World War II: Voices of the Pacific

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Grade Level: Grade 10
Content Area: Language Arts
Timeline/Length: Two weeks

Key Concepts:
Some of the key concepts in this lesson are: Understanding the features of autobiographical narratives; being able to desribe a sequence of events and communicate the significance of the events to the audience; being able to locate scenes and incidents in specific places; practice with literary techniques such as concrete, significant details and imagery to describe specific sights, sounds, and smells; using voice to create a sense of time and place.

Vocabulary:
autobiographical narrative; concrete, significant details; image; point of view; voice; diction

GPSS Content Standards:

This lesson plan is consistent with GPSS content standards for grade 10. The following are the content standards that this lesson addresses.
Standard 3^{R}: Reading Comprehension and Analysis of Literary Texts
10.3.5 – Explain how voice and the choice of a narrator affect characterization and the mood, tone, plot, meaning and credibility of a text.
10.3.7- Evaluate the significance of various literary devices
Standard 4: Writing Purposes, Processes, and Strategies

- Students use a wide range of strategies and resources to gather and synthesize information and use a variety of writing processes to create and communicate knowledge with a variety of audiences for different purposes

10.4.2 – Write autobiographical narratives that

- Describe a sequence of events and communicate the significance of the events to the audience
- Locate scenes and incidents in specific places.
- Describe the specific sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.

Lesson Overview:

This lesson may be especially effective if students have already read an autobiographical narrative or a piece of historical fiction. In this lesson, students will select an individual from Guam's World War II era and write an autobiographical narrative from their point of view. For example, they could write from the perspective of George Tweed; the Chamorros who risked their lives to hide him; American soldiers; or Japanese soldiers. In order to be successful readers and writers students need to be able to put themselves in the shoes of the characters they read about. They need to be able to analyze writing by discussing how point of view; concrete, significant details and historic accuracy work to transport readers to a specific time and place. The details the student includes (e.g., diction; the thoughts, feelings, and biases of the character; what they see, hear, smell, touch, and taste) should reflect the context of the time and place in which they are situated. These details should be based on what they learn from the museum (although students may also use prior knowledge such as information from a history of Guam class or oral histories from family members). The exhibit is media rich and students can utilize historic photographs, audio excerpts, artifacts, touch bins, and films to gather their information. Therefore, students need to take careful notes during their visit. They should be able to justify why they chose to include or omit particular details.

Lesson Objectives:

After completing this lesson, students will be able to:

- Discuss literary techniqes such as significant, concrete details; image; voice; point of view
- Snythesize information gathered from photos, films, audio excerpts, displays, musuem literature
- Write an autobiographical narrative
- Engage in meaningful peer review and create multiple drafts

Textbooks/Materials/Resources:

- Handouts provided
- For some activities you may have to provide historical photographs

Procedures:

1 Attention grabber/Warm up Activity – Before students visit the exhibit they can do a focused freewriting activity. The teacher will need a historic photo taken on Guam during WW II. The photo can either be included on a handout for each student or it can be projected on a screen. Students should be reminded that in freewriting they do not need to worry about spelling, punctuation, grammar, or paragrpah breaks. Their pen should not leave the paper and they should write as much as possible for ten to fifteen minutes. This writing exercise is meant to get the creative juices flowing. If time allows, students can share what they have written with the class or students can exchange papers in small groups. Remind students that they are not proofreading their classmate's paper. The teacher can facilitate a class discussion exploring what students have written. What questions do they have about what they see in the photo? What do

they already know about this photo or the time period from which it comes? Students should hang on to their free writing exercise. They may need to refer to it later.

2. The teacher's instructional actions
    - Before students visit the T. Stell Newman Visitor Center in Sumay, Guam the teacher should discuss the focus of the exhibit. In this discussion students can share what they already know about the World War II era in Guam and the Northern Marianas Islands. The teacher can uncover what students have learned about this period from a history of Guam class or from the oral histories of family members. Students should be given the assignment guidelines handout well before their visit to the museum. It should be emphasized that students will need to gather their information for the assignment during their time at the exhibit. Thefore, students should be reminded that they will need to take careful notes and come away with the information they will use to create a convincing narrative.
    - The handouts on image & significant, concrete detail and voice are meant as scaffolding activities. These handouts should help facilitate class discussion on how writers use these techniques. They also provide in-class practice with using these literary techniques in a low stakes environment. The amount of time covering these literary techniques will depend on how much experience students have with analyzing literature. These handouts should be utilized before visiting the museum.

3. Students' prior knowledge The discussions and activities highlight students knowledge of the World War II era in the Pacific. It is important to acknowledge and validate students' existing knowledge of the subject. This information may come classes such as history of Guam or from the oral histories of family members. The discussions and activities also activate their prior knowledge of characters and texts already covered in the class.

4. Accomodations for students' various developmental levels (grouping, modeling, modifications for students in need, etc) The handouts build scaffolding for understanding literary techniques and involve small group discussion and activities to be done in class. These activities and discussions will lead up to the main writing assignment.

5. Independent practice Independent practice is highlighted in the rough draft and peer review assignments.

6. Checking for understanding A rough draft of the assignment will be turned in before the final draft. The teacher can read through the rough drafts to check their understanding of key concepts.

Assessment/Evaluation

Students will be evaluated on their ability to follow the assignment guidelines, their understanding of key concepts, the quality of their peer review, their ability to gather information from the museum, and their aderehence to writing standards such as grammar and mechanics. A rubric for the final assignment is attached.

Wrap-Up/Closing Activity

The teacher can provide one more historical photograph and students can engage in a final focused freewrite. Ask students to find their first focused freewrite. Students can compare their first freewriting assignment to this one. Has their writing changed? How so?

References

Burroway, J. (2011). *Imaginative writing: The elements of craft* (3rd ed.). Boston: Longman.

Elbow, P., & Belanoff, P. (2003). *Being a writer: A community of writers revisted*. New York: McGraw-Hill.