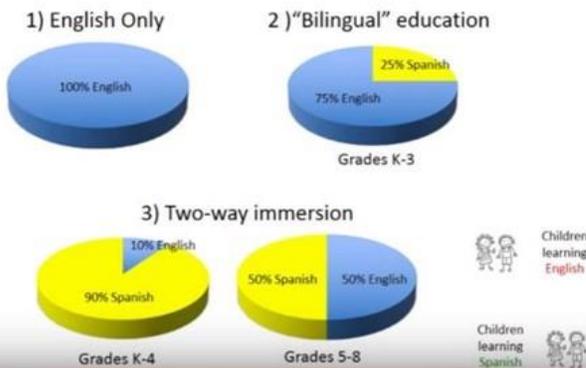




### Programs for children learning English



# Practice with Synthesis: Being Bilingual and Bicultural

## Links for the Lesson

<http://www.npr.org/2011/10/25/141584947/in-miami-school-aims-for-bi-literate-education>

<http://www.npr.org/templates/transcript/transcript.php?storyId=141584947>

<https://www.youtube.com/watch?v=uoGIwOE2CSU>

<http://www.hanksville.org/voyage/poems/legalalien.html>

<https://www.youtube.com/watch?v=FGS2v9geQRE>

<https://www.youtube.com/watch?v=KyvxRAAVBHU>

<http://potowski.org/content/video/tedx>

<https://www.youtube.com/watch?v=JQ-Vcj-sezc>

[http://apcentral.collegeboard.com/apc/public/preap/teachers\\_corner/45200.html](http://apcentral.collegeboard.com/apc/public/preap/teachers_corner/45200.html)

<https://d3jc3ahdjad7x7.cloudfront.net/Ef31t8rYh3USURQ7jNgOPQDyIDfxcgBbooJ7z9aKoS5BVBPE.pdf>

<https://prezi.com/hjdbrxkcfi5b/aria-a-memoir-of-a-bilingual-childhood/>

<https://vimeo.com/126639522>

<https://www.youtube.com/watch?v=MMmOLN5zBLY>

<http://www.nytimes.com/roomfordebate/2012/01/29/is-learning-a-language-other-than-english-worthwhile>

<https://secure->

[media.collegeboard.org/digitalServices/pdf/ap/ap16\\_frq\\_english\\_language.pdf](https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap16_frq_english_language.pdf)

[http://www.nytimes.com/2012/01/15/opinion/sunday/are-we-really-monolingual.html?\\_r=1](http://www.nytimes.com/2012/01/15/opinion/sunday/are-we-really-monolingual.html?_r=1)

<https://www.dissentmagazine.org/article/the-rise-and-fall-of-the-american-linguistic-empire>

# Practice with Synthesis: Being Bilingual and Bicultural

## Overview

This lesson is designed to encourage students to write with greater profundity when analyzing an author's choices regarding rhetorical language and other literary techniques. Pat Mora wrote the poem "Legal Alien" and Richard Rodriguez wrote the memoir *Aria: Memoir of a Bilingual Childhood*. Students will also be exposed to multimedia that teaches the context, figurative language and other poetic techniques for the literature to be compared. Students will show mastery of the standards at the end of the lesson through a Socratic discussion, TTPCAST, AP Multiple Choice and written timed essay scored on an AP style rubric.

## Essential Questions

1. Does speaking a language other than English at home stunt your educational opportunities in an American or British school?
2. Does speaking more than one language have added cognitive values?
3. Does emphasizing a monolingual society hurt the United States or England?

## Key Questions

1. How can students use the techniques of close reading to find textual evidence to support an opinion about an author's purpose?
2. What are effective uses of poetic techniques and imagery help achieve writer's purpose?
3. How can decoding figurative or rhetorical language illuminate a reader?

## 1st Lesson- 60 minutes

### Opening

[Listen](#) to the NPR story titled, "In Miami, School Aims for 'Biliterate' Education." Print a copy of the [transcript](#) for each student. Underline examples of the benefits of having more than one language brings that is described in the story. Have a few students share the examples with the class.

### Work Session

1. Students will [listen](#) or [view](#) a reading the poem "Legal Alien" read by the poet Pat Mora. Then the student should annotate [the poem](#). Print a copy for each student. They should look for examples of:

- Selection of detail
- irony
- paradox
- imagery

For struggling students, the following [video](#) provides good commentary on the poem. Listen to Pat Mora speak of her poem on this [video](#) from the beginning until 4:11.

2. View the following [TED Talk](#), "No child left monolingual," by Kim Potowski. You can also find it [here](#).

How are the following essential questions answered in the TED Talk and the poem? Have the students cite three pieces of text evidence for each question.

- a. Does speaking a language other than English at home stunt your educational opportunities in an American or British school?
- b. Does speaking more than one language have added cognitive values?
- c. Does emphasizing a monolingual society hurt the United States or England?

### Closing

You may choose to have the students' discuss the answers or have the students answer in short written responses.

## 2nd Lesson- 60 minutes

### Opening

Have the students [view](#) the video which explains how to write a SOAPSTONE Graphic Organizer. The following [website](#) gives a decent overview on writing a SOAPSTONE

### Work Session

1. The students will begin crafting a rough draft on a SOAPSTONE Graphic Organizer for Richard Rodriguez's "Aria: Memoir of a Bilingual Childhood." You can find the essay [here](#). The following [website](#) has a sample of a SOAPSTONE Graphic Organizer for "Aria: Memoir of a Bilingual Childhood." Richard Rodriguez explains why he's against Bilingual Education in this [video](#).
2. The teacher's guide for the anthology, 50 Essays is available (for now) at the following [link](#). If you go to page 112 in the pdf version (or page 104 in the guide), you will see 13 AP style multiple choice questions. The questions correspond to paragraphs 43-45 in the text. In this [document](#) you will see the three paragraphs reprinted. Have the students work in pairs and individually.

### Closing

Go over the answers with the class. The answer guide is found on page 209 in the pdf version (or 201 in the text). It is found under "RODRIGUEZ."

## 3rd Lesson- 60 minutes

### Opening

View the following [video](#) from TED-Ed about the benefits of a bilingual brain.

### Work Session

Review [Socratic Seminar](#) [Another Resource](#).

Review 6 articles from [Is Learning a Language other than English Worthwhile?](#)

As students read and discuss in small groups, encourage them to formulate an opinion on whether learning a language other than English is worthwhile. Scan through the six articles and choose three articles where students can underline or annotate textual evidence that supports their opinion. The students will use this evidence during the Socratic Seminar to strengthen their arguments.

Examine the prompt- In a recent essay, Lawrence Summers, the former President of Harvard University, wrote about preparing American students for the future. In the essay, he said that international experience was essential, arguing that English emergence as the global language makes the investment in other languages less essential.

Does he have a point? Even though Americans aren't as monolingual as you might think, is learning a language other than English a worthwhile investment?

There is a guide in the appendix for conducting a fishbowl discussion, as well as a rubric to score it. The benefit of this approach is a fluid organic discussion instead of a competitive point grubbing session.

Students will break into two groups. In the inside circle, the first group of students will discuss ethical and logical appeals made by the writer in the article. The outside group will listen and take notes on the best example they heard from each appeal discussed. There is a note sheet in the appendix in the form of the rhetorical triangle where the students will record the best comment. After 15 minutes, switch groups.

In the inside circle, the second group of students will discuss the emotional appeals and purpose. The outside group will listen and take notes on the note sheet on the best comments they heard on emotional appeals and purpose.

In the appendix, you will find the prompt to give to your students. There is a copy of the rubric, and an explanation on how to conduct fish bowl Socratic seminars.

## **Closing**

Have the students share the best comments they heard in the discussion

## **4th Lesson- 60 minutes**

### **Opening**

Students will need the entire hour to complete the essay.

### **Work Session**

[Question #1](#) of the 2016 AP English Language exam is a synthesis argument on whether English monolingualism is a disadvantage for students. The students are to read, annotate, and write the in-class 55-minute timed essay. Two of the sources need to be found online. These are [Source C](#) and [Source F](#); the rest of the sources are included in the prompt.

The rubric for the essay and student samples can be found [here](#). There are student samples and scores available, as samples are analyzed.

(When these are posted by the 2016 summer's end, I will put in the links and notify buyers of this product. It will be on the same site where you find the prompt.)

It is best when a student writes their own arguments and does not let the source material dominate the essay. The student must cite three different sources. I suggest pick a source to disagree with briefly, pick a source to pepper into your own writing, and briefly mention a third source. Too many inexperienced writers summarize or only refer to source materials when he or she write these essays. A source heavy essay usually earns a score of 3 or 4 out of 9 on the AP Scale.

### **Closing**

Students should proofread their essays and self-check it according to the guidelines of the rubric.

## **Common Core Standards (both 9-10 and 11-12)**

CCSS.ELA-Literacy.W.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-Literacy.W.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-Literacy.SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas..

CCSS.ELA-Literacy.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-Literacy.SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-Literacy.SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCSS.ELA-Literacy.RL.11-12.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.W.11-12.2b- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-Literacy.WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;

CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

### Rubric for the Socratic Seminar

All three parts are totaled to arrive at a grade based on 100 points.

**1. Individual Audience Participation Grade**-Individual listens respectfully to the conversation in the inner circle. Actively takes notes on the comments she or he listens to in the inner circle and turn these notes in. Respectfully restates the best comment that he or she heard and attributes it to the original speaker.

Excellent (20 points) Good (16 points) Fair (14 points)

**2. Collective Group Participation Grade**- The group members have a fluid and intelligent discussion. Most of the members contribute and participate and there are references to both the text and the films. The level of discourse is engaging, inviting, and perceptive. The discussion lasts for at least fifteen minutes.

A	B	C	D	F
<ul style="list-style-type: none"> <li><input type="checkbox"/> frequently contributes meaningfully to the discussion</li> <li><input type="checkbox"/> uses specific references to the text or film</li> <li><input type="checkbox"/> builds on another's point explains ideas thoroughly</li> <li><input type="checkbox"/> explains ideas clearly</li> <li><input type="checkbox"/> initiates new ideas</li> <li><input type="checkbox"/> pays attention when others speak</li> <li><input type="checkbox"/> makes direct references to points made by other students</li> <li><input type="checkbox"/> includes others through verbal exchange or invitation into conversation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> occasionally contributes to the discussion</li> <li><input type="checkbox"/> refers to the text or film in general ways</li> <li><input type="checkbox"/> occasionally refers to another's point</li> <li><input type="checkbox"/> attempts to explain ideas</li> <li><input type="checkbox"/> may initiate a new idea</li> <li><input type="checkbox"/> pays attention when others speak</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> rarely contributes to the discussion</li> <li><input type="checkbox"/> shows little evidence of knowledge regarding the text or film</li> <li><input type="checkbox"/> presents unexplained ideas</li> <li><input type="checkbox"/> makes tangential remarks</li> <li><input type="checkbox"/> becomes involved sporadically</li> <li><input type="checkbox"/> rarely pays attention when others speak</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> makes little or no contribution to the discussion</li> <li><input type="checkbox"/> no evidence of knowledge regarding the text or film</li> <li><input type="checkbox"/> speaks off topic</li> <li><input type="checkbox"/> shows uninvolved attitude</li> <li><input type="checkbox"/> interrupts when others speak</li> <li><input type="checkbox"/> dominates</li> <li><input type="checkbox"/> makes personal criticisms of the ideas of others</li> <li><input type="checkbox"/> shows disrespect</li> <li><input type="checkbox"/> attempts to obstruct the discussion process</li> <li><input type="checkbox"/> does not pay attention to others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> makes no contribution to the discussion</li> <li><input type="checkbox"/> no evidence of knowledge regarding the text or film</li> <li><input type="checkbox"/> speaks off topic continuously</li> <li><input type="checkbox"/> shows hostile attitude</li> <li><input type="checkbox"/> interrupts rudely when others speak</li> <li><input type="checkbox"/> dominates continuously</li> <li><input type="checkbox"/> makes ongoing personal criticisms of the ideas of others</li> <li><input type="checkbox"/> shows extreme disrespect</li> <li><input type="checkbox"/> attempts to obstruct the discussion process</li> <li><input type="checkbox"/> pay no attention to others</li> </ul>

Excellent (60 points) Good (48 points) Fair (42 points)

**3. Individual Preparation Grade**-The individual comes with The New York Times Room for Debate text that has at least three passages annotated that are relevant to the discussion. The individual also has prepared at least two questions that can be used in the discussion.

Excellent (20 points) Good (16 points) Fair (14 points)

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

### **SOCRATIC SEMINAR ON LEARNING LANGUAGE OTHER THAN ENGLISH**

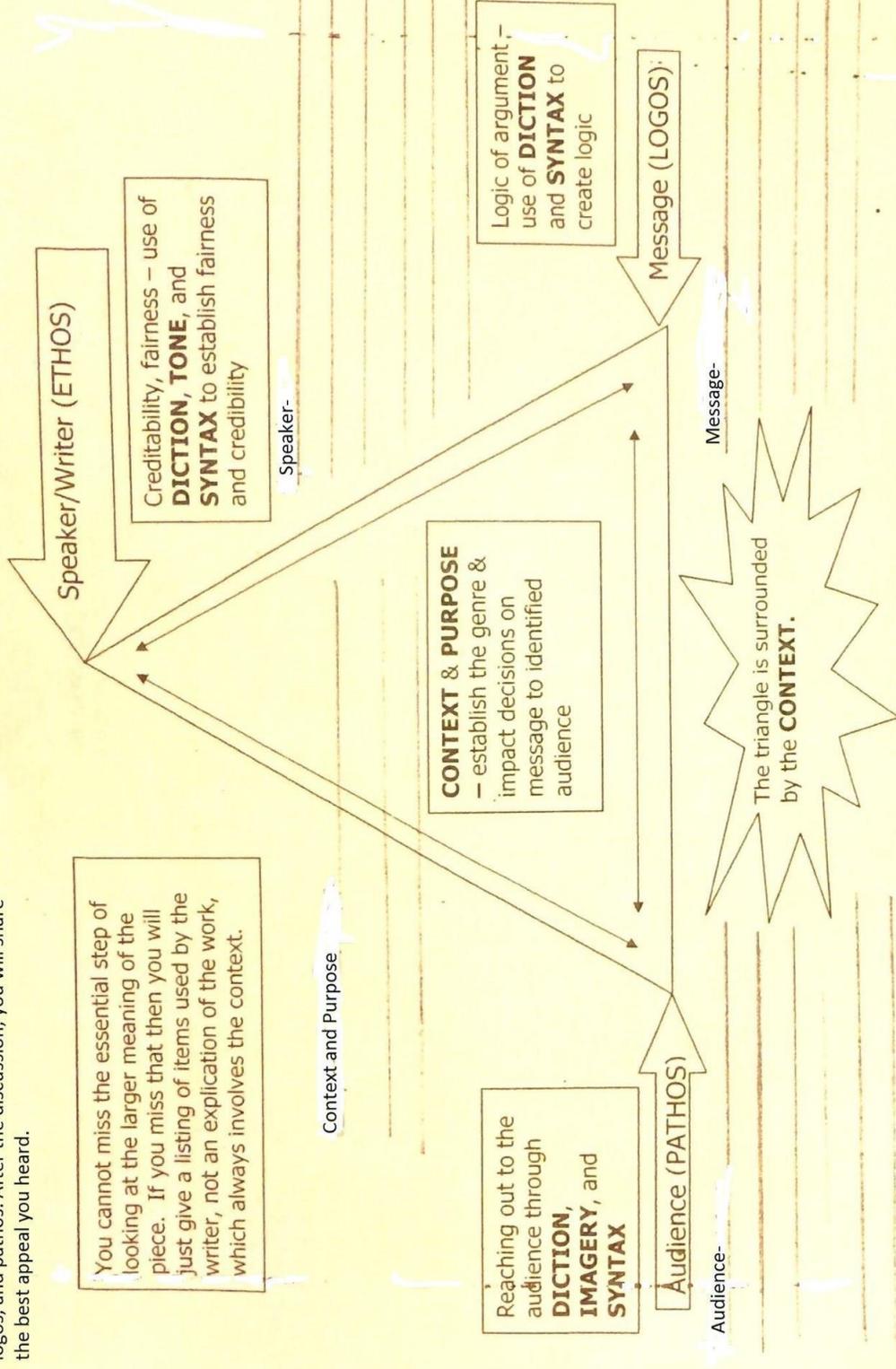
Examine the prompt-- In a recent essay, Lawrence Summers, the former President of Harvard University, wrote about preparing American students for the future. In the essay, he said that international experience was essential, arguing that English emergence as the global language makes the investment in other languages less essential.

Does he have a point? Even though Americans aren't as monolingual as you might think, is learning a language other than English a worthwhile investment?

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

As the audience, listens to the discussion, write down the best example you hear of ethos, logos, and pathos. After the discussion, you will share the best appeal you heard.

## The Rhetorical Triangle



## An Approach to a Fish Bowl Socratic Seminar:

The goal for a discussion is to have a stimulating, enriching, interesting and fluid discussion. The conundrum is how to assess the discussion and assign the students a grade. Often, when a teacher watches the discussion with clipboard in hand, giving students checks or points for a minimum number of required responses, discussions often become mechanic and not natural as it becomes solely about earning a grade.

What I have come up with is a series of steps where an organic discussion can take place while allowing a teacher a system to assess it.

**Assigning Groups-** In my experience, in a full class discussion of thirty or more students, there are not ample opportunities for students to speak profoundly about a topic. Usually the class is divided in half or even divided into four groups. In an hour class, I may have two groups have a 15-20 minutes discussion, with a 5 minute period where the audience comments on the discussion. So that if there are four groups, one group discusses while the other three groups listen and takes notes.



## Individual Preparation Grade

Before the discussion, I check the individual preparation grade. This may be checking if annotations of the pieces have been done or if the students brought a couple of pre-written questions to the discussion. There is a sample rubric in this packet, but normally I assign 20% of the overall grade on individual preparation.

## The Discussion

Under normal circumstances, to have a fluid discussion perhaps three to four of the questions will be asked. It isn't uncommon, based on the quality of the questions and responses, if only two questions are utilized. In the beginning of the semester, the students use a spongy ball to signify who has the floor and can speak.



This portion of the grade is a collective grade for the members of the group. There has to be a quality discussion going on where all of the members of the group participate and contribute. With only a quarter of the class speaking, there are many opportunities to speak.

One member of the group should not dominate the discussion. Like a good basketball team, the star shooter should know how to pass the ball to other teams and be satisfied with assists. This portion of the grade will count as 60% of the total grade. See the rubric for specifics.



### Individual Audience Participation Grade

While the discussion is going on in the fish bowl, all the members in the class listen respectfully. The goal is usually for the students to jot down three memorable or interesting points. After the discussion commences, individual members will have time to express their favorite comment. The audience can usually express these in about five minutes.



There are other opportunities for the audience to share their comments or even for students who were not present to express their opinions. Using the Edmodo program

for instance, students can select another of their three comments to post in an environment where all class members can see the posts.

Me to ■ Fall 2014 British Literature ★ Pin Post ▼

Period 2 British Literature-Comment on your favorite comment you heard in "The Wife of Bath" Socratic Seminar. Listen to it again if you wish. Don't click on the arrow but rather click on the square on the far right to listen to the file.

00:00 00:00

00:00 00:00

Like • 22 Replies • Share Oct 23, 2014

[Show more replies...](#)

 **Peyton C.** said Oct 28, 2014  
The most interesting comment was about how the queen was the deciding factor when it came to the knight's punishment.

 **Andrew F.** said Oct 30, 2014  
My favorite comment was about the differences in society between then and now and how it wasnt as big of a crime back then as it is now.

 **Max O.** said Oct 30, 2014  
Unfortunate my comment didn't go through last week, damn school internet. My favorite comment was "maybe the woman manipulated her way to glory by lying."

In the program above the audio of the discussion is available for the students to listen to the discussion again. Sometimes we film the discussions and I host the video on SchoolTube or another platform, paste the link into Edmodo, and the students can view the discussion again. The Audience participation grade counts for the final 20% of the grade.