Instructional Sample Practice for an Eighth Grade Bilingual Education Classroom Aligned to the Next Generation Learning Standards

Underlined sentences or words constitute hyperlinks. Sentences and words in bold are classroom activities that thread oral language, metalinguistic development, and flexible groupings throughout this unit.

Spotlight

This Instructional Sample Practice describes an eighth-grade dual language (Spanish-English) classroom in which oral language development, metalinguistic awareness, and flexible groupings are embedded in an English Language Arts unit that focuses on first- and second-hand accounts of Japanese American incarceration during WWII. This sample is meant to be a tool for observation and reflection, as it illustrates how teachers of Multilingual Learners (MLs) can develop instruction aligned to the eighth-grade New York State Standards for English Language Arts. The segment highlights oral language through conversations that take place within flexible student groupings. The unit also incorporates activities that target

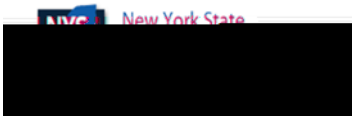
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Table 1: Road Map of the Instructional Unit for Grade

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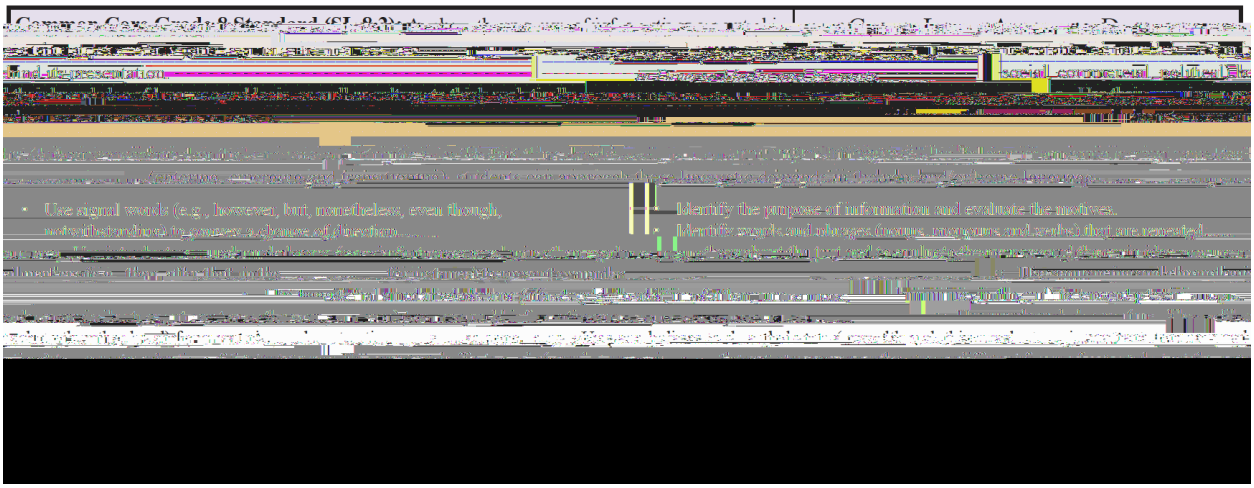
Launching the Unit:

discuss their ideas and plan out their written answers in both languages. Ms. McKenna provided these sentence frames for support:

- , WKLQN WKDW <R SLHQVR TXH«
- 7KH ZRUG BBBBBB PDNH PH WKLQN RI« /D SDODEUD BBBBBB

As a follow-up activity, students were asked to verbally share the impact that different semantic gradients and euphemisms have on them, VXFK DV ´VWHQRµ YHUVXV ´GHOLFDWHµ RU ´GHDGEHDW GDGµ YHUVXV ´SDVVHG DZD\µ Students then gave comment s and agreed or disagreed with one another . Ms. McKenna used this as an opportunity for students to practice using transitional words and phrases that would also be used throughout the unit segment. These included, however, µbecause,µ and ´on the contrary. µSome of the sentence frames and supports she provided were taken from the linguistic demand section for the Speaking and Listening Standard 2 for eighth grade. For example, the following sentence frame was used to scaffold VWXGHQWV·

The word ____ makes me think of _____. However , _____.
La palabra_____ me hace pensar en _____. Sin embargo, la palabra _____ me hace pensar en _____.



The following standards were addressed in this section:

Reading Primary and Secondary Sources and Analyzing Perspectives

As the unit continued, Ms. McKenna presented her students with primary and secondary texts that built on the content that they discussed from the video about the Japanese internment experience. In each reading activity, students were guided in analyzing the words authors use to create a narrative when writing.

Activity 1: Developing Metalinguistic Awareness in English: Analyzing the Word Choices and Perspectives in a 1945 Article

Next, Ms. McKenna engaged the whole class in a discussion about the connection between the euphemisms in the subtitles DQG WKH DXWKRU¶V Students shared their type of narrative they expect to be getting from the article. To support students in making and sharing these inferences, Ms. McKenna gave them the option of using this bilingual

Table 3: Paragraph 1 of the Article ´Coast Japs Are Interned in Mountain Camp µwith Euphemisms Highlighted by Ms. McKenna

´Coast Japs Are Interned in Mountain Camp µ

From Life Magazine, April 6, 1945

In a high mountain-walled California valley 240 miles from the sea, the vanguard of 112,000 Japanese residents of the proscribed Pacific Coast combat zone were settled comfortably last week, prepared to wait out the war in willing and not unprofitable internment. Of 1,000-odd Japs who arrived at W K H * R Y H U Q P H Q W · V 0 D F H Q W H U µ L Q 2 Z H Q V 239 more than four fifths were citizens of the U.S. A were volunteers who had offered their services to help prepare the encampment for those who will necessarily follow. For in the next month, the Ard11 0 0 1 433.63 537.3

analysis and agree (negotiate) as a group before annotating . At the end of the activity, each group shared one or two of the euphemisms they recorded on their Article Analysis handout

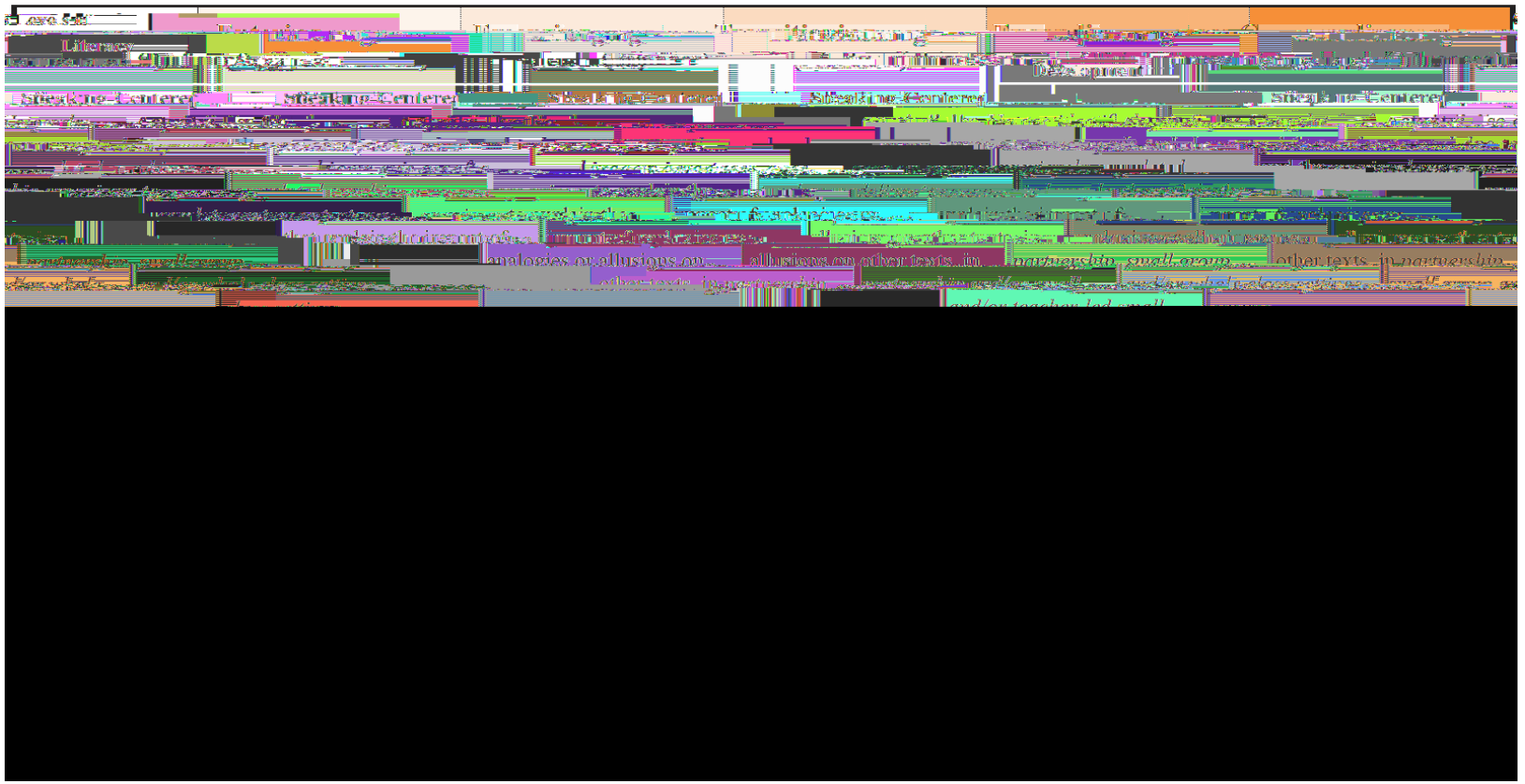
Metalinguistic Awareness: Developing Knowledge About Words and Linguistic Structures in Partnerships and Small and Whole Class Settings

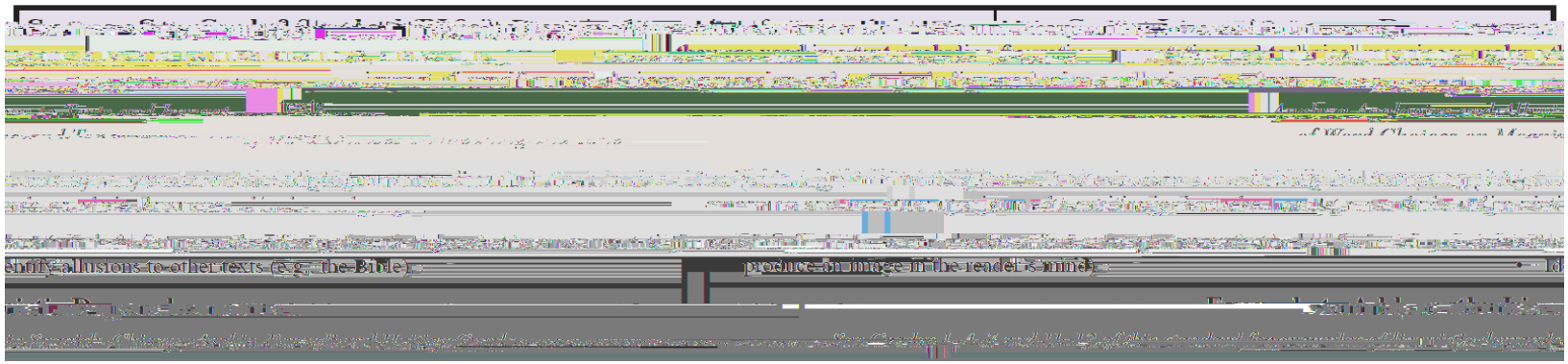
One of the instructional activities that Ms. McKenna considers salient for her V W X G H Q W V · J U R Z W the development of metalinguistic understanding that allows the students to center their attention on cross-linguistic comparisons. These pedagogical practices allow the students to develop their content knowledge and language understanding. The first element she focuses on is vocabulary knowledge

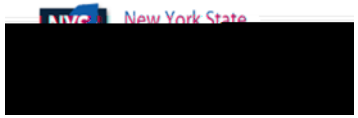
Cognates: Before the students read the articles, it was important for Ms. McKenna to analyze and model how understanding the figurative, connotative, and technical words in a text support reading comprehension. She began by looking for words that have cognates in their home languages and then discussed whether they have the same effect on the reader across languages. In this unit, Ms. McKenna reminded the class that students at all levels of English proficiency would benefit from recognizing the various cognates in the articles. For example, while analyzing the text, she asked students to think of what the following cognates mean in Spanish: evacuación, comfortable, campamento, and residente. These words were then added to the Cognates Word Wall in the classroom. Color coding was used to denote the similar and different letters in each cognate, so students could more carefully examine the differences. This activity allowed students to capitalize on their bilingualism to better understand how these terms function as euphemisms in the articles.

False Cognates: Ms. McKenna frequently helps her students be

igurative meanings, and analyze how
Analyze the Meaning and Impact of Word Choice
text, including determining technical, connotative and
texts



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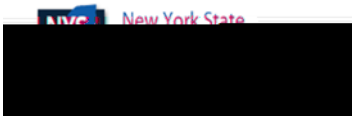
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The following standards were addressed in this section:

- 8 Reading 6: In literary texts, analyze how the differences between the point of view, perspectives of characters, the audience, or reader create effects such as mood and tone. In informational texts, ar how the author addresses conflicting evidence or viewpoints.
- 8 Reading 9: Choose and develop criteria in order to evaluate the quality of texts. Make connections other texts, ideas, cultural perspectives, eras, and personal experiences.
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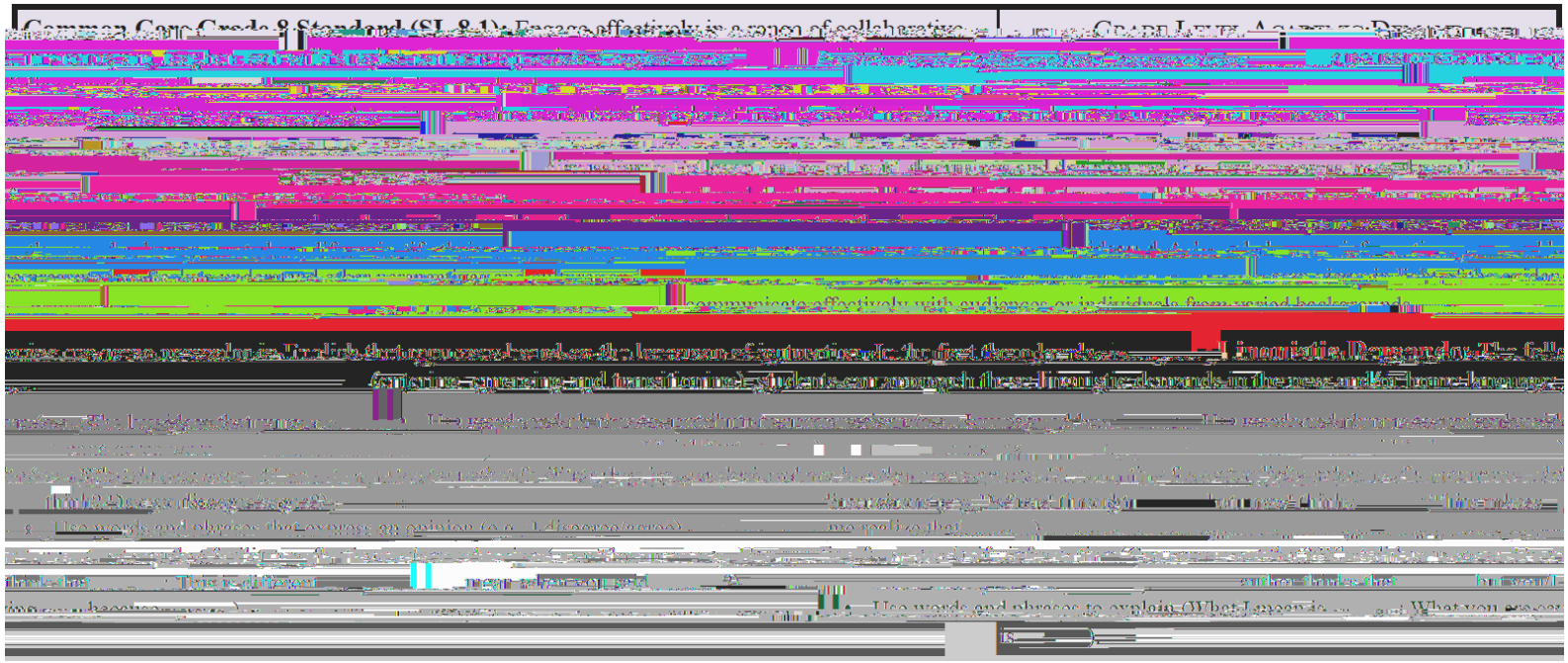

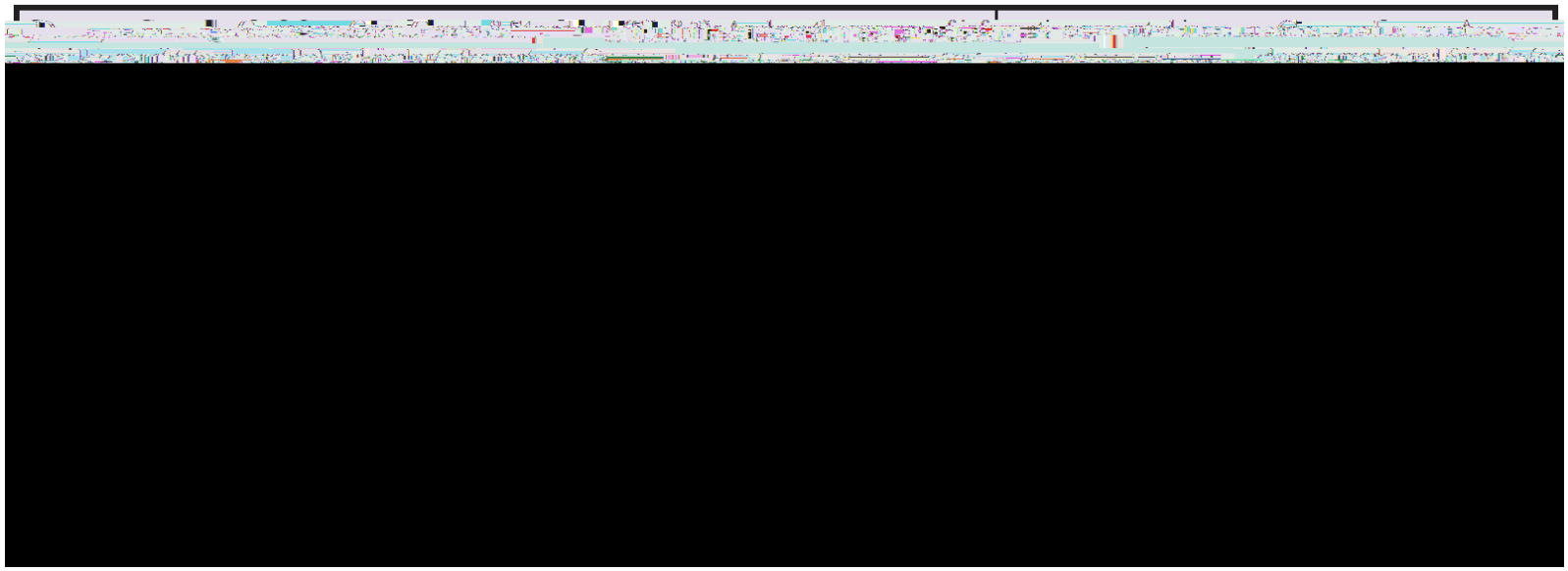

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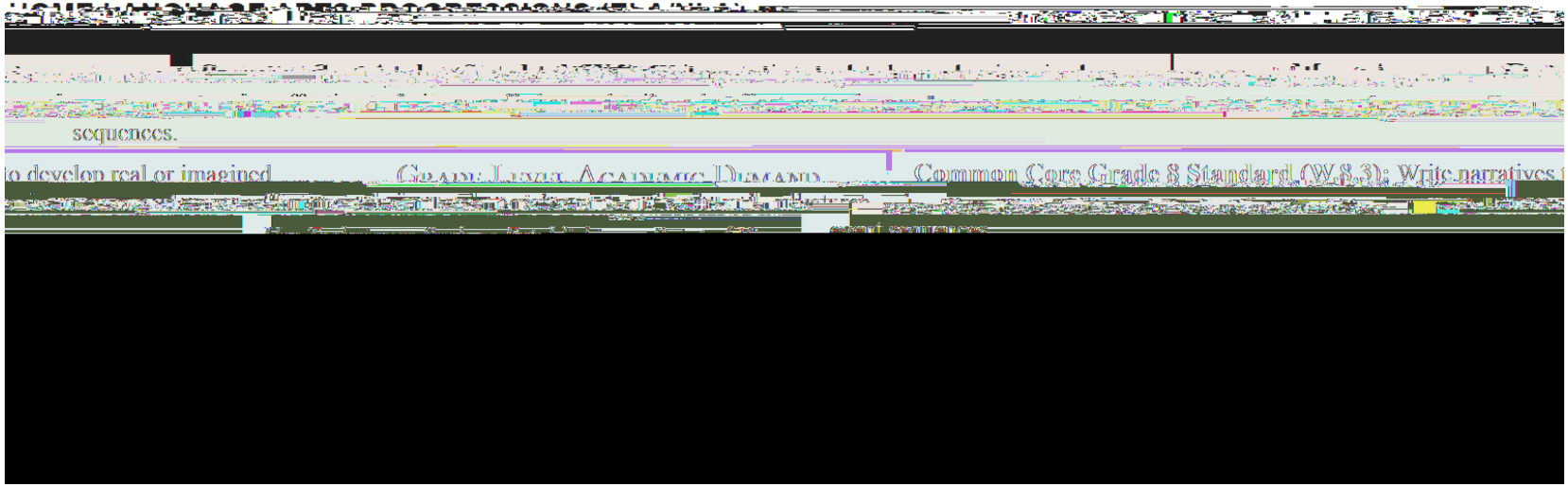
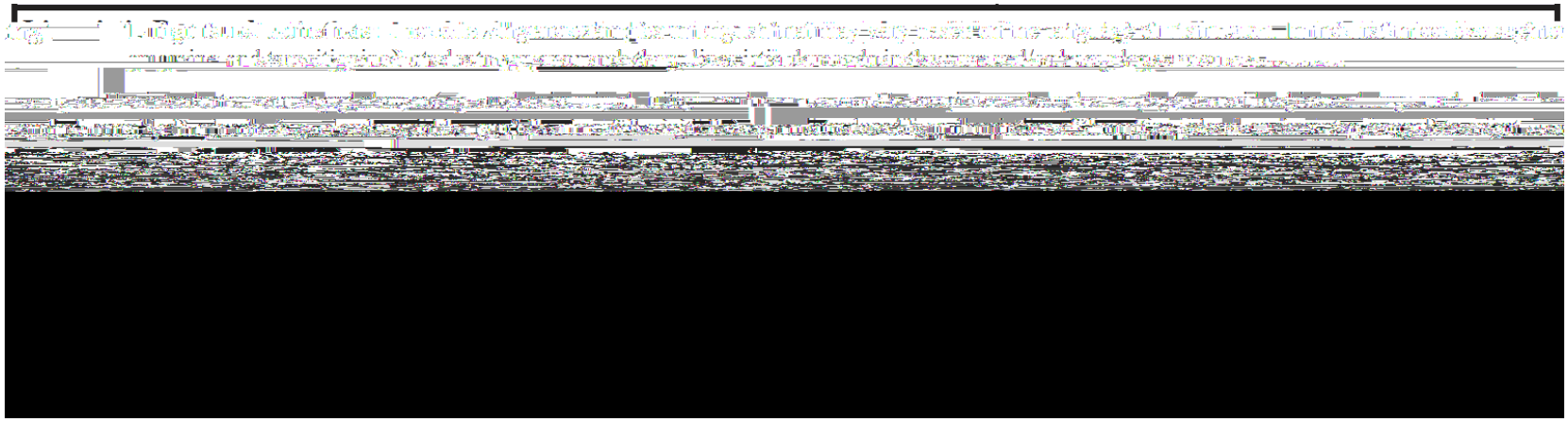
on immigration, gentrification, and


sequences.
o develop real or imagined
Grade Level Academic Demand
Common Core Grade 8 Standard (W.8.3): Write narratives

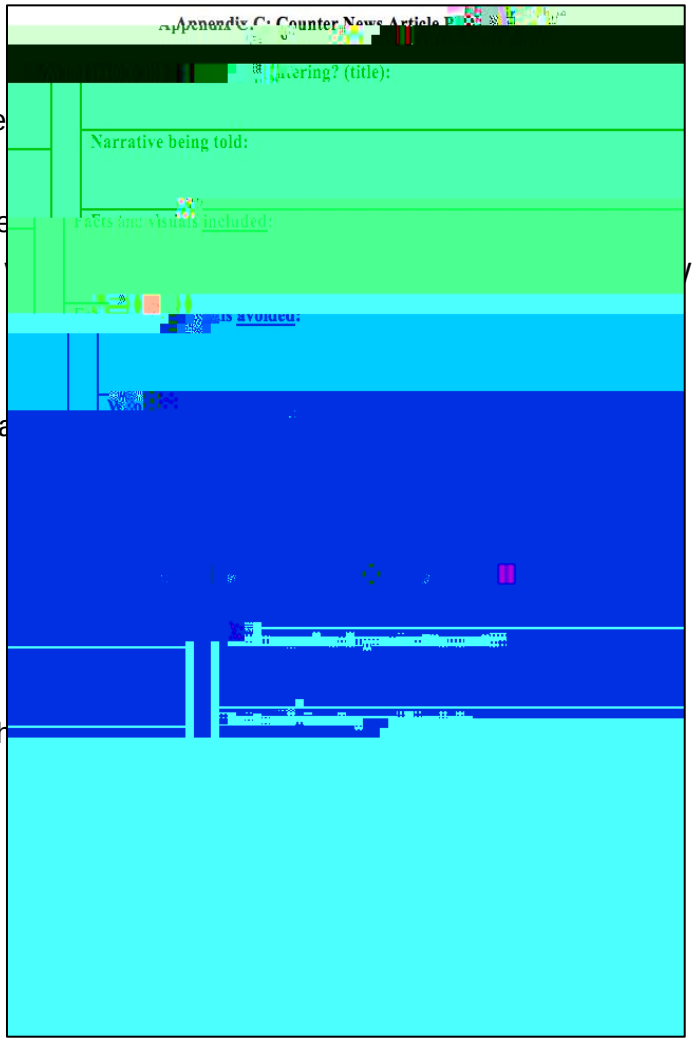


Activity 1: Choosing an Article to Counter-Narrate and Brainstorming Counter Words

> TEACHERS OF ELLS CAN ALSO INVITE STUDENTS AT ENTERING LEVELS IN E

After the groups were established, the students summarized various news articles they had read and discussed the euphemisms in them. Some students brought in articles they were interested in, while others decided to focus on articles they had read during the ELA reading activities. Ms. McKenna also gave students time to search for articles on the internet, and some students selected articles in Spanish. Talking about the articles and the euphemisms allowed students to recall what the articles were about and decide which one they wanted to counter-narrate.

After students had a chance to plan verbally, Ms. McKenna asked students to plan out the perspective and word choice they wanted to incorporate in their counter news articles. Ms. McKenna modeled with the DUWLFOH IURP WKH ILUVW Japs Are Interned in Mountain Camps. She explained that in her counter-narrative, she would refer to the Japanese Americans as prisoners instead R I ´U H V L G H Q W V µ She then asked students to suggest different ways saying that they "settled comfortably" as the article states. Students discussed this with their writing partner, and many referred to the analysis they had made on the graphic organizers during the second and third reading activities. Although the final article was to be written in English, students brainstormed and outlined their own articles using the languages in which they felt most comfortable. The Counter News Article Planning Sheet (see Appendix C) supported each group as they brainstormed ideas for their articles.



Activity 2: Planning and Drafting the Counter Article

In the second activity, Ms. McKenna asked students to work with their partner to identify and discuss the elements of the article they were countering, including the headline, introduction, photograph, details, and quotes. Before they did this on their own, Ms. 0F.HQQD PRGHOHG ZLWK WKH DUWLFOH Are Interned in Mountain Camp. To enhance the literary awareness, Ms. McKenna asked the students to read as writers. [redacted] have: aUHDGHU·V LQVLJKWV FDQ EH WXUQHG GRZQ RU XQGHUVWRRG DQG WKDW can inform the reading process. To support students in doing this, Ms. McKenna often had them take off WKHLU ´UHDGHUV· JODVVHVµ DQG WKLQN DERXW WKH ZULWHU·V FKRLFHV WKH\ PDGH In this session, she asked students to use their writ H Ue ns to dis F HU Q WKH D XW KRU·V LQWHQWLRQDO L Q W H Q W L R Q D O L W \ the elements and information was conveyed. Ms. McKenna guided the class in this analysis by collaboratively answering the following questions about ´&RDVWµ DQG WKHLU &RXQWHU &RPSµ

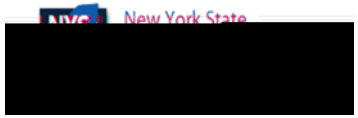
- Why do you think that the author used the headline, ´&RDVW Are Interned in Mountain &DPSµ? What effect did the author expect the headline to have on the reader?
- Of the many photographs available for this au0052005108 [(expechis)6( )6(a)3s.[(What)9(0 g 0 G [(ef

After this guided practice, students worked in partnerships to discuss their own articles and identify and discuss the elements of the article they were countering, including the headline, introduction, photograph, elaboration, and quotes. These conversations helped them think about how they would incorporate these elements in their counter articles. After their discussions, students planned their articles on the Countering News Article Planning Sheet (see Appendix C).

Next, students used their completed Newspaper Article Graphic Organizer to draft their counter articles. During this process, Ms. McKenna suggested that students first draw out the different elements that would be part of their article. Drawing before writing was a brainstorming activity that provided a scaffold for students who were at an Entering level in English to participate in the project. It is also important to note that conversations in both languages were frequently part of the brainstorming and drafting process. 0 V 0 F . H fQcQs D was V to ensure deeper dialogue among the students throughout the process, even though the final product was to be produced in the target language.

Activity 3: Providing Peer Feedback and Revisions

Activity 4: Publishing and Sharing the C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Resources

Daniels, R. (2008). Words Do Matter: A Note on Inappropriate Terminology and the Incarceration of the Japanese Americans. Available at http://www.discovernikkei.org/en/journal/2008/2/1/words-do-matter/

Densho.org https://densho.org/terminology/

- D S D Q H V H $ P H U L F D Q & L W L] H Q V / H D J X H · V 3 R Z H U R I : R U G V + D Q G E Americans in World War II https://static1.squarespace.com/static/5e8e0d3e848b7a506128dddf/t/5ffc861741448928cd131066/1610384921163/POW-Handbook-Rev2020-V4.pdf

The New York Times: Teaching Japanese

Campos de concentración de japoneses, el lado menos conocido de EEUU en la II Guerra Mundial https://www.elnuevoherald.com/noticias/estados-unidos/article30483810.html

I Know What Incarceration Does to Families. It Happened to Mine. https://www.nytimes.com/2018/07/13/opinion/when-america-incarcerated-my-family.html

A short introduction to the history of the exclusion and incarceration of Japanese-Americans during WWII http://encyclopedia.densho.org/history/

Japanese Seizure Ordered by Biddle, The Times, Dec. 8, 1941 https://timesmachine.nytimes.com/timesmachine/1941/12/08/105167931.pdf

1000 Japs Arrive at Manzanar Colony, The San Francisco News, March 24, 1942 http://www.sfmuseum.org/hist8/evac2.html

Los campos de concentración en Estados unidos durante la Segunda Guerra Mundial https://www.geopolitica.ru/es/article/los

Appendix A : Article Analysis Handout

Name: _____ Date: _____

Article: _____

Is this a primary source or a secondary source? How do you know?

From what point of view is the article written?

Whose perspective are we getting? How do you know?

What is the mood or tone of the article? What specific word choices create this mood/tone?

What does the author think about Japanese incarceration during WWII? How do you know?

What do you think this author wants the readers to believe? What is the a X W K R U · \ Y D J H Q G D

Do you think other people had an opposing perspective from this author? Who? What do you think an article with an opposing tone would like?

Appendix B: Article Comparison Handout

Appendix C: Counter News Article Planning Sheet

Name: _____ Date: _____

What article are you countering? (title):

Appendix D: Checklist of News Article Elements

Name: _____ Date: _____

Headline

Gives the reader an idea of what the article is about

Contains eye-catching words to grab the attention of the reader

Introduction (printed in bold font)

Tells readers in a more detailed way what article is about

Must be interesting so that readers continue reading

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