

ESL Curriculum Exemplar
 Aligned to the 2007 WIDA Standards
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

| The Immigrant Experience Lesson Plan #6 | | | | | | | |
|---|---------------------------|---|---|---|----------------|------------------|---------------|
| Content Area: English as a Second Language | | | | | | | |
| Lesson Title: Photo Essay | | | Timeframe: 2-4 days | | | | |
| Lesson Components | | | | | | | |
| <u>21st Century Themes</u> | | | | | | | |
| X | Global Awareness | | Financial, Economic, Business, and Entrepreneurial Literacy | X | Civic Literacy | Health Literacy: | |
| <u>21st Century Skills</u> | | | | | | | |
| X | Creativity and Innovation | X | Critical Thinking and Problem Solving | X | Communication | X | Collaboration |
| Interdisciplinary Connections: Language Arts, Social Studies, and Technology | | | | | | | |
| Integration of Technology: Digital Camera, Power Point, LCD projector | | | | | | | |
| Equipment needed: Computer/projection set-up | | | | | | | |

| Goals/Objectives | Learning Activities/Instructional Strategies | Assessment Tasks |
|---|---|--|
| <p>Students:</p> <p><i>Speaking & Writing</i></p> <ul style="list-style-type: none"> • Summarize orally and in writing what they have learned during this unit on immigration by creating a photo essay after viewing an example, using previously written sentences, and with L1 support (dictionaries, electronic translators, and clarification in their first language when possible). | <p>Key Vocabulary: Photo essay, slides, images, sequential order, layout design, showcase, creative interpretation, self-reflection</p> <p>Key language structures: Application of previously learned language structures and forms such as: use chronology/sequencing terms and concepts such as first, second, third, next, then, etc. / Transition and sequence words / past tense / compare and contrast.</p> <p>Warm-up:</p> <p>Teacher: Projects and shows the students a sample of a photo essay (Suggested resource: http://www.time.com/time/photoessays/2006/mexican_immigration/)</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none"> 1. Teacher: Explains summative assessment: A Photo Essay 2. Students: Create a photo essay about yourself and the person you interviewed, focusing on the theme of the immigrant | <p style="text-align: center;"><u>Summative</u></p> <ul style="list-style-type: none"> • Completed Photo Essay |

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experience using the sentences in your Venn Diagram. You will need to use PowerPoint, a digital camera, and the Internet. Your final photo essay will have 7 slides with an image on each slide. The first three slides will describe you and your personal immigration experience in sequential order, and then next three slides will describe the person you interviewed and his or her personal or family's immigration experience in sequential order. The last slide will explain what you learned as a result of this unit.

You will choose the layout design, images, and phrases to showcase your creative interpretation of the interview and self-reflection. Use the Photo Essay Project Guide, Summative Assessment Sheet and Grading Rubric to assist them in the process of creating your photo essay.

3. Students: Use class time and resources to create their photo essay. When they are finished, they will submit their photo essay electronically through a method that is accessible for the teacher (suggestions: Email Power Point file, post on Wiki, post on a Blog, post on class website).
4. Students: Present their finished photo essays to the class. Students will be able to read their classmates' photo essays and orally comment on them in class discussion and/or use a rubric.

Closure:

Students: Share what they learned about immigration.

Expansion/Extension/Homework:

Students: Finish photo essay, and share it with family.

Differentiation:

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective.

ELP 2: Copy sentences for the photo essay directly from their Venn diagrams.

ELP 3: Write sentences for the photo essay based on graphic organizer and discussions.

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Suggested Resources:

- Microsoft Word Document: Photo Essay Project Guide
- Microsoft Word Document: Photo Essay Summative Assessment Sheet
- Microsoft Word Document: Rubric for grading photo essay