage, defining us individually and as a nation?

If time persists, students will begin to compose their argument

* Introduction, Support with Evidence/Elaboration, and a conclusion
* I will model an approach to starting the introduction

4. How will you **differentiate instruction for the variety of ability levels in the classroom**—high-ability students, Special Education students, ELL students, students with specific learning or behavioral challenges, and students receiving interventions?

Students will be group heterogeneously for this lesson. I will provide charts and models to provide visual cues. I will also work with individual groups to provide targeted instruction as needed. Additionally, guided questions will be provided enhance thinking.

5. Explain how you will use formative assessment of students’ learning **during this lesson**.

Evidence I will collect throughout this lesson to see if students grasped the concepts being taught:

\*group conversations

\*graphic organizers

\*questions asked by students and responses in small group and whole class discussions

\*Group work checks