



# The CLAVES Curriculum

## Unit 3: Language, Race and Identity

### **Cycle 3: Writing**

#### Lesson 1

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

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

<b>Introduce Lesson</b> (2 min)	<p><b><u>Introduce Lesson</u></b></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"> <li>• <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></li> <li>• <i>Before we begin, what do you think a “testimonio” is? What is the English word?</i></li> </ul> <p><b>NOTE:</b> The translation for “testimonio” is “testimony”.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• This is good to explore with students, while also making sure that they come to understand the definition for this writing cycle.</li> </ul>
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<b>Reading and Embedded Language</b> (10 min)	<p>Open the Unit 3 Writing Powerpoint.</p> <ul style="list-style-type: none"> <li>• <b>SLIDE 2:</b> <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></li> <li>• <b>SLIDE 3:</b> <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"> <li>○ <b>NOTE:</b> Solicit student responses to naming things that are parts of their identities.</li> </ul> </li> <li>• <b>SLIDE 4:</b> <i>Open your Student Workbooks to p. 3. You’ll see the written testimonio that we will now watch, called “Mi Abuela Panchita”.</i></li> </ul> <p>Watch “Mi Abela Panchita” video (<a href="https://www.youtube.com/watch?v=bYfB9IfbhBg&amp;t=38s">https://www.youtube.com/watch?v=bYfB9IfbhBg&amp;t=38s</a>, 2:12 minutes)</p>
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<p><b>Deconstruct testimonios (18 min)</b></p>	<p><b><u>Deconstruct Mentor Text</u></b> Resume Unit 3 Writing Powerpoint.</p> <p><i>Now, let's talk about what goes into a testimonio.</i></p> <p><b>NOTE:</b> 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"><li>● <b>SLIDE 6: <u>Setting and Characters</u></b><ul style="list-style-type: none"><li>○ <i>Who were the characters?</i></li><li>○ <i>Where did the story take place?</i></li></ul></li><li>● <b>SLIDE 7: <u>Plot/What happened?</u></b><ul style="list-style-type: none"><li>○ <i>What was Ricardo's testimonio about?</i></li></ul></li><li>● <b>SLIDE 8-9: <u>Identity Expression</u></b><ul style="list-style-type: none"><li>○ <i>How was the testimonio about his Abuela part of his identity?</i></li><li>○ <i>What connections, feelings, or thoughts did you have as we read/watched this testimonio?</i></li></ul></li></ul> <p>After discussion, advance the Powerpoint to reveal the text that provides an answer to the questions. Compare answers with discussed responses.</p> <p><b><u>Identifying a Topic</u></b></p> <ul style="list-style-type: none"><li>● <b>SLIDE 10:</b> <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></li><li>● <i>Here are some questions you can think about to help you select your topic:</i><ul style="list-style-type: none"><li>○ <i>What story could you tell about your own identity?</i></li><li>○ <i>When did this story about your identity happen?</i></li><li>○ <i>How is this testimonio important to your identity?</i></li></ul></li></ul> <p><b>NOTE:</b> Give students some time to think, jot ideas, or discuss together what they might write their testimonios about.</p>
<p><b>Wrap Up (1 min)</b></p>	<p><b><u>Close Lesson</u></b> <i>Nice job everyone! Tomorrow we will start writing our own testimonios.</i></p>



# The CLAVES Curriculum

## Unit 3: Language, Race and Identity **Cycle 3: Writing** Lesson 2

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

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

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

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

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

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