

<b>Topic/Theme Duration</b>	Personal Narrative & Performance with Francisco Jimenez’s <u>The Circuit</u> 4 weeks
<b>Students</b>	Entering-Transitioning English as a New Language (ENL) students, grades 9-10
<b>Overview</b>	This unit uses repetition and performance strategies, such as reader’s theatre, to aid ENL students’ comprehension of <i>The Circuit</i> . As the Entering & Emerging (E-E) students focus on more basic comprehension and language pragmatics, Transitioning (T) students will analyze the construction and the voice of the personal narrative as well as techniques of adapting literature into drama. Students will perform brief scenes from each chapter provided by the instructor that will culminate in the performance of the final chapter, which they will write the script for themselves, in heterogenous groupings. The first half of the unit will use the jigsaw method of placing students in expert groups based on level and then heterogenous groups to share information discussed in the expert groups. The second half of the unit uses parts of Ping Chong + Company’s <i>Secret Histories</i> for a personal narrative performance piece that will help scaffold the personal narrative that the students will be writing with <u>The Circuit</u> as a model. Throughout the unit, students will complete journal entries as homework and more formal written reflections that will scaffold classroom discussions, activities and writing assignments. Please note that the final written activity will be heavily scaffolded with graphic organizers and visuals.
<b>Essential Questions &amp; Skills</b>	<p><b>Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. What events are included in (or left out of) personal narratives? Why?</li> <li>2. How can objects be used to tell a story?</li> <li>3. Are all men created equal?</li> </ol> <p><b>Essential Skills</b></p> <ol style="list-style-type: none"> <li>1. How can we identify the role of voice &amp; craft in the personal narrative?</li> <li>2. How can we identify the key dramatic elements of a story and adapt it for performance?</li> <li>3. How can I use personal narrative to communicate my experiences?</li> </ol>
<b>Key Student Learning Objectives</b>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>● Analyze the structure of the narrative in <u>The Circuit</u> and use it as a model to write their own personal narratives.</li> <li>● Identify &amp; use specific adaptation techniques to write a script and perform a scene based on the final chapter of the <u>The Circuit</u>.</li> <li>● Reflect on their experiences to create a documentary-based performance piece.</li> <li>● Reflect on their overall participation in this unit.</li> </ul>
<b>Sequence of Key Learning Activities</b>	<ol style="list-style-type: none"> <li>1. Introduction to Francisco Jimenez and <u>The Circuit</u></li> <li>2. Read the text while using journaling and performance strategies to support comprehension, analysis &amp; reflection.</li> <li>3. Adapt the final chapter of the book for a performance.</li> <li>4. Write a reflection on the first half of the unit.</li> <li>5. Create a performance piece modeled after Ping Chong and Company’s “Secret Histories.”</li> <li>6. Use the performance piece to help scaffold writing the personal narrative.</li> </ol>
<b>Key Texts to be Used</b>	<u>The Circuit</u> , <a href="#">biography of Francisco Jimenez</a> , <a href="#">interview with Francisco Jimenez</a> , The Preamble to the Declaration of Independence & adaptations of <u>The Circuit</u> to be completed by the instructor in order to illustrate different adaptation techniques.
<b>Assessments</b>	<p>Informal: journal entries &amp; performances of scenes from book</p> <p>Formal: adaptation and performance of final scene from book, personal narrative performance and written personal narrative.</p>

WEEK	MON	TUES	WED	THURS	FRI
1	<u>Who is Francisco</u>	<u>Work &amp; School for</u>	<u>Language of Crisis</u>	<u>Migrant Life</u>	<u>Disappointment</u>

	<p><b><u>Jimenez?</u></b></p> <p><b>Reading:</b> <i>Under the Wire &amp; Jimenez biography &amp; interview</i></p> <p><b>Language:</b> SWBAT identify and review the usage of verbs in the past tense to narrate a sequence of events.</p> <p><b>Journal for All:</b> Use the past tense to write the sequence of events surrounding your arrival in the United States.</p> <p><b>Journal for T:</b> How does the narrator communicate his age? What words (diction) communicate that a child is the narrator?</p>	<p><b><u>the Migrant</u></b></p> <p><b>Reading:</b> <i>Soledad &amp; Inside Out</i></p> <p><b>Performance:</b> Students will use scripts provided by teachers to act out scenes from the chapters using an adaptation technique focuses on communicating events through dialogue.</p> <p><b>Language:</b> SWBAT use the past tense to describe their first experience with school in the US.</p> <p><b>Journal for All:</b> Use the past tense to describe your first day of school in the US. Was it similar or different from the narrator's?</p> <p><b>Journal for T:</b> What techniques (dialogue, description of setting, first person narration, etc.) does the narrator use to describe his first day at school?</p>	<p><b><u>&amp; Friends</u></b></p> <p><b>Reading:</b> <i>Miracle in Tent City &amp; El Angel de Oro</i></p> <p><b>Performance:</b> Students will use scripts provided by teachers to act out scenes from the chapters that focuses on zooming in and writing dialogue for a single event.</p> <p><b>Language:</b> SWBAT use the appropriate language to seek help at the hospital in the case of an emergency.</p> <p><b>Journal for All:</b> Miguelito is one of the narrator's first friends. Use the past tense to describe one of your first friends. Are you in touch now? Are you still friends?</p> <p><b>Journal for T:</b> How does the dialogue in the scene compare to the narration of the same scene in the story? How does the language of the dialogue communicate the crisis?</p>	<p><b>Reading:</b> <i>Christmas Gift &amp; Death Forgiven</i></p> <p><b>Performance:</b> Students will use scripts provided by teachers to act out scenes from the chapters that focuses on zooming out and placing a series of events in a historical context and zooming in to write dialogue for a specific moment.</p> <p><b>Language:</b> SWBAT describe the basic conditions and the economic causes of the migrant life and weigh the advantages and disadvantages of this life for Francisco and his family.</p> <p><b>Journal for All:</b> Describe the advantages and disadvantages of the migrant life for Francisco and his family.</p> <p><b>Journal for T:</b> Compare the script and the narration of the same scene in the text. ? What is the same? What is different?</p>	<p><b>Reading:</b> <i>Cotton Sack &amp; The Circuit</i></p> <p><b>Performance:</b> Students will use scripts provided by teachers to act out scenes from the chapters using an adaptation technique focuses on dialogue &amp; first person narration.</p> <p><b>Language:</b> SWBAT describe moments of disappointment in the text and compare them to their own lives.</p> <p><b>Journal for All:</b> When were you disappointed? Did it have to do with moving? How does Francisco cope? How did you cope?</p> <p><b>Journal for T:</b> Compare the script and the narration of the same scene in the text. What is the same? What is different?</p>
2	<p><b><u>Working Conditions</u></b></p> <p><b>Reading:</b> <i>Learning</i></p>	<p><b><u>Are all Men Created Equal?</u></b></p> <p><b>Reading:</b> <i>Moving</i></p>	<p><b><u>Writing Scenes</u></b></p> <p>Over the course of the next two days,</p>	<p><b><u>Writing Scenes Continued</u></b></p>	<p><b><u>Performing Scenes</u></b></p> <p>Each group will perform their</p>

	<p><i>the Game &amp; To Have and to Hold</i></p> <p><b>Performance:</b> Students will use scripts provided by teachers to act out scenes from the chapters that focuses on zooming out and placing a series of events in a historical context and zooming in to write dialogue for a specific moment.</p> <p><b>Language:</b> SWBAT to explain why Gabriel refused to pull the plough &amp; the impact of his actions.</p> <p><b>Journal for All:</b> What does the scene with Gabriel and the plough tells us about the working conditions for migrant workers? Compare the script and the narration of the same scene in the text. What is the same? What is different?</p>	<p><i>Still &amp; Preamble to Declaration of Independence</i></p> <p>In place of a performance there will be a mini-lesson on the Declaration of Independence.</p> <p><b>SWBAT</b> explain the use of irony in the final chapter of the book.</p> <p><b>Journal for All:</b> In your own words, describe irony. What is ironic about the mention of the Declaration of Independence in this chapter? Do you think that the words in the preamble are true? Are all men created equal?</p>	<p>students will be placed in heterogenous groupings to write scripts for their own scenes based on the final chapter of the book. Each group will be assigned a specific adaptation technique to use. Everyone in the group will be required to have a speaking part.</p>		<p>scenes. As the groups perform, each student will be asked to identify the adaptation technique used.</p> <p><b>Journal for All:</b> Reflection on performances. What was it like to adapt the book? What was easy? What was hard? Did acting out the story make you see the story differently? Did seeing the performances change your perspective on the story?</p>
<p>3</p>	<p><b><u>First day of personal narrative: I am From</u></b></p> <p>Students will be reminded of norms as the teacher explains</p>	<p><b><u>I Believe Statements</u></b></p> <p>Students will write and share I believe statements and</p>	<p><b><u>Adapted from Ping Chong + Company River Stone Activity 1</u></b></p> <p>Each participant has</p>	<p><b><u>Adapted from Ping Chong + Company River Stone Activity 2</u></b></p> <p>Staging -Ask the</p>	<p><b><u>Reflection on River Stone &amp; intro to writing assignment</u></b></p> <p>The class will discuss the</p>

	<p>that they are going to begin a series of lessons that will help them to develop their own voice as a writer, just as Jimenez did in the Circuit.</p> <p>Students will write an "I am from..." poem using <i>Where I'm From</i> by George Ella Lyon and <i>The Native American Broadcasting System</i> by Sherman Alexie as models.</p>	<p>describe the experiences or moment that shaped their beliefs.</p>	<p>a piece of paper. They are instructed to draw two wavy lines on the diagonal across the page. This makes their "river." In the top left corner, they write the day they were born. On the lower right corner, the current date. There are three writing prompts. With each prompt, the participants think of a memory, draw a "stone" in the river at the approximate time in their life it took place, and write a summary of the memory.</p> <p>Prompts – 1) I remember the first day of school 2) I remember feeling love 3) I remember feeling loss</p> <p>At the conclusion of the three prompts, the participants are asked to pick one memory to share with a partner (and the larger group). Circle the memory on the paper and make sure they have identified the year of the memory (it can be approximate).</p>	<p>participants to line up chronologically based on the memory they wish to share. Once lined up, divide the group (if over 10 people) into two. Ask the first group to step forward and "stage" according to the below instructions:</p> <p>-Once in chronological order, instruct the group to do the following</p> <p>The person with the earliest memory steps forward and says their three sentences: "My name is, and I remember [prompt they chose]. One sentence summary of memory. Because of this, I am now [impact statement]</p> <p>Speaker steps back into line. The next person steps forward. Repeat down the line until the end.</p> <p><b>In Class Journal:</b> What was it like to hear events from your lives woven together? <b>To be discussed in class.</b></p>	<p>differences between saying something out loud in a performance and in writing before the teacher introduces the final writing assignment-- a personal narrative-- for the unit.</p> <p>For the final assessment students will be asked to select an object from their lives to anchor their narrative. They will be directed back to <u>The Circuit</u>, where Jimenez uses objects such as the parrot, the trumpet, the cotton sack, the notebook and the penny to anchor scenes that illuminate a specific aspect of his life. Students will review these moments of the text together in groups.</p> <p><b>Journal:</b> Which objects have been important to you? Why? Think of objects that help to illustrate your I believe statements and your River Stone activity.</p>
<p>4</p>	<p><b><u>Writing Day 1: Choosing an Object</u></b></p> <p>Students will work in pairs to discuss their journal entries and help them pick an object to write about.</p> <p><b>Journal:</b> Write about</p>	<p><b><u>Writing Day 2: Choosing a Memory</u></b></p> <p>Students will work in pairs to discuss their journal entries and help them pick a single memory to write about.</p>	<p><b><u>Writing Day 3: Writing about a Memory</u></b></p> <p>Students will work in pairs to brainstorm about how they can write about their memories in a way that communicates</p>	<p><b><u>Writing Day 4: Continue Writing</u></b></p> <p>Students will continue working and seek specific help (if needed) based on their journal entry. Peer reviews will be</p>	<p><b><u>Sharing and Reflection</u></b></p> <p>The narrative will be due at the beginning of class. For the do now, students will be asked to identify 1-2 sentence from their</p>

	<p><i>the memories you associate with your object.</i></p>	<p><b>Journal:</b> Write about the overall impact that this memory has had on you? What does this memory communicate about you? Look back at your River Stone writings and your I Believe statements. How does this memory or moment relate to them?</p>	<p><i>bigger ideas about who they are and what they believe. They will consider literary devices such as diction and imagery.</i></p> <p><b>Journal:</b> Write about your progress on this task. What is hard? What is challenging? What do you need more help with?</p>	<p><i>orchestrated for students who are interested.</i></p> <p><b>Homework:</b> Finish narrative.</p>	<p><i>narrative to share with the class.</i></p> <p><i>For the remainder of class, students will reflect on the unit in a discussion. Did they feel comfortable sharing details about their lives? Was it easy to write about something that is important to you?</i></p> <p><b>Journal:</b> Did writing your own personal narrative to change how you see <u>The Circuit</u>? If so, how? If not, try to think of another personal narrative that you have read (for example, <u>The Narrative of the Life of Frederick Douglas</u>) and compare it to the <u>The Circuit</u>.</p>
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