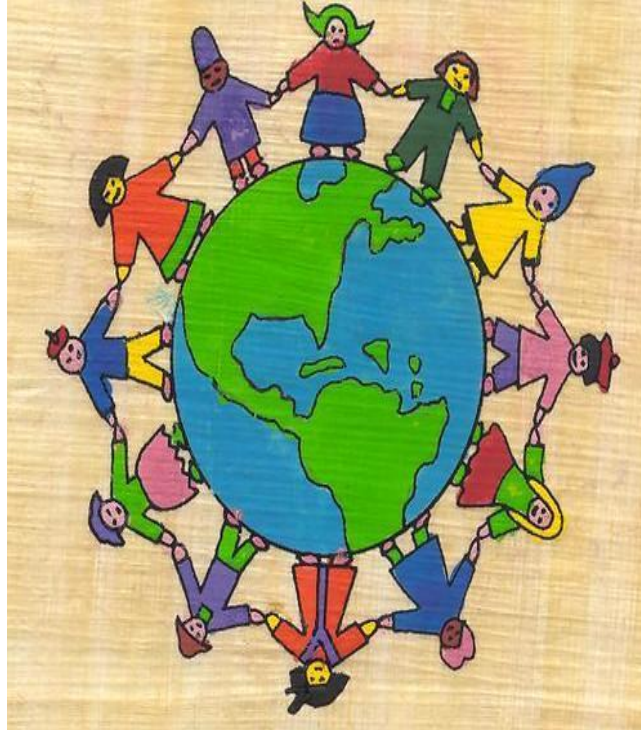
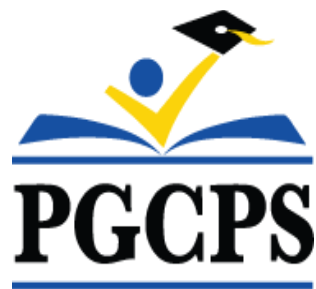


High School
ESOL English Advanced
Summer Enrichment Packet



Prince George's County Public Schools
Division of Academics
Department of Curriculum and Instruction



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HS Advanced ESOL Summer Packet

Advanced ESOL – Story 1

Standards:

WIDA Standard 2 – Language of Language Arts

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

WIDA Standard 5 – Language of Social Studies

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Content Objectives: Students will analyze a writing prompt.

Language Objectives: Students will write an essay.

Text:

“How History Got the Rosa Parks Story Wrong”

**“How History Got the Rosa Parks Story Wrong”
By Jeanne Theoharis**

(Jeanne Theoharis is a distinguished professor of political science at the Brooklyn College of the City University of New York and author of the award-winning "The Rebellious Life of Mrs. Rosa Parks." This is an excerpt of her article published in the *Washington Post* on December 1, 2015.)

1 Sixty years ago, Rosa Parks refused to give up her seat on a bus in Montgomery, Ala. Her courageous act is now American legend. She is a staple of elementary school curricula and was the second-most popular historical figure named by American students in a survey. When Republican presidential contenders were asked to pick a woman they wanted pictured on the \$10 bill, the largest number of votes went to Parks.

2 Americans are convinced they know this civil rights hero. In textbooks and documentaries, she is the meek seamstress gazing quietly out of a bus window—a symbol of progress and how far we’ve come. When she died in 2005, the word “quiet” was used in most of her obituaries and eulogies. We have grown comfortable with the Parks who is often seen but rarely heard.

3 That image of Parks has stripped her of political substance. Her “life history of being rebellious,” as she put it, comes through decisively in the recently opened Rosa Parks Collection at the Library of Congress. It features previously unseen personal writings, letters, speech notes, financial and medical records, political documents, and decades of photographs.

4 There, we see a lifelong activist who had been challenging white supremacy for decades before she became the famous catalyst for the Montgomery bus boycott. We see a woman who, from her youth, didn’t hesitate to indict the system of oppression

around her. As she once wrote, “I talked and talked of everything I know about the white man’s inhuman treatment of the Negro.”

5 Parks was a seasoned freedom fighter who had grown up in a family that supported Marcus Garvey and who married an activist for the Scottsboro boys. She joined the Montgomery chapter of the NAACP in 1943, becoming branch secretary. She spent the next decade pushing for voter registration, seeking justice for black victims of white brutality and sexual violence, supporting wrongfully accused black men, and pressing for desegregation of schools and public spaces. Committed to both the power of organized nonviolent direct action and the moral right of self-defense, she called Malcolm X her personal hero.

6 The Rosa Parks Collection, which opened in February, reveals how broadly Parks has been distorted and misunderstood. Her papers languished unseen for years following her death because of disputes over her estate, the hefty price the auction house put on the archives, and its refusal to allow any scholars to assess the papers before the sale. Last year, the Howard Buffett Foundation bought the archive and gave it to the Library of Congress on 10-year loan.

7 Though Parks later wrote an autobiography, her notes from decades earlier give a more personal sense of her thoughts. In numerous accounts, she highlighted the difficulty of navigating a segregated society and the immense pressure put on black people not to dissent. She wrote that it took a “major mental acrobatic feat” to survive as a black person in the United States. Highlighting that it was “not easy to remain rational and normal mentally in such a setting,” she refused to normalize the ability to function under American racism.

8 For her, the frustration began in childhood, when even her beloved grandmother worried about her “talking biggety to white folks.” She recounts how her grandmother grew angry when a young Rosa recounted picking up a brick to challenge a white bully. Rosa told her grandmother: “I would rather be lynched than live to be mistreated and not be allowed to say ‘I don’t like it.’ ”

9 Parks viewed the power of speaking back in the face of racism and oppression as fundamental—and saw that denying that right was key to the functioning of white power. Parks’s “determination never to accept it, even if it must be endured,” led her to “search for a way of working for freedom and first class citizenship.”

10 Parks carried that determination into adulthood, though she made clear the impossible mental state it required. She lyrically described the difficulty of being a rebel, the ways black children were “conditioned early to learn their places,” and the toll it took on her personally: “There is just so much hurt, disappointment and oppression one can take.... The line between reason and madness grows thinner.”

11 In the longest piece of the collection, an 11-page document describing a near-rape incident, Parks decisively uses the power of speaking back. When the document

became public in 2011, there was controversy around its release and questions about whether it was a work of fiction. But it does not appear that Parks wrote fiction, and details of the story correspond to Parks's life. Like the narrator of the story, Parks was doing domestic work during the Scottsboro trial, during her late teens in 1931. It's written in the first person, though the narrator is unnamed.

...

12 It is significant that Parks's philosophy of resistance is framed through an experience of sexual aggression. She was committed to women's rights throughout her life—from working to get justice for black women who had been raped, such as Gertrude Perkins and Recy Taylor, to defending the rights of women prisoners. When Joan Little, a 20-year-old black woman serving a seven-year sentence for robbery, killed a white guard who sexually assaulted her, Parks co-founded Detroit's Joan Little Defense Committee. Little was acquitted, becoming the first woman in U.S. history to successfully use self-defense against sexual assault in a homicide case.

13 Parks used this power of speaking back again on the evening of Dec. 1, 1955, when bus driver James Blake ordered her to give up her seat to a white passenger and she refused. Blake chose not simply to evict her from the bus, as he had done in the past, but to have her arrested. Calling attention to the larger power in the system, Parks questioned the arresting officers, "Why do you push us around?" One officer answered, "I don't know, but the law is the law and you're under arrest."

14 After years of activism, Parks had reached her breaking point on the bus that December evening: "I had been pushed around all my life and felt at this moment that I couldn't take it anymore." Her writings reveal the burden that this decade of political activism—which, with a small cadre of other Montgomery NAACP members, had produced little change—had been on her spirit. Describing the "dark closet of my mind," she wrote about the loneliness of being a rebel: "I am nothing. I belong nowhere."

15 Repeatedly in her writings, Parks underscored the difficulties in mobilizing in the years before her bus protest: "People blamed [the] NAACP for not winning cases when they did not support it and give strength enough." She found it demoralizing, if understandable, that in the decade before the boycott, "the masses seemed not to put forth too much effort to struggle against the status quo," noting how those who challenged the racial order like she did were labeled "radicals, sore heads, agitators, trouble makers." Indeed, Rosa Parks was rebaited and received death threats and hate mail for years in Montgomery and in Detroit for her movement work.

16 Though the righteousness of her actions may seem self-evident today, at the time, those who challenged segregation—like those who challenge racial injustice today—were often treated as unstable, unruly and potentially dangerous by many white people and some black people. Her writings show how she struggled with feeling isolated and crazy, before and even during the boycott. In one piece of writing, she explained how she felt "completely alone and desolate as if I was descending in a black and bottomless chasm."

17 Despite the boycott's successful end, the Parks family still faced death threats and could not find steady work. In August 1957, they left Montgomery for Detroit, where her brother and cousins lived—"the Promised Land that wasn't," as she called it. There, in Detroit, she remained active in various movements for racial, social, criminal and global justice in the decades to come. Mountains of fliers, programs, letters, mailings, meeting agendas and conference programs document the span of her political activism there—though very few writings have survived in her personal papers from these later years.

18 The few that remain tell us that her radicalism never weakened. "Freedom fighters never retire," she noted in a testimonial for a fellow activist. As she had for decades, Parks drew sustenance from the militancy and spirit of young people, working in and alongside the growing Black Power movement. Understanding the impact that years of activism with limited results can have on a person, she continued calling for rapid and radical change. In a 1973 letter posted at the Afro-American Museum in Detroit, she noted the impact that years of white violence and intransigence had on the younger generation:

"The attempt to solve our racial problems nonviolently was discredited in the eyes of many by the hard-core segregationists who met peaceful demonstrations with countless acts of violence and bloodshed. Time is running out for a peaceful solution. It may even be too late to save our society from total destruction."

19 Writing this after what many mark as the successful end of the modern civil rights movement, Parks clearly believed that the struggle was not over. In the 1970s, '80s and '90s, she continued to press for change in the criminal justice system, in school and housing inequality, in jobs and welfare policy and in foreign policy. She worked in U.S. Rep. John Conyers's office and out against Clarence Thomas's nomination to the Supreme Court, dismayed by his poor record on civil rights. Sometime in the 1990s, an older Parks doodled on a paper bag (preserved in the collection): "The Struggle Continues.... The Struggle Continues.... The Struggle Continues."

20 Much of the memorializing of the Montgomery bus boycott and the civil rights movement misses this side of Parks. Instead, we've become content to celebrate her "quiet" bus protest as a historic triumph in a movement that has long since run its course. But listening to Rosa Parks forces us to reconsider our view not only of our civil rights history, but also the demands of our civil rights present. We are forced to reckon with the fact that today's rebels could be tomorrow's heroes.

https://www.washingtonpost.com/posteverything/wp/2015/12/01/how-history-got-the-rosa-parks-story-wrong/?utm_term=.acf1a8bc25ce

Lessons for Story 1

Task 1:

Read the text and complete the graphic organizer.

Title: _____

Author: _____

Genre: _____

Characters: _____

Setting (when): _____

Setting (where): _____

Problem(s): _____

Solution(s): _____

Task 2:

Write a summary based on the above work and your first read.

Task 3:

Re-read and annotate the text. What more do you understand the second time that you read?
Edit your summary.

Task 4:

Prompt: Does the author of the text make an effective argument that Rosa Parks had a lifelong commitment to civil rights? Create an outline for an essay to respond to this prompt.

Task 5:

Write the essay using your outline and the work you have done on the text.

Advanced ESOL – Story 2

Standards:

WIDA Standard 2 – Language of Language Arts

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

WIDA Standard 5 – Language of Social Studies

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Content Objectives: Students will analyze a prompt.

Language Objectives: Students will write an essay.

Text:

“Rosa Parks was My Aunt. Here’s What You Don’t Know About Her”

Rosa Parks Was My Aunt. Here's What You Don't Know About Her.

This week would've marked her 105th birthday — it's time to move beyond the quiet seamstress narrative.

BY URANA MCCAULEY AS TOLD TO LIZ DWYER

FEB 2, 2018

1 This is how you know her: She was the tired seamstress who refused to give up her seat, sparking the Montgomery Bus Boycott of 1955. Maybe you remember Rosa Parks as that quiet, older woman being honored at an awards show. Or maybe you remember seeing pictures of her shaking a President’s hand. But at this year’s Golden Globes, when Oprah Winfrey talked about Recy Taylor, a woman from Alabama who was kidnapped and raped by six white men, Oprah also did some myth-busting about my aunt with these words: "Her story was reported to the NAACP where a young worker by the name of Rosa Parks became the lead investigator on her case and together they sought justice."

2 I was excited when Oprah brought up Taylor’s story because people need to know these things happened to black women. It’s our history. But it was also emotional for me to hear Oprah’s words because she gave people the chance to see that Rosa Parks—my Auntie Rosa—was not just a tired old lady who sat down on a bus one day. With February 4 being (what would have been) my great aunt’s 105th birthday, I’m going to Woodlawn Cemetery in Detroit to pay her my respects. But I also pay her my respects by refusing to let her legacy be turned into a caricature. I believe her story is more relevant than ever because she and people like her laid a foundation so that women today can be more vocal, can run for office, can demand equal rights and equal pay, and say we don’t have to be harassed.

3 I regularly give presentations to organizations and schools about how tirelessly my aunt worked for justice and how she’d been heavily involved in civil rights work long before she refused to give up that seat. But, real talk, I didn’t realize who my aunt really was until I was 19-years-old in 1995 and she took me to a NAACP event. People were screaming at her like she was Michael Jackson. "Oh my God, you’re Rosa Parks." I had never witnessed that. The whole time Auntie Rosa was sitting there, like "Oh it’s not a big deal." She was very humble.

4 I know, it sounds crazy that that whole time I didn’t understand, but, you see, she was just my aunt in my life. She would come visit, or I would go visit her, and she would ask me the same questions your aunt probably asks you:

"What do you want to eat? What do you want to drink? I made some lemonade—you want some? How's school? I talked to your grandmother and she says she ain't heard from you."

5 After that NAACP event, that's when I started asking her questions about what she witnessed, what she endured, and what life was like for black people back then. That led to her telling me a lot of stories. She'd tell me what her life was like when she was a little girl growing up in Alabama. One of the things that people don't understand about my aunt is that she was an activist her whole life and she started questioning things at a young age. I think part of it was her upbringing with her grandfather, Sylvester Edwards. He would sit up at night with a shotgun—in case the KKK might come by and try to kill them—and talk to her about black resistance and the key figures in it: Crispus Attucks, Harriet Tubman, Marcus Garvey. That laid the foundation for my aunt to feel like, "This isn't right. I should be doing something and becoming an activist." Her whole life became dedicated to change.



URANA MCCAULEY

6 When she was 10, a white boy pushed Auntie Rosa, and she pushed him back. Auntie Rosa's grandmother told her, "You need to be quiet, you need to stop being so vocal." She was told, as black people, we're not allowed to do those things to whites. Her grandmother was concerned that she'd get hurt, that she could even get lynched. But Auntie Rosa told her grandmother, "Let them try to lynch me." She was that bold, even when she was young.

7 Sometimes I struggle with social media because it seems there's always somebody belittling Auntie Rosa. I recently saw someone post that my aunt wasn't really black. Or people say that she was strategically placed on the

bus in Montgomery because she was lighter skinned. It's amazing to me that they would think that. Yes our family ancestry is part African American, part white, and part Native American. Auntie Rosa considered herself black and was treated as black. We have a lot of work to do in this country regarding colorism, but whether you're light or dark—and this is still true today—you are black in America and you're going to be treated accordingly.

8 People also think that her not giving up her seat was all a planned, staged thing for the media. Maybe you've seen that famous picture of my aunt getting arrested and the man fingerprinting her—well, that's not even from December 1, 1955. It's from the second time she was arrested. (Yes, she got arrested more than once.) By the time that photograph was taken, word had gotten out across the country that Montgomery had started a bus boycott. So that's when the media showed up to take a picture.



Rosa Parks
BY ASSOCIATED PRESS - PUBLIC DOMAIN,

9 My aunt wasn't even paying attention that day she got on the bus. She had been avoiding that driver's bus for 12 years. He would stop at her stop and she wouldn't get on. That particular day she wasn't paying attention because she was thinking of Emmett Till, who had been murdered that summer. She already paid her money when she realized it was that driver, but then she figured she'd go ahead and sit down. She didn't stand up when the driver demanded that she stand up because she kept thinking of him being killed. She was that angry. Keep in mind, it was legal for bus drivers back then to carry handguns—my aunt could have been shot and killed on that bus.

10 Once word of mouth spread about what happened to my aunt, it helped people have a little bit more courage than before. You have to understand, my aunt was a known person in the community. She became the recording secretary for the NAACP almost 15 years before she refused to give up her seat on that bus. Everyone knew her based off of her writing down stories like Recy Taylor's: *Oh, she was the lady who held my hand when my uncle got beat up. She got my kid involved in a youth program to read books. She was the one who came and tried to get me*

to register to vote. They were shocked that something could happen to nice Mrs. Parks. Before then, many black people were like, "Oh well, that person should have not got arrested. They should have just gotten off the bus."

11 She wrote in one of her journals about her feelings of hurt after she got arrested. She worked in the department store where she was a seamstress for the next five weeks after that and then they let her go. During that time, her black coworkers didn't speak to her—that whole five weeks. She would say good morning and they wouldn't say anything. It was very disheartening. They looked at her like she was stirring up trouble for them. My aunt explained to me that it was because Jim Crow was telling them, "This is the best life you're going to have, and you can get killed if you resist."

12 People also don't know that my aunt went through a lot of financial hardships after what happened. She had health issues and developed ulcers and couldn't afford the medication. She didn't get real, stable work until 1957 when her brother, my Grandfather McCauley, convinced her to move to Detroit. She sacrificed her privacy, her job, her marriage, her health. She never talked about that with people, though. She just didn't want to burden people or make them feel sorry for her.

13 We can all do a little thing and the ripple effect of it can go a long way. It still breaks my heart to remember my aunt telling me how many times it took for her to get registered to vote. Back then, they made black folks take a literacy test knowing that many couldn't read or write. It was a trickle down effect of the lack of education for black people. But Auntie Rosa, she knew all the answers backwards and forwards, but year after year they denied her. And finally it was a white woman in the office who said, just let her register to vote. My aunt had been persistent, showing up. "I'm here to take the test so I can get registered to vote." And then I think about how, as soon as I turned 18, all I had to do is go sign a card.

14 Yes, I'm glad that Oprah spoke up about Recy Taylor and about my aunt. I know people might still try to belittle my Auntie Rosa by saying, "Oh she was just a little seamstress." But that "little seamstress" is proof you can be anything out here and still make changes in your community. My aunt felt passionate about civil rights—it was a passion she felt in her soul, and we all have to tap into that. Whether it's working with children or with the elderly, or voting rights or women's rights—working at a homeless shelter or women's shelter or getting trained to volunteer on a suicide hotline on the weekends. We can all do a little thing and the ripple effect of it can go a long way.

15 Today, I'll be visiting Rosa Parks Elementary School in Toledo, Ohio to talk about my aunt with the kids. We'll have some cake, we'll celebrate. And I'm going to tell them to remember that Rosa Parks was a regular citizen that, in her heart, felt like she should be doing something for change. Instead of waiting for others, she took that leap.

<https://www.shondaland.com/inspire/a16022001/rosa-parks-was-my-aunt/>

Lessons for Story 2

Task 1:

Read the text and complete the graphic organizer.

Title: _____

Author: _____

Genre: _____

Characters: _____

Setting (when): _____

Setting (where): _____

Problem(s): _____

Solution(s): _____

Task 2:

Unlock the prompt: Write an essay that analyzes the strengths of the arguments about Rosa Parks having a lifelong commitment to the fight for human rights in these two texts. Take a position on the effectiveness of each argument. How are the resources you selected effective in their depiction of Rosa Parks? Support your claim with evidence and provide reasons for your ideas.

To unlock the prompt, look at it carefully: what is the question being asked? What do you need to do to respond completely?

Task 3:

Create an outline or other pre-write graphic organizer for your essay.

Task 4:

Write the essay using your pre-write graphic organizer and your work on the text.

Advanced ESOL – Review for Story 1 and 2

Standards:

WIDA Standard 2 – Language of Language Arts

English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

Content Objectives: Students will use the writing process.

Language Objectives: Students will write a second draft of an essay.

Text:

Review

- Story 1 and Story 2 texts from
- The prompt
- Your essay from Story 2.

Lessons - Review for Story 1 and 2

Task 1:

Re-read the prompt, your essay, and the two texts.

Task 2:

Use the rubric to evaluate your writing. Be honest with yourself so that you can grow. If you have a family member or friend that you can work with safely, that would be great.

| Criteria | 3 | 2 | 1 | 0 |
|---------------------------------------|---|--|--|---|
| Student response to prompt. | The student responded completely. | Some off-topic and/or insufficient writing. | The paragraph did not respond to the prompt. | No writing. |
| The writing is well-organized. | There is an introduction (thesis/argument), three details to support the thesis and a conclusion. | There may be one or more elements out of order or missing. | It is difficult to understand this paragraph because it is not organized well. Two or more elements are missing. | There is little evidence of organization. More than three elements are missing. |
| Word choice | Learned, grade-appropriate technical vocabulary was used. | Some grade-appropriate, learned and technical vocabulary was used. | Vocabulary is generally not grade level or technical | Word choice is inaccurate, inappropriate or too casual (non-academic). |
| Grammar | Grammar is grade appropriate; few mistakes and they do not interfere with meaning. | Grammar is generally grade appropriate; errors don't interfere with meaning. | Grammar errors sometimes impede meaning | Grammar errors abound and impede meaning. |
| Spelling and punctuation | High level grade appropriate. No or few errors | Grade-appropriate errors; needs to proofread. | Multiple errors interfere with meaning. | Multiple errors make comprehension difficult. |

Task 3:

Reread your essay. Mark up your first draft of your essay. What changes should you make?

Task 4:

Re-write your essay, based on the feedback you gave yourself and the annotation to the essay you did.

Task 5:

Present your work to a family member or friend by reading it aloud. Great job!

Advanced ESOL – Novel Study (Part 1)

Standards:

WIDA Standard 2 – Language of Language Arts

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

WIDA Standard 5 – Language of Social Studies

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Content Objectives: Students will analyze a novel.

Language Objectives: Students will practice sustained reading over the course of three weeks.

Text:

Choose **ONE** of these novels for your novel study. You can buy the novel at a bookstore/online AND/OR check youtube for a read aloud of the text OR find a pdf online OR check out an electronic copy at your local library. Pick **ONE** of these novels; reading to it and listening to it can be very helpful.

- [*A Tale of Two Cities*](#)
- [*Fahrenheit 451*](#)
- [*All American Boys*](#)
- [*The House on Mango Street*](#)
- [*To Kill a Mockingbird*](#)

Lessons for Novel Study (Part 1)

Task 1:

Read the first third of the text and complete the graphic organizer.

Title: _____

Author: _____

Genre: _____

Characters: _____

Setting (when): _____

Setting (where): _____

Problem(s): _____

Solution(s): _____

Task 2:

- Scan the text for unknown words.
- Look up the new words in a dictionary.
- Write the translations/definitions in the margin or in your notebook.
- Re-read the sentences with unknown words.

Task 3:

Choose one of the characters (not the narrator) from the first third of the text. Write a journal entry related to the events of the text, from that character's point of view.

Task 4:

Think about theme: What have you learned from this text so far that you and/or other people could apply to life? Write a paragraph to respond.

Task 5:

Draw a poster to represent the main characters, events and places thus far in the text. Share your poster with a family member, to whom you explain the text so far.

Advanced ESOL – Novel Study (Part 2)

Standards:

WIDA Standard 2 – Language of Language Arts

English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

WIDA Standard 5 – Language of Social Studies

English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Content Objectives: Students will analyze a novel.

Language Objectives: Students will practice sustained reading over the course of three weeks

Text:

Read the second third of the text you chose for your Novel Study.

- [*A Tale of Two Cities*](#)
- [*Fahrenheit 451*](#)
- [*All American Boys*](#)
- [*The House on Mango Street*](#)
- [*To Kill a Mockingbird*](#)

Lessons for Novel Study (Part 2)

Task 1:

Read the text and complete the graphic organizer.

Title: _____

Author: _____

Genre: _____

Characters: _____

Setting (when): _____

Setting (where): _____

Problem(s): _____

Solution(s): _____

Task 2

- Scan the text for unknown words.
- Look up the new words in a dictionary.
- Write the translations/definitions in the margin or in your notebook.
- Re-read the sentences with unknown words.

Task 3:

Choose one of the characters (not the narrator) from this portion of the text. Write a journal entry related to the events of the text, from that character's point of view.

Task 4:

Think about theme: What have you learned from this text so far that you and/or other people could apply to life? Write a paragraph to respond.

Task 5:

Summarize the second third of this text. Share your summary with a family member.

Advanced ESOL – Novel Study (Part 3)

Standards:

WIDA Standard 2 – Language of Language Arts

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

WIDA Standard 5 – Language of Social Studies

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Content Objectives: Students will analyze a novel.

Language Objectives: Students will practice sustained reading over the course of three weeks

Text:

Finish with the text you chose for your novel study.

- [*A Tale of Two Cities*](#)
- [*Fahrenheit 451*](#)
- [*All American Boys*](#)
- [*The House on Mango Street*](#)
- [*To Kill a Mockingbird*](#)

Lessons

Task 1:

Read the text and complete the graphic organizer.

Title: _____

Author: _____

Genre: _____

Characters: _____

Setting (when): _____

Setting (where): _____

Problem(s): _____

Solution(s): _____

Task 2:

- Scan the text for unknown words.
- Look up the new words in a dictionary.
- Write the translations/definitions in the margin or in your notebook.
- Re-read the sentences with unknown words.

Task 3:

Choose one of the characters (not the narrator) from this portion of the text. Write a journal entry related to the events of the text, from that character's point of view.

Task 4:

Think about theme: What have you learned from this text so far that you and/or other people could apply to life? Write a paragraph to respond.

Task 5:

Prompt: Write a book review in which you summarize the text, including theme, and recommend it or not to readers.

Advanced ESOL – Novel Study Review

Standards:

WIDA Standard 2 – Language of Language Arts

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

Content Objectives: Students will use the writing process.

Language Objectives: Students will write a second draft of an essay.

Text:

See the selected novel and the book review.

Lessons

Task 1:

Reread the work you did around your novel, including the book review.

Task 2:

Rubric

Use the rubric to evaluate your writing. Work with a partner (family member or friend) if possible.

| Criteria | 3 | 2 | 1 | 0 |
|---------------------------------------|---|--|--|---|
| Student response to prompt. | The student responded completely. | Some off-topic and/or insufficient writing. | The paragraph did not respond to the prompt. | No writing. |
| The writing is well-organized. | There is an introduction (thesis/argument), three details to support the thesis and a conclusion. | There may be one or more elements out of order or missing. | It is difficult to understand this paragraph because it is not organized well. Two or more elements are missing. | There is little evidence of organization. More than three elements are missing. |
| Word choice | Learned, grade-appropriate technical vocabulary was used. | Some grade-appropriate, learned and technical vocabulary was used. | Vocabulary is generally not grade level or technical | Word choice is inaccurate, inappropriate or too casual (non-academic). |
| Grammar | Grammar is grade appropriate; few mistakes and they do not interfere with meaning. | Grammar is generally grade appropriate; errors don't interfere with meaning. | Grammar errors sometimes impede meaning | Grammar errors abound and impede meaning. |
| Spelling and punctuation | High level grade appropriate. No or few errors | Grade-appropriate errors; needs to proofread. | Multiple errors interfere with meaning. | Multiple errors make comprehension difficult. |

Task 3:

Mark up your first draft of your book review. What changes should you make?

Task 4:

Re-write your book review, based on the feedback you gave yourself and the annotation to the book review you did yesterday.

Task 5:

Share your book review with a family member or friend. Ask that person: Based on my book review, would you like to read this book?

Advanced ESOL – Current Events Text

Standards:

WIDA Standard 2 – Language of Language Arts

English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

Content Objectives: Students will relate current events to themes from texts they have read.

Language Objectives: Students will create a poster to share to share.

Text:

Text of choice from previous stories AND current event texts.

Lessons

Task 1:

- a. Watch the news- in English and in any other language(s) you understand. What are the top stories about? Write them down in your notebook.
- b. Read 1-2 articles on current events from a magazine or newspaper. What are the top stories about? Write the information in your notebook.

Task 2:

- a. Watch the news again on another day- in English and in any other language(s) you understand. What are the top stories about?
- b. Read 1-2 articles on current events from a magazine or newspaper. What are the top stories about? Write the information in your notebook.

Task 3:

As you think about these current events, consider whether they relate in any way to the articles and novel that you read. Make some notes.

Task 4:

Create a poster or other graphic to depict a current event and how it relates to issues/themes from the texts you have read.

Task 5:

Present your poster or graphic to a family member or friend.

Advanced ESOL – Poem 1

Standards:

WIDA Standard 2 – Language of Language Arts

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

Content Objectives: Students analyze a text.

Language Objectives: Students will read aloud a poem.

Text: “The End and the Beginning” by **Szyborska**

After every war
someone’s got to tidy up.
Things won’t pick
themselves up, after all.
Someone’s got to shove
the rubble to the roadsides
so the carts loaded with corpses
can get by.
Someone’s got to trudge
through sludge and ashes,
through the sofa springs,
the shards of glass,
the bloody rags.
Someone’s got to lug the post
to prop the wall,
someone’s got to glaze the window,

set the door in its frame.

No sound bites, no photo opportunities

and it takes years.

All the cameras have gone

to other wars.

The bridges need to be rebuilt,

the railroad stations, too.

Shirt sleeves will be rolled

to shreds.

Someone, broom in hand,

still remembers how it was.

Someone else listens, nodding

his unshattered head.

But others are bound to be bustling nearby

who'll find all that

a little boring.

From time to time someone still must

dig up a rusted argument

from underneath a bush

and haul it off to the dump.

Those who knew

what this was all about

must make way for those
who know little.
And less than that.
And at last nothing less
than nothing.
Someone's got to lie there
in the grass that covers up
the causes and effects
with a cornstalk in his teeth,
gawking at clouds.

*—Translated by Stanislaw Baranczak and Clare
Cavanagh.*

Lessons for Poem 1

Task 1:

Read the text and complete the graphic organizer.

Title: _____

Author: _____

Genre: _____

Characters: _____

Setting (when): _____

Setting (where): _____

Problem(s): _____

Solution(s): _____

Task 2:

- Scan the text for unknown words.
- Look up the new words in a dictionary.
- Write the translations/definitions in the margin or in your notebook.
- Re-read the sentences with unknown words.

Task 3:

You may have experienced a war or extreme hardship. If so, you do not need to do this work today. Instead, do something that will restore you.

The theme of this poem deals with survival of extreme hardship, in this case, war. What are the ways that the poet tells us we can survive a terrible time? Write your response in your notebook.

Task 4:

You may have experienced a war or extreme hardship. If so, you do not need to do this work today. Instead, do something that will restore you.

Think about wars that you have heard about or seen on television. Why do you think the poet focuses her attention on the practical aspects of recovery after war?

Task 5:

You may have experienced a war or extreme hardship. If so, you do not need to do this work today. Instead, do something that will restore you.

Read the poem aloud to a family member or friend.

Advanced ESOL – Poem 2

Standards:

WIDA Standard 2 – Language of Language Arts

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

Content Objectives: Students will analyze a text.

Language Objectives: Students will read aloud a poem.

Text:

“Who Understands Me But Me?” Jimmy Santiago Baca

They turn the water off, so I live without water,
They build walls higher, so I live without treetops,
They paint the windows black, so I live without sunshine,
They lock my cage, so I live without going anywhere,
They take each last tear I have, I live without tears,
They take my heart and rip it open, I live without heart,
They take my life and crush it, so I live without a future,
They say I am beastly and fiendish, so I have no friends,
They stop up each hope, so I have no passage out of hell,
They give me pain, so I live with pain,
They give me hate, so I live with my hate,
They have changed me, and I am not the same man,
They give me no shower, so I live with my smell,
They separate me from my brothers, so I live without brothers,
Who understands me when I say this is beautiful?
Who understands me when I say I have found other freedoms?

I cannot fly or make something appear in my hand,
I cannot make the heavens open or the earth tremble,
I can live with myself, and I am amazed at myself,, my love,
My beauty,
I am taken by my failures, astounded by my fears,
I am stubborn and childish,
In the midst of the wreckage of life they incurred,
I practice being myself,
And I have found parts of myself never dreamed of by me,
They were goaded out from under rocks in my heart
When the walls were built higher,
When the water was turned off and the windows painted black.
I followed these signs
Like an old tracker and followed the tracks deep into myself,
Followed the blood-spotted path,
Deeper into dangerous regions, and found so many parts of myself,
Who taught me water is not everything,
And gave me new eyes to see through walls,

And when they spoke, sunlight came out of their mouths,
And I was laughing at me with them,
We laughed like children and made pacts to always be that way,
Who understands me when I say I have found other freedoms?

Lessons – Poem 2

Task 1:

Read the text and complete the graphic organizer.

Title: _____

Author: _____

Genre: _____

Characters: _____

Setting (when): _____

Setting (where): _____

Problem(s): _____

Solution(s): _____

Task 2:

- Scan the text for unknown words.
- Look up the new words in a dictionary.
- Write the translations/definitions in the margin or in your notebook.
- Re-read the sentences with unknown words.

Task 3:

Literally, where is the narrator? Most people would say, he is in jail or prison or perhaps he has been kidnapped. If you think about this figuratively, where could the narrator be? What other situation could he be talking about?

Task 4:

What do you think: can a person who is deprived of many things still find freedom in their hearts and minds? Write in your notebook.

Task 5:

Read the poem aloud to a family member or friend. Translate it if you like!

Advanced ESOL – Poem 3

Standards:

WIDA Standard 2 – Language of Language Arts

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

Content Objectives: Students will analyze a poem.

Language Objectives: Students will create a poster of images in the poem.

Text:

“Ode to the Hotel Near the Children’s Hospital” by Kevin Young

Praise the restless beds

Praise the beds that do not adjust

That won’t lift the head to feed

Or lower for shots

Or blood

Or raise to watch the tinny TV

Praise the hotel TV that won’t quit

Its murmur & holler

Raise the room service

That doesn’t exist

Just the slow delivery to the front desk

Of cooling pizzas

& brown bags leaky

Greasy & clear

Praise the vending machines

Praise the change

Praise the hot water

& the heat

Or the loud cool

That helps the helpless sleep.

Praise the front desk

Who knows to wake

Rm 120 when the hospital rings

Praise the silent phone

Praise the dark drawn

By thick daytime curtains

After long nights of waiting,

Awake.

Praise the waiting & then praise the nothing

That’s better than bad news

Praise the wake up call’

At 6 am

Praise the sleeping in

Praise the card hung on the door

Like a whisper
Lips pressed silent
Praise the stranger's hands
That change the sweat of sheets
Praise the checking out

Praise the going home
To beds unmade
For days
Beds that won't resurrect
Or rise
That lie there like a child should
Sleeping, tubeless

Praise this mess
That can be left

Lessons for Poem 3

Task 1:

Read the text and complete the graphic organizer.

Title: _____

Author: _____

Genre: _____

Characters: _____

Setting (when): _____

Setting (where): _____

Problem(s): _____

Solution(s): _____

Task 2:

- Scan the text for unknown words.
- Look up the new words in a dictionary.
- Write the translations/definitions in the margin or in your notebook.
- Re-read the sentences with unknown words.

Task 3:

From the perspective of the narrator, write this poem as a letter to a friend.

Task 4:

Why does the poet begin each line with the word "praise," even though the poem is about something very sad?

Task 5:

Create a poster to show some of the elements of this poem or its meaning.

Advanced ESOL – Review for Poetry

Standards:

WIDA Standard 2 – Language of Language Arts

English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

Content Objectives: Students will analyze and compare three poems.

Language Objectives: Students will write and present a comparative essay.

Texts of the Week:

Poems 1 -3

Lessons for Poems 1-3

Task 1:

Closely re-read the poems for how the poets develop the themes and work to analyze the messages about survival. Respond in your notebook.

- How does each poet create his or her theme about survival?
- What tools do you notice the poets using to create their themes?
 - + Structural tools like:
patterns, rhyme, scheme, rhythm, use of sound
 - + Word images-
similes, metaphors

Task 2:

Closely re-read the poems for how the poets develop the themes and work to analyze the messages about survival. Respond in your notebook.

- How are the poems alike?
- How are they different?

Task 3:

Create a three-circle Venn Diagram and take notes on the poems, based on your work from Task 1 and Task 2.

Task 4:

Respond to the prompt with an essay: How do the poets use similar and contrasting rhetorical devices to write about the theme of survival?

Task 5:

Read your work aloud to a family member or friend.

Advanced ESOL - Quarter 4 – Write Your Own Poem

Standards:

WIDA Standard 2 – Language of Language Arts

English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

Content Objectives: Students will explore poetry writing.

Language Objectives: Students will write a poem.

Text:

Your own poem!!

Lessons

Task 1:

This week, you will write your own poem about overcoming hardship. You can write about your own experience or someone else's experience. You will write a poem about how a character in a book, song, television show or movie overcame a difficult situation. You can use English plus any and all other languages that you know. You can add pictures. If you think you can't write a poem (YOU CAN!), you can write a song. Write down three experiences you might be willing to write about.

Task 2:

Write the first draft of your poem. What was the situation? Why was it so difficult? How did you/the narrator feel? Be sure to include sensory images to help the reader understand.

Task 3:

Good job yesterday! Re-read your poem. Read it out loud to yourself. Draw a picture to go with it. What do you think? Did you convey feelings and facts?

Task 4:

Make any changes to your poem that you think need to be made.

Task 5:

Share your poem with a family member, friend, pet, or even stuffed animal. Your voice is powerful!