

Grade Level | **9-12**

California Writing Project

Upstanders, Not Bystanders: Lesson Planning Template
Analytical Essay (Inform, Argue, and Analyze)

Marlene Carter, Los Angeles Unified School District, English, Grade 9-12

Lesson Planning Template – Marlene Carter

<p>Lesson Title: Upstanders, Not Bystanders</p>	<p>Text Type/Writing Genre: Analytical Essay (Inform, Argue, & Analyze)</p>	<p>Grade Level: English 9-12</p>
<p>Writing Prompt (revised for your grade level) Upstanding: Speaking Up for Others and Ourselves Writing Topic: Standing up for ourselves or others can be both risky and rewarding. Write an essay in which you discuss both the benefits and risks of being an upstander. To develop your essay, use examples from your reading and/or research. Also include at least one example from your own experience or observation.</p>		
<p>Learning Objective(s):</p>		
<p>Common Core State Standards addressed: ELA 9-10 Writing: Although most of the writing standards #1-10 will be reflected in this lesson, I am going to focus on #7: Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Rationale: I chose this standard because I want students to broaden their understanding of the issue by researching upstanders associated with current or historical events. Students at all language levels tend to write richer, more in depth pieces when they have a broader understanding of the topic.</p>	<p>California Content Standards addressed: N/A</p>	<p>ELD Standards addressed: Part II— Learning About How English Works— #3 Bridging: Using verbs and verb phrases: Use a variety of verbs in different tenses (e.g., past, present, future) aspects (e.g., simple, progressive perfect) and mood (e.g., subjunctive) appropriate for the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view. Rationale: I chose to focus on this standard because my English Learners and my “Standard” English Learners are sometimes challenged with using irregular verbs and with verb tenses. Students will need to use verb tenses correctly, especially as they write about past events.</p>
<p>Academic language focus: ELD Standards Part II— Learning About How English Works Bridging: Using verbs and verb phrases: Use a variety of verbs in different tenses (e.g., past, present, future) aspects (e.g., simple, progressive perfect) and mood (e.g., subjunctive) appropriate for the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view. Rationale: I chose to focus on this standard because my English Learners and my “Standard” English Learners are sometimes challenged with using irregular verbs and with verb tenses. Students will need to use verb tenses correctly, especially as they write about past events.</p>	<p>Method(s) for formative assessment or checking for understanding along the way: Individual and group discussions and conferences about informal writing, reading notes, annotated texts, potential claims and examples, and essay drafts.</p>	

Plans for instructional sequence (Include support for steps you deem to be crucial: reading, writing, language, academic talk, revision):

- 1. Informal Writing:** Our exploration of taking a stance as an upstander will begin with writing about personal experiences.
 - “Write about a time when you stood up for yourself or for someone else or a time when you *wish* that you had stood up for yourself or someone else.”
- 2. Reading:** Next, we will expand our view of upstanders by taking a fresh look at literature already part of our curriculum. I’m including literature that is commonly found in anthologies or on district-approved reading lists.
 - *Twelve Angry Men* by Reginald Rose (9th): One juror stands up to his fellow jurors, urging them to take time to look at the evidence before hastily convicting a teenage of murder.
 - *To Kill a Mockingbird* by Harper Lee (9th): An attorney stands against racism in defending an African American man falsely accused of raping a white woman.
 - *Great American Speeches* (11th grade): Many of the great speeches throughout history urge listeners to stand up for a cause:
 - “**Speech in the Virginia Convention**” by Patrick Henry
 - “**Speech in the First Women’s Rights Convention**” by Elizabeth Cady Stanton
 - “**I Have a Dream**” by Martin Luther King, Jr.
 - “**Letter from Birmingham Jail**” (11th or 12th): Dr. King stands up to his fellow clergymen, as he justifies civil disobedience and explains why he and his followers are using it to protest discrimination.
 - *Zoot Suit* by Luis Valdez (12th grade): Based on the true story of Mexican Americans in Los Angeles in the 1940s who faced a racially biased criminal justice system during their arrest and trial.
- 3. Research:** We will continue to build background knowledge by using web research to find stories of upstanders. For example, my students will learn about the teenagers and young adults who stood up to integrate interstate buses as Freedom Riders. Link to: <http://www.pbs.org/wgbh/americanexperience/freedomriders/watch>
- 4. Discussion:** In high school, students are ready to discuss the reality that there are risks and dangers involved in being an upstander. In small group discussions, students list the possible risks, as well as the benefits of standing up for themselves and others.
- 5. Formal Writing:** The opportunities to engage in informal writing, reading, research, and discussion, will prepare students to write formally for a wider audience. The topic requires students to draw upon their reading and to include their personal experience and/or observation.

Writing Topic: “Standing up for ourselves or others can be both risky and rewarding. Write an essay in which you discuss both the benefits and risks of being an upstander. To develop your essay, use specific examples from your reading and/or research. Also include at least one example from your own experience or observation.”

Important instructional strategies:

Although I am in the initial planning stages, I know that the scope of the reading and writing I will ask of my students will mean I will need to use the following:

Interactive Reading Strategies

Interactive Writing Strategies

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| <ul style="list-style-type: none">▪ Making personal connections to a theme▪ Prompt deconstruction (breaking down the prompt)▪ Paraphrasing and recapitulating (summarizing)▪ Annotation (writing notes on the text in the margins or with sticky notes)▪ Building understanding of text through background knowledge | <ul style="list-style-type: none">▪ Quick Writes▪ Writing a claim/theme statement▪ Using examples to support a claim▪ Choosing examples▪ Embedding quotations▪ Developing examples▪ Revising▪ Editing▪ Citing Sources |
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Texts needed:

Texts to increase content knowledge: Several options are listed in plans for instructional sequence.

Essential for the teaching I have planned:

Public Broadcasting System. 2010. WGBH American Experience: Freedom Riders.

<http://www.pbs.org/wgbh/americanexperience/freedomriders/watch> (accessed December 15, 2012).

Additional materials needed for lesson: Internet access/school support for using downloaded video clips.	
Elements of Lesson that Need Modification:	Suggested Modification:
This topic will motivate all the grade levels I teach, but I have to decide first which grade level(s) and course(s) I should adapt this lesson for. Each will take very different pacing, scaffolding, and specific strategies for gathering and organizing research information from multiple sources.	

Adapted from the Lesson Template developed by the Northern California Writing Project for Cross-disciplinary inquiry into the CCSS.