

**Unit Lessons\***

**Unit Instructor:** Carmen Sánchez Sadek, Ph.D.

**Subject:** Advanced ESL – Level 4

**Grade:** 8<sup>th</sup> grade

**Date:** 9/1/04

**Unit Literature/Text:** KRAKATOA by Simon Winchester

**Assessment Text:** Teacher-generated Assessment

**Central Question(s):** How have historical figures (historical events and previous technological advances) shaped our world today?

If English, Literary Element: historical fictional biography

Instructional Programs: Teacher generated

No. Students: 21

**1. Continuum of Concepts and Skills to Learn.**

Previous	Standards Taught and Assessed in This Unit	Next
<p><b>WRITING</b> Following a model given by the teacher, write short narratives and multiple paragraph narrative and expository compositions that describe the setting, characters, objects and events using standard grammatical forms.</p> <p>Following a model given by the teacher, write responses to selected literature that exhibit understanding of text, using detailed sentences and transitions.</p> <p><b>READING</b> Read a literary selection and orally explain the literary elements of</p>	<p><b>WRITING – <u>Strategies and Applications</u></b> Write a document –fictional biography—that accurately characterizes, describes the historical setting (Time and Place), and uses First Person to portray ONE of the historical figures named in the first three chapters of “KRAKATOA.”</p> <p>Write a response to literature (“KRAKATOA”) that develops interpretation of the significance of historical time, place, and person; exhibits careful reading of the first three chapters of KRAKATOA, and cites specific text from the literature book.</p> <p><b>WRITING – <u>English-Language Conventions</u></b> Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximately standard grammatical forms and spelling.</p> <p><b>READING – <u>Literary Response and Analysis</u></b> Analyze the setting (Place, Time, Customs) and its influence on the meaning in a literary text (“KRAKATOA”).</p>	<p><b>WRITING</b> Write expository compositions, including analytical essays and research reports, and provides evidence in support of a thesis and related claims.</p> <p>Edits writing for the mechanics to approximate standard grammatical form.</p> <p><b>READING</b> Relate the literary works of authors to the major themes and</p>

<p>plot, setting, and characters by using detailed sentences.</p> <p>Recognize the difference between the first-person and third-person points of view in a literary text.</p> <p><b>READING</b> Describes the main ideas and supporting details of a text. Generate and respond to comprehension questions related to the text. Describe relationships between the text and one’s personal experience.</p> <p><b>READING</b> Identify cognates and false cognates in literature and texts in content areas. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</p> <p><b>LISTENING AND SPEAKING</b> Listen attentively to stories and information on topics.</p>	<p>Compare and contrast the motivation and reactions of characters across a variety of times (TIMELINE for KRAKATOA based on readings).</p> <p><b>READING – <u>Reading Comprehension</u></b> Identify and explain the main ideas and critical details of: informational material (from Internet – PDC) literary text (“KRAKATOA”) text in content areas (from content area courses and library).</p> <p><b>READING – Word Analysis</b> Apply knowledge of cognates to derive meaning from literature and text in content areas. Apply knowledge of word relationships such as roots and affixes to derive meaning from literature and text in content areas</p> <p><b>LISTENING AND SPEAKING – <u>Strategies and Applications</u></b> Prepare and deliver a presentation (on a historical figure) that includes: Purpose, Point of views (First Person), Introduction, Coherent transition, and</p>	<p>issues of their eras.</p> <p>Analyze the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions).</p> <p><b>READING</b> Apply knowledge of language to achieve comprehension of informational material, literary text, and text in content areas.</p> <p><b>READING</b> Develops rich vocabulary through understanding of cognates and derived words from roots and affixes.</p> <p><b>LISTENING AND SPEAKING</b> Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.</p>
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<p>Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately.</p>	<p>Appropriate conclusion, including relevance of character, event, time, and place to TODAY.</p> <p>Speak clearly and comprehensibly by using Standard English grammatical forms, sounds, intonation, pitch, modulation, idiomatic expressions, figurative language, questioning patterns, restating, soliciting information, paraphrasing communication of others.</p>	
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## 2. Overview of Unit

This Unit helps my Advanced (Level 4) English-As-A-Second Language students develop a sense of history, making them understand that they are today, and will be for the rest of their lives active participants in the making of History. The selected literary work, KRAKATOA by Simon Winchester, presents in the beginning chapters of the book a wonderful historical account that goes back to antiquity, more than 6,000 years ago, and details historical events and historical figures relevant to understanding the significance of “The Day The World Exploded” on August 27, 1883.

During the second “mester” of the Academic Year 2004-2005 (i.e., from October 25 to December 20, 2004) my Advanced ESL students will have the opportunity to write about a significant historical figure of their own individual choosing. The very rich language used by the author –and additional information obtained through the Internet and library research-- serves to compose a brief report on First Person as the students assume the “persona” of the historical figure chosen by each. A TimeLine helps all students identify the significant time during which each historical figure lived up to August 27, 1883. In an oral report, students try to connect the past to TODAY, as they explain why their chosen historical figures’ “presence” is still felt.

## 3. Description of Class

Due to a total reorganization of the urban K-12 Learning Center in which I teach, there are many Special Education students in my Advanced (Level 4) ESL class. All 21 students in the class are of Hispanic ancestry; most are bilingual Spanish-English speakers and only a few are literate in Spanish. Eight are Special Education students receiving an additional English Language Development Resource Specialist class every day, thus these 8 students attend English Language Development classes for at least three hours each day. The Resource Specialist cooperates in providing additional instruction and testing assistance relating to this unit.

The students attend 8<sup>th</sup> grade “sheltered” content area classes in addition to ESL. In general, these students have a more positive self-image and self-esteem than my previous ESL students at this level. Most are serious about their work, fully understanding the requirements for “culmination” and advancement to high school settings in the very near future; others still display behavior patterns of elemental school students. There is a great emphasis in my class on the development of the language of positive self-esteem and positive self image. This unit should enhance the students’ perceptions of themselves as accomplished English writers and speakers.

**4. Assessment**

Students demonstrate achievement of the major goals (Standards) of this unit by responding to two types of assessment instruments. A multiple-choice test measures their overall listening and reading comprehension of the KRAKATOA text (heard through audiotapes and simultaneously read in print).

An open-ended written test measures each student’s skills and understanding of the significance of historical figures described in KRAKATOA and other sources consulted by students. This written test also serves to measure each student’s oral language skills through an oral presentation of their historical figure expressed in First Person.

**5. What was redesigned and why. (**

**6. List the reading materials (**

The major reading text is KRAKATOA, The Day The World Exploded. August 27, 1883. Author: Simon Winchester, HarperCollins Publishers, 2003. Additionally, individual students research their historical figure using resources from the Internet and the school library as well as content area textbooks, if applicable.

**7. Concepts and skills covered in this unit. (**

Lesson No.	Lesson Title	Materials
1	Pre-test and Introduction to End-Of-Unit Assessment Instruments	Pre-test, End-Of-Unit Assessment Instruments, Teacher’s sample.
2	Chapter 1 – “An Island with a Pointed Mountain”	Krakatoa Ch. 1 – Vocabulary, Cognates, Time-Line Reading and Listening to tapes
3	Chapter 2 – “The Crocodile in the Canal”	Krakatoa Ch. 2 – Vocabulary, Cognates, Time-Line Reading and Listening to tapes
4	Chapter 3 – “Close Encounters on the Wallace Line” (to page 71)	Krakatoa Ch. 3 – Vocabulary, Cognates, Time-Line Reading and Listening to tapes
5	Choosing ONE historical figure for research (One per student) Teacher demonstration	Outline of what needs to be done for research at PDC (Computer Lab)

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<b>6</b>	Gathering information on Historical Figure. Library research Teacher demonstration	Outline of what needs to be done at school library
<b>7</b>	Completing research and note taking. Teacher Demonstration	Notes by teacher and students.