

Unit 10.4: My World
English as a Second Language
6 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student explores expository writing and point of view by reading informational text and literature and relating it to his/her life and family. He/she explores his/her family and cultural background and makes connections between current and historical events and how they are represented in various texts. The student focuses on fact and opinion, making connections to text, main idea and details, expository writing, note taking, research and essays.
Transversal Themes:	Principles, Technology for Educational Use, Study Skills, Research, Culture
Integration Ideas:	Social Studies, Technology, Communications

Essential Questions (EQ) and Enduring Understandings (EU)

<p>EQ1. In what ways do history, family, and culture influence who we are and what we become?</p> <p>EU1. Our experiences and relationships on a personal, social, historical, and political level affect our actions and decisions and reflect and influence who we are and what we become.</p> <p>EQ2. What strategies for reading and writing help us to increase understanding of a text?</p> <p>EU2. Making personal, text-to-text, text-to-world connections help us understand what we read and inform what we write. Determining main idea, predicting events, inferring and identifying truth from fiction, and supporting our statements with evidence all increase our understanding of the texts we read and produce.</p> <p>EQ3. What does it mean to examine and support a claim?</p> <p>EU3. Complex ideas are examined and conveyed through critical thinking, the use of specific language, and text-based evidence.</p> <p>EQ4. What do good readers and writers do to convey information?</p> <p>EU4. Good readers read and write literature and informational texts for different purposes with style and content dictated by and reflected in those purposes.</p>
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Transfer (T) and Acquisition (A) Goals

<p>T1. The student will leave the class able to use his/her learning about informational texts and the characteristics of the genre to better understand expository reading and writing. He/she will make connections from the readings to the history of his/her family, communities, and culture. The student will read and write expository essays, identify fact from fiction, make connections, and conduct research.</p> <p><i>The student acquires skills to...</i></p> <p>A1. Ask relevant questions that elicit elaboration and to respond to others' questions and comments with relevant observations that keep the discussion on topic.</p> <p>A2. Demonstrate how to adjust language choices by predicting, making inferences, expressing thought and to form opinions according to the context, purpose, task, and audience.</p> <p>A3. Determine the main idea and to delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and to identify false statements and fallacious reasoning.</p> <p>A4. Write informational and argumentative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the selection, organization (transitional words, phrases or</p>
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sentences), and analysis of content through essays and other text types. Conduct short research to answer a question drawing on several sources, using various types of phrasing and vocabulary to keep audience interest.

Puerto Rico Core Standards (PRCS)	
Listening	
10.L.1a	Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations that keep the discussion on topic.
10.L.1c	Listen, respond to, and react/analyze complex instructions and statements; apply, clarify, and provide instructions and directions.
Speaking	
10.S.2a	Listen, discuss, and respond to complex instructions and information.
10.S.5	Demonstrate how to adjust language choices by predicting, making inferences, expressing thought and opinion according to the context, purpose, task, and audience.
10.S.6	Plan and deliver a variety of oral presentations and reports on developmentally appropriate topics that present evidence and facts to support ideas using growing understanding of formal and informal registers.
Reading	
10.R.2I	Determine the main idea of an informational text and analyze its development over the course of the text, including how it emerges, and is shaped and refined by specific details; provide an objective summary of the text.
10.R.2L	Determine theme or main idea of a literary text and analyze in detail its development, including how it emerges in the text and is shaped and refined by specific details; provide subjective or responsive summary of the text.
10.R.3I	Analyze how an author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
10.R.4I	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
10.R.5I	Analyze in detail how an author's ideas or claims (positions) are developed and refined by particular sentences, paragraphs, or portions of an available informational text (e.g., essays, reports, and news articles).
10.R.6I	Determine an author's point of view or purpose in an informational text and analyze how an author uses rhetoric to advance that point of view or purpose.
10.R.7I	Analyze various accounts of a character told in different media (e.g., a person's life story in both print and multimedia), determining which elements are emphasized in each account.
10.R.7L	Critique and analyze a literary text (e.g., When I was Puerto Rican, Harry Potter, and others) presented in different media (e.g., videos and plays), determining what elements are emphasized in each.
10.R.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and



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	fallacious reasoning. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.
10.R.9I	Analyze seminal documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail,” Julia de Burgos, Pedro Prietri, Esmeralda Santiago, and others), including how they address related themes and concepts.
Writing	
10.W.2	Write informational and argumentative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the selection, organization (transitional words, phrases or sentences), and analysis of content through essays (5 paragraphs), letters (formal and informal business letters and cover letters), and other text types.
10.W.5	Use technology, including the Internet, to produce and publish types of writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
10.W.6	Conduct short research projects to write reports that answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration and professional portfolios.
10.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Language	
10.LA.1a	Use parallel structure, subject-verb agreement, and apply the understanding of run-on sentences, complex, compound, and sentence fragments. Assess various grammar and usage texts.
10.LA.1b	Use various types of phrases and clauses to specify meanings and add variety and interest to writing or presentations.
10.LA.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling.
10.LA.2a	Use advanced punctuation marks correctly.
10.LA.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word, parts of speech, spelling, origin, and meaning.

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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 10.L.1a 10.L.1c 10.LA.1b 10.LA.2 10.R.3I 10.R.4I 10.R.5I 10.R.7I 10.R.7L 10.R.9I 10.S.2a 10.S.5 10.S.6 10.W.2 10.W.7</p> <p>EQ/EU: EQ1/EU1 EQ4/EU4</p> <p>T/A: A1 A4</p>	<ul style="list-style-type: none"> • Closed and open-ended questions. • Main idea and details. • Point of view in nonfiction. • How to make connections to the text. • How to answer and formulate closed and open-ended questions. • How to express thoughts and opinions to discuss current events. • How to compare and contrast a topic from a variety of texts, make predictions and infer main idea. • How to distinguish between 	<ul style="list-style-type: none"> • Dictionary, thesaurus, encyclopedia • Main idea • Question types, connections • Text evidence 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Family Member Interview</p> <ul style="list-style-type: none"> • The student chooses an older family member (parent, uncle, aunt, grandparent – not brother, sister, or cousin) to interview about what life was like when he/she was in high school (see attachment: 10.4 Performance Task – Interview Tips for helpful advice about conducting interviews). • The teacher uses the following two documents to guide the student on interviewing and writing a narrative--- http://www.readwritethink.org/files/resources/lesson_images/lesson805/assignment.pdf ; http://www.readwritethink.org/files/resources/lesson805/questions.pdf • The student should be sure to ask 	<ul style="list-style-type: none"> • Reading Log – The student keeps a running record of reading done throughout the unit. The student records the title and pages read. The teacher may choose to add reflection statements to the daily reading log regarding family, culture, or history. • Reflection Journals – The student completes a daily “quick-write” journal entry (5 minutes) on a self-selected or teacher-provided topic (depending on the teacher’s preference for the day). • The teacher records anecdotal evidence of participation and comprehension during Literature Circle discussions. • Word Wall of new vocabulary learned during the unit – the student keeps 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Family, Culture, Historical Read-Aloud</p> <ul style="list-style-type: none"> • The teacher should read <i>When I Was Puerto Rican</i> (or choose another interesting book with a historical context and themes of family and culture) aloud to the class each day during this unit (10-20 minutes a day). The read-aloud novel and accompanying activities should be run concurrently with other lessons in the unit. The teacher should use this opportunity to demonstrate fluency in reading, to model strategies for determining the meaning of unknown words, and to use think-aloud strategies to examine point of view, main idea and details. Attachment 10.1 Learning Activity – Story Map should be used to examine the novel (and any other novels or short stories read throughout the unit). • The teacher should also model and ask questions to show close and critical reading. Some examples are in this link: http://www.readwritethink.org/files/resources/30777_guide.pdf • A good strategy here would be to make an

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	<p>relevant and insignificant details.</p> <ul style="list-style-type: none"> • How to reference textual evidence. 		<p>open-ended questions to elicit the most detailed and interesting responses.</p> <ul style="list-style-type: none"> ○ In what year were you in 10PPthPP grade? ○ What music was popular among teenagers? ○ What books were popular? ○ What fashions were popular among teenagers? ○ What were the key political or social issues? ○ What was school like? ○ The teacher or the student can add other questions. <ul style="list-style-type: none"> • The teacher assesses the interview in conjunction with the Shared Experiences essay or the following: http://www.readwritethink.org/files/resources/lesson_images/lesson805/peer-review2.pdf • The student presents his/her finding, using grammatically correct language and various types of phrasing to keep the listener's interest. (See resource below and language indicators for unit) 	<p>a personal "word wall" in the reading logs.</p>	<p>anchor chart during the think aloud with this information for the class to reference. See http://www.readingrockets.org/strategies/think_alouds and for a student handout http://www.readingrockets.org/content/pdfs/thinkaloud_checklist.pdf</p>
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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)			STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 10.L.1a 10.L.1c 10.LA.1a 10.LA.2 10.R.2I 10.R.2L 10.R.5I 10.R.8 10.S.5 10.W.2</p> <p>EQ/EU: EQ2/EU2 EQ3/EU3</p> <p>T/A: A2 A3</p>	<ul style="list-style-type: none"> The difference between fact and opinion. Organizational patterns for expository essays. How to apply reference sources to verify and support information. How to analyze and apply organizational patterns to connect ideas and to write expository essays. How to express thoughts and opinions to discuss current events. 	<ul style="list-style-type: none"> Editorial Expository Point of view (nonfiction) 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Newspaper Project</p> <ul style="list-style-type: none"> The student writes three articles for an imaginary newspaper. (As an option, the class could work together on a class newspaper.) The student works independently to write a news report, an editorial, and a sports story. The news report should be about a current event happening in the school or local community. The article should only contain facts. The editorial should be about a current event in the school or local community as well. It can be the same current event as the news article, but that is not required. 	<p>Shared Reading – Literature Circles</p> <p>The student reads a novel from the Literature Connections section in a group using Literature Circles. He/she views the story in a different medium to analyze and compare the various accounts of the character and the story (e.g., a person’s life story in both print and multimedia), determining which elements are emphasized in each account.</p> <ul style="list-style-type: none"> For more ideas on teaching literature that are films: http://www.scholastic.com/teachers/post/books-vs-movies-teaching-visual-literacy-and-literature-through-film For more information on literature circles, see the following links: http://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-getting-started-19.html & http://www.lauracandler.com/strategies/litcirclemodels.php#Nonfiction LiteratureCircles (Specifically for Literature Circles with non-fiction texts.) The student creates an historical influence chart to show the historical event and how the author used that event to make the story more authentic or entertaining. Example: 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Inferring the Main Idea</p> <ul style="list-style-type: none"> The teacher selects several current events news stories from the newspaper. The teacher cuts the headline off of the articles and then photocopies the articles without headlines for the student. In small groups, the students will read the news stories and discuss the main idea. They will then use the main idea to write a new headline for the news stories. Extension: The teacher can photocopy the headlines separately and give them to the student after he/she has finished writing his/her own inferred headlines. The student then matches up the real headlines with the articles and compares the headlines.



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			<p>The editorial should be an opinion-based article. The student can refer to what he/she learned on persuasion in previous units.</p> <ul style="list-style-type: none">• The sports story should be about a local, national or international sporting event. The article should be a mixture of fact and opinion.• Each article should have an appropriate headline (main idea).• The teacher assesses using a teacher-designed rubric. Helpful rubric sites are listed in the Additional Resources section.	<p>Historical Event</p> <ul style="list-style-type: none">• The Oregon Trail and the Wagon Train <p>Author's Use</p> <ul style="list-style-type: none">• To provide an authentic setting, to entertain	
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Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 10.L.1a 10.L.1c 10.LA.2 10.LA.4c 10.R.3l 10.R.5l 10.R.6l 10.R.7l 10.R.8 10.S.2a 10.S.5 10.S.6 10.W.5 10.W.6</p> <p>EQ/EU: EQ1/EU1 EQ3/EU3 EQ4/EU4</p> <p>T/A: A1, A3 A4</p>	<ul style="list-style-type: none"> Organizational patterns for expository essays. How to apply reference sources to verify and support information. How to analyze and apply organizational patterns to connect ideas and to write expository essays. How to express thoughts and opinions to discuss current events. 	<ul style="list-style-type: none"> Compare and contrast Dictionary, thesaurus, encyclopedia Expository Main idea Point of view Question types, connections Text evidence 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Shared Experiences – Life in High School</p> <ul style="list-style-type: none"> The student researches the decade in which his/her parents (or other family member interviewed for previous performance task) were in high school using history textbooks, internet resources (if available), newspapers and magazines from the time period, etc. The student should research the same general topics about which he/she interviewed his/her family member. The information should be compiled and compared to current events and current trends. Note taking organizer- http://www.readwritethink.org/files/resources/30998_rubric.pdf 	<p>Quick-Writes</p> <ul style="list-style-type: none"> The student writes in his/her Reflection Journal (can be a section of the same notebook used for the Reading Log, if desired) each day. This daily “quick-write” works well as a daily warm-up for the first 5 minutes of class. The teacher should have a question, topic, or quotation on the board as the student enters the room. The student should immediately reflect and write about the topic. The teacher can choose to ask volunteers to share at the end of the writing session. For evaluation and response, the teacher reads the journals a few times during each unit. The student should not be graded on grammatical or spelling accuracy – the student should feel free to write without editing and without fear of mistakes. Assessment should be based 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Point of View in Expository Writing</p> <ul style="list-style-type: none"> The teacher selects a short passage from an informational text or article written in the third person. The teacher reads the passage and asks the student to identify the point of view and how he/she knows it is third person. The teacher then assigns the student to rewrite the passage in first person from the point of view of one of the people involved. This might also be a good place to teach about expository text and to begin the research project idea. This site has great explanations, activities and worksheets on point of view in nonfiction text: http://www.ereadingworksheets.com/point-of-view/teaching-point-of-view/



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			<ul style="list-style-type: none">• The student compares his/her high school experience with that of his/her family members in an expository essay. He/she can present the information once finished. The teacher uses the resources section to help teach expository essay writing.• The performance task is assessed on a rubric. (See resources for sample rubric of presentations if the student presents findings).• The student should present his/her findings using grammatically correct language and various types of phrasing to keep the listener's interest. (See resource below and language indicators for unit).	<p>on effort and on what the teacher knows the student to be capable of.</p> <ul style="list-style-type: none">• Reading Log – the student keeps a running record of reading done throughout the unit. The student records the title and pages read. The teacher may choose to add reflection statements to the daily reading log regarding family, culture, or history.• Word Wall of new vocabulary learned during the unit – the student keeps a personal “word wall” in the reading logs.	
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Carmen Bernier-Grand**
 - *Poet and Politician of Puerto Rico: Don Luis Muñoz Marín*
- **Paul Robert Walker**
 - *Pride of Puerto Rico: the Life of Roberto Clemente*
- **R. A. Van Middeldyk**
 - *The History of Puerto Rico From the Spanish Discovery to the American Occupation*
- **Robert Muckley and Adela Martínez-Santiago**
 - *Stories from Puerto Rico*
- **Esmeralda Santiago**
 - *When I Was Puerto Rican*
- **Gary Soto (Autobiography)**
 - *The Drive-in Movies*
- **Charles Dickens**
 - *The Lawyer and the Ghost*
- **Jean Craighead George Door**
 - *The Wounded Wolf*
- **Anibal Muñoz Claudio**
 - *'Boricuan' Times: A Fine Collection of Puerto Rican Short Stories and other Genres*
- *Literature Timeless Voices, Timeless Theme, Copper*
- **Garrison Keillor page 107 (Nonfiction: Informal Essay)**
 - *How to Write a Letter*
- **Charlotte Pomerrantz page 156 (Lyric Poetry: Speaker, Paraphrase)**
 - *Door Number Four*
- **George Eliot page 156 (Lyric Poetry: Speaker, Paraphrase)**
 - *Count That Day Lost*
- **Nikki Giovanni page 156 (Lyric Poetry: Speaker, Paraphrase)**
 - *The World Is Not a Pleasant Place to Be*

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- **Henry Wadsworth Longfellow page 158 (Lyric Poetry: Speaker, Paraphrase)**
 - *The Children's Hour*
- **Katherine B. Shippen page 371 (Analytical Essay: Fact and Opinion)**
 - *The Strange Geometry of Stonehenge*
- **Susy Clemens page 566 (Biography: Author's Evidence)**
 - *My Papa, Mark Twain*
- **Gary Soto page 570 (Biography: Author's Evidence)**
 - *The Drive-in Movies*

Additional Resources

- Full-text short stories, novels, poems, etc from a variety of genres: <http://www.searchlit.org/>
- Literature Circles: <http://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-getting-started-19.html> & <http://olc.spsd.sk.ca/de/pd/instr/strats/literaturecircles/index.html>
- Literature Circles with Non-Fiction: <http://www.lauracandler.com/strategies/litcirclemodels.php#NonfictionLiteratureCircles>
- Rubrics: <http://rubistar.4teachers.org/index.php>
- Samples of graphic organizers for planning expository essays: http://web.gccaz.edu/~mdinchak/ENG101/expository_writing.htm
- Great information and worksheets and activities on point of view: <http://www.ereadingworksheets.com/point-of-view/teaching-point-of-view/>
- Video on Fact vs opinion and point of view in nonfiction text: <https://learnzillion.com/lessons/1923-determine-the-authors-point-of-view-and-distinguish-it-from-your-own>
- Think aloud samples and handout: http://www.readingrockets.org/content/pdfs/thinkaloud_checklist.pdf and http://www.readingrockets.org/strategies/think_alouds
- Resource information on the structure and content of an expository essay: <https://owl.english.purdue.edu/owl/resource/685/02/>
- <http://www.time4writing.com/writing-resources/expository-essay/>
- Sample rubric for presentations: http://www.readwritethink.org/files/resources/printouts/30700_rubric.pdf

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Performance Tasks

Family Member Interview

- The student chooses an older family member (parent, uncle, aunt, grandparent – not brother, sister, or cousin) to interview about what life was like when they were in high school (see attachment: 10.4 Performance Task – Interview Tips for helpful advice about conducting interviews).
- The student presents his/her final product.
- The student should present his/her findings, using grammatically correct language and various types of phrasing to keep the listener's interest. (See resource below and language indicators for unit)
- The teacher uses these two documents to guide the student on interviewing and writing a narrative: http://www.readwritethink.org/files/resources/lesson_images/lesson805/assignment.pdf and http://www.readwritethink.org/files/resources/lesson_images/lesson805/questions.pdf
- The student should be sure to ask open-ended questions to elicit the most detailed and interesting responses.
 - In what year were you in 10PPthPP grade?
 - What music was popular among teenagers?
 - What books were popular?
 - What fashions were popular among teenagers?
 - What were the key political or social issues?
 - What was school like?
 - The teacher or student can add other questions.

The teacher assesses the interview in conjunction with the Shared Experiences Essay or: http://www.readwritethink.org/files/resources/lesson_images/lesson805/peer-review2.pdf

Newspaper Project

- The student writes three articles for an imaginary newspaper. (As an option, the class could work together on a class newspaper.) The student works independently to write a news report, an editorial, and a sports story.
- The news report should be about a current event happening in the school or local community. The article should only contain facts.
- The editorial should be about a current event in the school or local community as well. It can be the same current event as the news article, but that is not required. The editorial should be an opinion-based article. The student refers to what he/she has learned on persuasion in previous units.
- The sports story should be about a local, national or international sporting event. The article should be a mixture of fact and opinion.
- Each article should have an appropriate headline (main idea).
- The teacher assesses using teacher-designed rubric. Helpful rubric sites are listed in the Additional Resources section.

Shared Experiences – Life in High School

- The student researches the decade in which his/her parents (or other family member interviewed for previous performance task) were in high school using history textbooks, internet resources (if available), newspapers and magazines from the time period, etc.
- The student should research the same general topics about which he/she interviewed his/her family member.
- The information should be compiled and compared to current events and current trends. The student compares his/her high school experience with that of his/her family member in an expository



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essay.

- The student presents his/her findings, using grammatically correct language and various types of phrasing to keep the listener's interest. (See resource below and language indicators for unit)
- The performance task is assessed on a rubric. This is a sample rubric for presentations: http://www.readwritethink.org/files/resources/printouts/30700_rubric.pdf
- See resources section for note-taking rubric and suggestions for teaching expository writing.

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Suggested Sample Lessons

- Exploring and Sharing Family Stories: <http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-sharing-family-stories-805.html>
- A Portrait of Our World: Making Connections and Developing Comprehension: <http://www.readwritethink.org/classroom-resources/lesson-plans/portrait-world-making-connections-30777.html>
- My Life/Your Life: A Look at Your Parents' Past: www.readwritethink.org/classroom-resources/lesson-plans/life-your-life-look-947.html
- Teaching books that are also movies: <http://www.scholastic.com/teachers/post/books-vs-movies-teaching-visual-literacy-and-literature-through-film>