



Unit 3: Language, Race and Identity

Cycle 3: Writing

Lesson 1

Unit Questions	How do language, race, and identity impact people’s daily lives?	
Unit Writing Prompt	Write a “testimonio” about your identity and why it is important in your life.	
Lesson 1 Objectives	<ul style="list-style-type: none"> • Explore the context and history of a “testimonio”. • Understand the role of identity in a “testimonio”. • Decide on a topic for individual “testimonio”. 	
Materials	Teacher	Students
	<ul style="list-style-type: none"> <input type="checkbox"/> Cycle 3 Powerpoint <input type="checkbox"/> "Mi Abuela Panchita" video 	<ul style="list-style-type: none"> <input type="checkbox"/> Student Workbook, p. 3

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Lesson (2 min)	<p><u>Introduce Lesson</u></p> <p><i>Today we will learn about a kind of writing called a “testimonio”, so we can think about writing our own.</i></p> <ul style="list-style-type: none"> • <i>First, we are going to read and watch an animated testimonio by Ricardo Ramirez that talks about why his Abuela Panchita was so important in his life.</i> • <i>Before we begin, what do you think a “testimonio” is? What is the English word?</i> <p>NOTE: The translation for “testimonio” is “testimony”.</p> <ul style="list-style-type: none"> • But the meaning in Spanish is more akin to a story of identity expression, whereas the English translation may elicit connections to religious testimonies, or legal testimonies. • This is good to explore with students, while also making sure that they come to understand the definition for this writing cycle.
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Reading and Embedded Language (10 min)	<p>Open the Unit 3 Writing Powerpoint.</p> <ul style="list-style-type: none"> • SLIDE 2: <i>We are going to focus on writing or recording a “testimonio”. A testimonio is a story about yourself that shows an important part of your life and your identity. It’s like an identity story! In a testimonio, you can tell your own stories of events that happened in the past, and reflect on how the stories connect to your identity.</i> • SLIDE 3: <i>In this last CLAVES cycle, you are going to write a testimonio that relates to your identity. Let’s look at this definition of identity and think about some things that are a part of your identity.</i> <ul style="list-style-type: none"> ○ NOTE: Solicit student responses to naming things that are parts of their identities. • SLIDE 4: <i>Open your Student Workbooks to p. 3. You’ll see the written testimonio that we will now watch, called “Mi Abuela Panchita”.</i>
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	Watch “Mi Abela Panchita” video (https://www.youtube.com/watch?v=bYfB9lfbhBg&t=38s , 2:12 minutes)
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Deconstruct testimonios (18 min)	<p><u>Deconstruct Mentor Text</u> Resume Unit 3 Writing Powerpoint.</p> <p><i>Now, let's talk about what goes into a testimonio.</i></p> <p>NOTE: Move through each slide to discuss how the writer used setting, characters and plot to express their identity through this testimonio.</p> <ul style="list-style-type: none">● SLIDE 5: <u>Setting and Characters</u><ul style="list-style-type: none">○ <i>Who were the characters?</i>○ <i>Where did the story take place?</i>● SLIDE 6: <u>Plot/What happened?</u><ul style="list-style-type: none">○ <i>What was Ricardo's testimonio about?</i>● SLIDE 7: <u>Identity Expression</u><ul style="list-style-type: none">○ How was the testimonio about his Abuela part of his identity?○ What connections, feelings, or thoughts did you have as we read/watched this testimonio?● SLIDE 8: <u>Identity Expression</u><ul style="list-style-type: none">○ After discussion of the previous slide, advance to slide 8 to reveal the text that provides an answer to the questions. Compare text with discussed responses. <p><u>Identifying a Topic</u></p> <ul style="list-style-type: none">● SLIDE 9: <i>Now that we have a deeper understanding of what a testimonio is, let's think about ourselves, and what our testimonios could focus on.</i>● <i>Here are some questions you can think about to help you select your topic:</i><ul style="list-style-type: none">○ <i>What story could you tell about your own identity?</i>○ <i>When did this story about your identity happen?</i>○ <i>How is this testimonio important to your identity?</i> <p>NOTE: Give students some time to think, jot ideas, or discuss together what they might write their testimonios about.</p>
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Wrap Up (1 min)	<p><u>Close Lesson</u> <i>Nice job everyone! Tomorrow we will start writing our own testimonios.</i></p>
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The CLAVES Curriculum

Unit 3: Language, Race and Identity

Cycle 3: Writing

Lesson 2

Unit Questions	How do language, race, and identity impact people's daily lives?	
Unit Writing Prompt	Write a testimonio about your identity and why it is important in your life.	
Lesson 2 Objective	<ul style="list-style-type: none"> • Review the purpose of a testimonio. • Begin drafting. 	
Materials	Teacher	Students
		<input type="checkbox"/> Student Workbook

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Lesson (1 min)	<p><u>Introducing Lesson</u> <i>Today we will start writing our testimonios!</i></p>
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Pre-writing discussion (10 min)	<p><u>Determine Writing Topic</u> <i>First, who can give us a definition of what a testimonio is?</i></p> <p>NOTE: Solicit definitions from students.</p> <ul style="list-style-type: none"> • <i>Since last time, what have you decided to write your testimonios about? What is the story that you want to tell us about your identity?</i> • <i>How is this testimonio important to your identity?</i> <p>NOTE: The objective is to prime students for the writing component of the lesson.</p>
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Drafting (20 min)	<p><u>Drafting</u></p> <ul style="list-style-type: none"> • Provide each student with the graphic organizer: A (scaffolded; p. 5-6 in Student Workbook) or B (unscaffolded; p. 7-8 in Student Workbook) appropriate to their writing needs. • Make sure that students reference the structure (p. 4 of Student Workbooks) and purpose (from Powerpoint) of the testimonio. • Observe students and address issues as they come up.
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Wrap Up (1 min)	<p><u>Close Lesson</u> <i>Nice work today! Tomorrow we'll finish writing and sharing our testimonios.</i></p>
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Cycle 3: Writing

Lesson 3

Unit Questions	How do language, race, and identity impact people's daily lives?	
Unit Writing Prompt	Write a testimonio about your identity and why it is important in your life.	
Lesson 3 Objectives	<ul style="list-style-type: none"> • Continue working on drafting testimonios. • Finalize and share testimonios in the group 	
Materials	Teacher	Students
		<input type="checkbox"/> Student Workbook, p. 4 and writing pages

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Lesson (1 min)	<u>Introduce Lesson</u> <i>Today we'll continue working on drafting and finalizing our testimonios!</i>
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Finishing up writing (18 min)	<u>Continue Finishing Up Writing</u> Give students time to continue writing their testimonios. <ul style="list-style-type: none"> • For students who finished writing, review their draft as a group, in pairs, or individually. • Guide revision of students' writing using the guiding questions for testimonios (p. 4 of Student Workbook).
Group sharing (10 min)	<p>NOTE: Skip the following if students need more time to finish writing. Otherwise, choose from the options below.</p> <p>Whole-group sharing:</p> <ul style="list-style-type: none"> • Invite students to individually read their testimonios aloud to the group. Then ask them to share why they chose this testimonio, and why it is important to them. <p>Publishing a final product:</p> <p>NOTE: This will take more time than allotted, so only do this if there is motivation and interest.</p> <ul style="list-style-type: none"> • Have students transfer their revised writing in the Graphic Organizer to a new blank paper, • OR take it a step further and have students animate and/or audio-record their written testimonios (as in "Mi Abuela Panchita")

Wrap Up (1 min)	<u>Close Lesson</u> <i>Amazing work everyone. We are done with CLAVES!</i>
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