



The CLAVES Curriculum

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"> ❑ Cycle 3 Powerpoint ❑ "Mi Abuela Panchita" video 	<ul style="list-style-type: none"> ❑ 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> <p>Watch "Mi Abela Panchita" video (https://www.youtube.com/watch?v=bYfB9IfbhBg&t=38s, 2:12 minutes)</p>
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Deconstruct testimonios (18 min)

Deconstruct Mentor Text

Resume Unit 3 Writing Powerpoint.

Now, let's talk about what goes into a testimonio.

NOTE: Move through each slide to discuss how the writer used setting, characters and plot to express their identity through this testimonio.

- **SLIDE 6: Setting and Characters**
 - *Who were the characters?*
 - *Where did the story take place?*
- **SLIDE 7: Plot/What happened?**
 - *What was Ricardo's testimonio about?*
- **SLIDE 8-9: Identity Expression**
 - *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?*

After discussion, advance the Powerpoint to reveal the text that provides an answer to the questions. Compare answers with discussed responses.

Identifying a Topic

- **SLIDE 10:** *Now that we have a deeper understanding of what a testimonio is, let's think about ourselves, and what our testimonios could focus on.*
- *Here are some questions you can think about to help you select your topic:*
 - *What story could you tell about your own identity?*
 - *When did this story about your identity happen?*
 - *How is this testimonio important to your identity?*

NOTE: Give students some time to think, jot ideas, or discuss together what they might write their testimonios about.

Wrap Up (1 min)

Close Lesson

Nice job everyone! Tomorrow we will start writing our own testimonios.



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)	<u>Introducing Lesson</u> <i>Today we will start writing our testimonios!</i>
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Pre-writing discussion (10 min)	<u>Determine Writing Topic</u> <i>First, who can give us a definition of what a testimonio is?</i> NOTE: Solicit definitions from students. <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> NOTE: The objective is to prime students for the writing component of the lesson.
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Drafting (20 min)	<u>Drafting</u> <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)	<u>Close Lesson</u> <i>Nice work today! Tomorrow we'll finish writing and sharing our testimonios.</i>
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The CLAVES Curriculum

Unit 3: Language, Race and Identity 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
		<ul style="list-style-type: none"> ☐ 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)	<p><u>Introduce Lesson</u> <i>Today we’ll continue working on drafting and finalizing our testimonios!</i></p>
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Finishing up writing (18 min)	<p><u>Continue Finishing Up Writing</u> Give students time to continue writing their testimonios.</p> <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).
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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: 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”)
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Wrap Up (1 min)	<p><u>Close Lesson</u> <i>Amazing work everyone. We are done with CLAVES!</i></p>
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