

Grade Level | **9-12**

California Writing Project

Upstanders, Not Bystanders: Lesson Planning Template Informational Essay

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Lesson Planning Template – Norma Mota Altman

Lesson Title: Upstanders, Not Bystanders	Text Type/Writing Genre: Informational Essay	Grade Level: 9-12 ELD
Writing Prompt (revised for your grade level) "What does it mean to be an upstander?"		
Learning Objective(s): To write an informational essay that includes a definition, details, and a thoughtful conclusion.		
Common Core State Standards addressed: See the ELD standards I will focus on and the ELA 9-10 CCSS correlations that I've noted in parentheses.	California Content Standards addressed:	ELD Standards addressed: <ul style="list-style-type: none"> ▪ Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics (ELA 9-10 SL1,6; L 3,6) ▪ Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area (ELA 9-10 RL 4-5; RI 4-5; RH 4-5; RST 4-5; SL 3; L 3,5-6) ▪ Writing literary and informational texts to present, describe, and explain ideas and information (ELA 9-10 W1-10; WHST1-2, 4-10; L1-6) ▪ Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas (ELA 9-10 W 4-5; WHST 4-5; SL 4,6; L1, 3,5-6)
Academic language focus: <ul style="list-style-type: none"> ▪ Using the language of authors, i.e., The author states, focuses on, illustrates, etc. ▪ Using quotations effectively to make/emphasize a point ▪ Restating the author's purpose 	Method(s) for formative assessment or checking for understanding along the way: <ul style="list-style-type: none"> ▪ Students will complete an Anticipation/Reaction guide before reading the text and discuss their responses ▪ Students will complete academic statements regarding the text as their "ticket out of the room" ▪ Students will discuss "When should you help a friend? How far would you go to help a friend?" with their table group and then one member will report out to the larger group Plan for writing assessment and feedback: <ul style="list-style-type: none"> ▪ Students will complete the first draft of their informational essay for homework. ▪ Students will conduct a "read around" with their group (+ I agree; ! Great part; ? I don't understand). ▪ Students will then write a second draft for homework and hand in to teacher. ▪ Teacher will respond to second draft. ▪ Students will write final draft for homework. 	

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

1. Teacher will write "bystander and upstander" on the board and ask students to deconstruct the meaning of the words using what they know already
 - Discuss who an upstander would be. What qualities would he/she have?
 - In your groups, discuss examples of historical figures, people in the news, people you know who are/have been upstanders? What made them upstanders?
2. Students will complete an Anticipation/Reaction guide as pre-reading for the Cisneros text and then discuss their answers with their group (see Important Instructional Strategies for example.)
 - Teacher will poll their answers and ask individual students to explain their answers.
 - Teacher will do a "Splash" activity with vocabulary from the text.
 - Teacher will read "Who Wants Stories Now?" by Sandra Cisneros two times aloud to the class.
3. During third reading, students will mark words and phrases on the text that impress them.
 - Using a "whip" activity, students will read aloud a word or phrase that they marked; they will do this twice.
 - Using academic statements, students will respond to various questions posed by the teacher and the students.
4. Repeat process for reading *It Doesn't Have to Be This Way* and for viewing video clips on bullying.
5. Students will discuss quotes and why writers use them.
 - Teacher will model selecting a quote, explaining it in your own words, and explaining the subtext
 - Students will select three quotes and do the same
 - Teacher will model "getting into and out of a quote" with academic statements
 - Students will select a quote and write a paragraph following the teacher's model for homework
6. Students will do a read around with the homework and discuss the quotes
 - Students will complete the first draft of their informational essay for homework (essay to include a quote)
7. Students will have a "read around" with their group (+ I agree; ! Great part; ? I don't understand)
 - Students will then write a second draft for homework and hand in to teacher
8. Teacher will respond to second draft.
9. Students will write final draft for homework.

Important Instructional strategies:

- Splash activity— Write selected words from the text on the board around a rectangle and ask students the meaning of each word; once completed, ask students to predict what the text may be about based on the vocabulary.
- Whip activity— Write academic statements or frames on the board and ask students to complete the statements; then say one aloud as we quickly go around the room. Everyone speaks!
- Anticipation/Reaction guide— Write statements related to the texts that students will agree or disagree with, for example, You should always help your friends. Then have students discuss their responses with their group and with the whole class.

Texts needed:

Texts to increase content knowledge and language knowledge:

1. "Who Wants Stories Now?" by Sandra Cisneros ("Who Wants Stories Now?" *The New York Times*, March 14, 1993.) Must access archives.
2. Rodrigues, L. J. *It Doesn't Have to Be This Way/ No tiene que ser asi: A Barrio Story/Una historia del barrio*. New York, NY: Children's Book Press, 2004.

Additional materials needed for lesson:

Video or YouTube clips on bullying

Element that may Need Modification:	Suggested Modification
Reading informational texts Getting into and out of texts	Modeling of informational texts Deconstruct getting into and out of texts, using academic language

Digital support or digital extensions:

Video or YouTube clips on bullying