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Teaching the biography of Laura Ingalls Wilder: fostering a media literacy approach for multilingual writers

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Teaching the Biography of Laura Ingalls Wilder:
Fostering a Media Literacy Approach for Multilingual Writers

Presented to Eastern Washington University

Cheney, Washington

A Thesis Presented

In Partial Fulfillment of the Requirements

For the Degree

Master of Arts in English

With an Emphasis in

Teaching English as a Second Language

By

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Spring 2015

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Master's Thesis

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Abstract

In creating this thesis, the culmination of writings from teaching English composition to multilingual writers, contributed to my research. This action research study focuses on how to foster a media literacy approach when teaching multilingual writers. The literature focus unit was based on the biography of Laura Ingalls Wilder using the book, *Laura Ingalls Wilder: A Photographic Story of a Life* (Stone, 2009). The research conducted for this study took place during the winter quarter of 2015 within English 112, which is a composition class offered at Eastern Washington University (EWU) for multilingual writers. During this time, questionnaires, journal responses, student sample essays and assignments were collected. Within these pages, several student samples will be provided to demonstrate the effectiveness and importance of giving students an opportunity to express their voice through the use of media literacy. By honoring and preserving their culture they became active participants and were engaged within their learning. The goal of this study was to analyze and synthesize how media literacy can be fostered through a vast array of topics to assist the multilingual writer in gaining knowledge about U.S. history during the 19th and 20th century.

Dedication

This thesis is dedicated to all of my amazing teachers, mentors and professors whom I have had the opportunity to know throughout my life. You have demonstrated the importance of caring about student success as you continually taught with patience and compassion. As educators, may we never become discouraged and always remember why we chose this amazing profession.

I dedicate this curriculum and thesis to the memory of Laura Ingalls Wilder, a true literary legacy. As she endured many trials and tribulations, she was inspired to share her memorable stories with readers from all ages. Her stories, which are still read today by a variety of ages, serve as an inspirational reminder that overcoming hardships and trials can be accomplished with faith and trust.

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My praise is lifted to my Lord and Savior Jesus Christ who has given me the wonderful gift of teaching. Throughout my life, he has provided me with wonderful job opportunities and experience that have led me to where I am today. He has always been my solid rock for encouragement, strength and perseverance and I am so thankful He is in my life.

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Thank you to my daughter, Amanda, who assisted me in working on my thesis and understood my busy schedule over the past two years while I was teaching and going to graduate school. As you graduate from high school this year, and begin college in the fall, I hope that you will always remember the importance of higher education. Thank you for never complaining, for always giving me insight to look at the positive, and for always having faith in me.

To my parents who filled my childhood with literacy experiences that contributed to my interest in becoming a teacher. The *Little House on the Prairie* book set that you gave to me, as a child, inspired me to create this curriculum. Thank you for your encouragement and prayers as I pursued higher education as a first generation college student. Your never-ending love has always been a blessing to me and I am proud to be your daughter.

To my multilingual students from English 112: Thank you for the opportunity to teach you, but actually you taught me so much more than I could have ever imagined. I learned so much about your culture through your journal responses and essays which inspired me. Our last classroom day in English 112 will always be a significant memory to me. You continually amaze me by your determination to learn the English language and to become the wonderful writers and students that you strive to be. Thank you for the contributions of your writings for my thesis. Best wishes to all of you as you continue with your education and pursue your dreams!

To Dr. LaVona Reeves: Thank you for your input on all of my thesis drafts. I will always remember your classes where I learned the wonderful foundations of grammar and the English language. As I observed your style of teaching, working with non-native speakers, you inspired me to integrate technology within my lessons to address topics that may have not otherwise been addressed. Your hard work and dedication to your students continue to amaze me.

To Dr. Lynn Briggs: I appreciate your willingness to be a member on my thesis committee. After taking your class, my eyes were opened to the many rhetorical theorists who are foundational to research topics today. Thank you for providing a unique style of teaching in which you incorporated using media literacy within your lessons to connect past and present topics.

To Dr. Florian Preisig: Thank you for volunteering to be the third member on my committee. It is evident by your many years of experience working in Modern Languages and Literature that you have a vast amount of knowledge to share. Thank you for your insight, questions and feedback during my thesis defense.

Preface

“The convergence of media and technology in a global culture is changing the way we learn about the world and challenging the very foundations of education. No longer is it enough to be able to read the printed word; children, youth, and adults, too, need the ability to both critically interpret the powerful images of a multimedia culture and express themselves in multiple media forms. Media literacy education provides a framework and a pedagogy for the new literacy needed for living, working and citizenship in the 21st century. Moreover, it paves the way to mastering the skills required for lifelong learning in a constantly changing world.”

Elizabeth Thoman and Tessa Jolls (2005)

After reading the above quote, I became interested in researching and applying the vast amount of ways that media literacy education could be integrated within the English classroom for the multilingual writer. As one can observe, the 21st century has brought many significant changes with the rapid increase in technology use. With this increase in the use of media literacy within our classrooms, students today are being taught quite differently than what was evident during my childhood.

As a child, I can remember being consistently surrounded with all forms of literacy such as read-along story books, records and a *Hooked on Phonics* set. These books significantly contributed to my reading interests. The earliest memories I have of learning how to read began when I was five years old when my mother would read to me. One Christmas, I can remember receiving my own phonograph player along with the Walt Disney read-along story books. As I would turn each page, I would hear the cheerful “chime” sound as the story unfolded before my eyes. The wonderful stories of *Snow White and the Seven Dwarfs*, *Cinderella*, *Lady and the Tramp*, and *Peter Pan* were just a few of my favorites.

I did not attend Kindergarten, so by the time I entered first grade I was eager to go to school. My first grade teacher immediately noticed my reading abilities and asked me to become the class reading tutor to assist other students in learning how to read. I felt honored to have this responsibility at a young age as a reading tutor.

Writing my first story in the second grade, I can remember being instructed by our teacher, Mrs. McClain, to write a short story and illustrate it. After deciding to write about *Frosty the Snowman*, and recalling each specific detail about the book and the movie, I was asked to share my story with the rest of the class. After I brought my paper home, I read the story to my mom and showed her the picture that I drew. She carefully placed my paper in a special place so that it would be treasured.

Later that year, my parents purchased a *Little House on the Prairie* boxed book set for me. As I would read each book, I enjoyed watching the book come to life on the *Little House on the Prairie* television series that would be on every day after school. I wanted to read and learn all I could about pioneers during the 19th century and my role model, Laura Ingalls Wilder who lived within a different time period and culture.

My first exposure to another culture and foreign language was when I heard my best friend's family speak in Spanish as they were missionaries to Peru and had to learn the Peruvians' native language. When I would visit her, I would enjoy hearing everyone speak in Spanish and this made me fascinated in learning a second language. In high school, I enrolled in a Spanish class for my foreign language requirement and this "sparked" my interest in learning more about another country's people, culture and language.

When I became enrolled in a private school for my middle and high school years, things began to change as my love for reading slowly diminished. I became disengaged with the materials that were required to read such as *Little Women* and *Great Expectations*. Reading was no longer a pleasurable experience for me, but it became a task. I kept thinking about why this happened and how I could become inspired again to read. This feeling continued throughout my high school and community college experiences.

Several years later, after having children and getting re-married, I was excited to begin a new chapter of my life as I returned to school at EWU. As I enrolled in a children's literature class with Marilyn Carpenter, my love for reading began to rekindle as I was required to read and analyze over 50 children's books which included people of different ethnicities and race. Within the class, contemporary race issues were discussed and different speakers from different racial backgrounds and ethnicities would visit. This classroom experience contributed to my interest in learning more about other cultures throughout the world.

In 2009 - 2010, I gained experience as a student teacher working with AmeriCorps as I taught at Grant Elementary for Spokane Public Schools. This school was a very diverse, low-income Title 1 school in which I taught a variety of grade levels from kindergarten to fourth grade. While teaching in Yvette Cornmesser's third grade class, I enjoyed working one-on-one with English Language Learners (ELLs). Additionally, while teaching in a kindergarten class with my master teacher, Michelle Fleckenstein, I was able to observe her teaching methods while working with a variety of students from different ethnic backgrounds and living situations. My compassion for

these students started to overflow as my heart would ache while teaching children who were living in poverty, children who were homeless, and children who were refugees. In working with these children, I began to discover how much I enjoyed working with children and parents of diversity.

After graduating from EWU in 2010 with a bachelor's degree in elementary education, I was hired at a small private school in one of Spokane's lower income areas. Teaching in a small combination preschool and Kindergarten class, I enjoyed teaching a small class of eight students. The small student-to-teacher ratio was exactly what I needed for my first year of teaching. The following year, I was offered a first and second grade teaching position which I eagerly accepted. Within my class of thirteen students, I was able to experience teaching in an elementary classroom that included working with diverse children and their parents. After teaching in the private school, my desire to work with English Language Learners returned, and I decided to apply for my second term working with AmeriCorps.

After being hired as an English tutor and employment specialist in 2012 at the Institute for Extended Learning (IEL) through the Community Colleges of Spokane (CCS), I began to work intensively with adult refugees and adult learners. Working with these populations, helped me gain new experience with new cultures that were previously unfamiliar to me. Students began to bring their world and their cultures to me without me ever having to leave the U.S. Previous to this, my only major cultural experience was visiting Denmark, where my husband's family resides. During my visit, I was excited to learn about Denmark's culture, people, language, food, art, music and significant places of interest.

My IEL supervisor, Molly Popchock, modeled and introduced me to the wonderful cultural and literacy experiences of teaching refugees how to read, write, and communicate in the English language. While working with the refugees, we conducted many lessons within the computer lab to assist these students in using technology. While supervising five refugee AmeriCorps volunteers from Nepal, I observed many challenges that they faced while trying to learn the English language and to obtain employment. I became interested in wanting to learn more about how I could assist the refugee population in these areas. When I would observe other instructors and students, I was able to observe wonderful examples of how to teach English as a Second Language (ESL). Additionally, I worked with adult learners who were returning to school to earn their General Education Development (GED) degree or adults who were required to take WorkFirst classes, which is Washington State's welfare reform program. Through this experience of working with refugees and ELLs, I became motivated to return to school to learn more about working with diverse populations.

In 2013, I was hired as a Graduate Student Assistant at Eastern Washington University where I was able to enroll in the Masters of Arts in English program with a focus on Teaching English as a Second Language. Teaching college freshman English composition classes was rewarding, as I was able to see the transformation of developing writers throughout the five quarters that I taught English 101. In the fall quarter of 2014, my internship took place in a composition class for multilingual writers called English 112 class which was taught by Dr. LaVona Reeves at EWU. In her class, I was able to observe first-hand how to foster media literacy within English lessons. Through Dr. Reeve's teaching she modeled lessons that included grammar mini-lessons, journal

responses, essay exams, group presentations and classroom discussions after incorporating selected videos, songs, or poems in relation to specific topics.

After being enrolled as a graduate student and taking numerous courses that were taught by Dr. Reeves, which included methodology, linguistic, curriculum development, and second-language acquisition classes, I was able to develop my own curriculum for English 112 based on the biography of Laura Ingalls Wilder. Teaching my own curriculum in the winter quarter of 2015 at EWU to non-native speakers, I was able to apply the skills that I learned in these classes to teach using a media literacy approach. Some of the challenges that I faced while teaching were lack of knowledge that students had of some significant events within U.S. history. Additionally, a lack of schema from prior experiences was difficult for them as they had not studied significant events in history from the 19th century. In teaching within this setting, I was able to effectively teach these events by providing supportive media and technology resources related to the topics that were discussed. In using a media literacy approach, multilingual students were able to establish a connection between their experiences and experiences that took place in the U.S. during the 19th century.

The value that shaped developing my curriculum and teaching was the desire to teach a historical biography by fostering a media literacy approach for multilingual writers. Within my teaching, my goals were to inspire student engagement through the materials being taught, make connections with the text, and develop student interests in U.S. 19th century history through the use of a historical biography. The developed curriculum included many group activities, hands-on learning activities, audio essays, video journal responses, supplemental texts that were read aloud, discussion board posts,

grammar lessons, timed essay exams, and racial diversity discussions. Students were provided a variety of media literacy approaches during which they began to demonstrate student engagement and motivation to learn more about U.S. history. Additionally, they were also able to practice their communication skills in English while participating in group and classroom discussions. It was evident by fostering a media literacy approach, that the keys to my students' success were engagement, modeling, scaffolding, motivation, and a desire to learn.

Teaching Philosophy

Whether an instructor is working with individual students one-on-one or as a group, creating classroom community is essential in creating a safe environment where students are encouraged to feel culturally honored and valued. Students tend to be able to learn both independently and participate in group discussions asking questions when this type of classroom community is fostered early. A safe and comfortable community classroom incorporates several learning modalities and accommodates all types of learners which may assist them in becoming life-long readers and writers.

Daily writing within the classroom is of utmost importance. According to an article by Hope Gerde, Gary Bingham, and Barbara Wasik (2012) titled, “Writing In Early Childhood Classrooms: Guidance For Best Practices”, it was stated that, “In order for children to develop the important emergent literacy skills of letter-sound correspondence and the understanding that print communicates meaning that people read, children need multiple, meaningful opportunities to write daily” (p.357). As I reflect on my personal writing experiences within school, this has been a valuable piece within my education and will additionally be an essential piece of framework within my classroom.

Modeling to students with scaffolding, where they gradually will gain their own responsibility, encourages them to become independent learners as they take ownership of their learning. As an educator, it is important to consistently encourage and motivate your students to pursue their goals. Along with encouragement and motivation, teaching on the topic of perseverance may assist students in building their self-esteem and confidence both in and out of the classroom. Additionally, using motivational and

inspirational videos on discussion boards and as journal prompts tends to build classroom community.

Being read to, as a child, was very significant to me and I continue to believe that this is a crucial piece of a child's learning. Reading aloud to my students, modeling reading strategies, and having sustained silent reading every day is an important piece in building literacy within my classroom and confidence within my students. As students read daily, they tend to increase their vocabulary skills which, therefore, may lead them to become better writers. Additionally, having a classroom library filled with a current variety of books may assist struggling to advanced readers.

Another area that is of great significance within the area of teaching is the ability to collaborate with other staff members and being a valuable team player. It is vital that staff, students and parents opinions and beliefs are valued and honored. Parental communication and involvement with both teachers and staff are important for students' success both in and out of the classroom. Being respectful to a diverse population from different ethnicities, cultures, and backgrounds is essential to maintaining a classroom that promotes, encourages and honors individual student's voices.

I demonstrate compassion and excitement in assisting my students to obtain new knowledge and this is evident as I plan and teach my lessons. Within the area of teaching, my strengths are being creative within my lesson planning, being organized, and having a genuine love for teaching diverse students from all backgrounds.

The excellence of a teacher is something that will be carried on throughout many generations. As I teach one student, the impact that I leave may affect several students throughout many generations. My wish is to make a legacy as a compassionate teacher

who teaches with passion, patience and integrity. The role models of previous teachers and supervisors, who had these characteristics, are my most memorable and will always be remembered as some of my greatest examples of the type of teacher who I strive to be.

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Chapter 1

Introduction

While serving my first term as an AmeriCorps student teacher, I was given the opportunity to create and teach technology-based curriculum and activities to elementary students. My second term with AmeriCorps included creating and teaching technology-based curriculum to adult learners and refugees at the Institute for Extended Learning through the Community Colleges of Spokane. After this experience, I realized the importance of using technology in teaching lessons. This opportunity laid a foundation for the passion that I have in fostering media literacy to instruct multilingual writers.

Student engagement was evident through student participation in the media literacy activities that I created. It was exciting to observe how students were able to make a connection with the text through their daily journal responses and essay exams. Student convenience samples and voices are included within Chapter 3 which demonstrates how students were excited and interested to write about the topics chosen.

Researcher's Role

Within my role as the researcher, I am additionally the primary investigator and instructor on record of the course. My previous teaching experience has included several years of teaching in both private and public institutions. My internship took place in the fall quarter of 2014 in English 112. During winter quarter of 2015, I created and developed my own curriculum as I was enrolled in English 581, which was titled Second Language Curriculum Design and Assessment while I was the instructor of record in English 112, which is the setting for the present study. At EWU, I taught English 101 for five quarters and English 112 for one quarter as a graduate student instructor. A

collection of questionnaires, journal responses, discussion board posts, essay exams, along with how I fostered media literacy for these activities will be used as examples within the present study.

Statement of the Problem

Educators may feel unprepared to foster media literacy within their classrooms and may not realize the benefits that are evident when instructors incorporate additional media-based lessons within the curriculum. Additionally, it is important to understand how, along with benefits, there are disadvantages. Through this action research case study, changes in the English 112 curriculum may be recommended based on the findings of this thesis, primarily as relate to the increased fostering of media literacy.

Purpose of the Study

The purpose of the present study is to

1. demonstrate the benefits for educators and students when fostering a media literacy approach,
2. provide a resource for educators on how to foster a media literacy approach within their lesson plans for multilingual writers,
3. analyze the different ways that media literacy has been fostered by other educators, and
4. evaluate the benefits and disadvantages of fostering media literacy.

Media Literacy

As technology use continues to increase and the digital age becomes more prevalent, many educators may have notice the frequency of the terms, media literacy,

media education, new media literacy, or multimodality. These terms are being used in regards to a new way of teaching within the classroom to increase student engagement.

Media literacy may have many different definitions; however, Carol Cox (2008) in her book, *Teaching Language Arts: A Student-Centered Classroom*, defines media literacy to include "...composing, comprehending, interpreting, analyzing, and appreciating the language and texts of the multiple symbol systems of both print and nonprint media" (p. 417). The complete definition of media literacy, that includes the description of print and non-print media, can be found in her book and the *Encyclopedia of English Studies and Language Arts* and expands from areas of "reading, writing, listening, speaking, viewing, and visually representing" (p.417) in language arts. From her experience as an educator, Cox has fostered media literacy within her own classroom and has found it to be successful.

Media Education

More than simply accessing media, students and educators need to learn how to critically analyze, evaluate and produce media. On Canada's Centre for Digital and Media Literacy website, media education is defined as "the process through which individuals become media literate – able to critically understand the nature, techniques and impacts of media messages and productions" (2015, p. 2). It is important to understand how media literacy has become a necessary form of literacy that students need to have in today's classrooms.

New Media Literacy

As literacy has evolved, it has changed from a more classical form of literacy to new media literacy. This term is coined by the increased use of technology and

Information and Communication Technology (ICT). According to Tzue-Bin Lin, Jen-Yi Li, Feng Deng and Ling Lee (2013), a history of media literacy was provided in which they state media literacy "...can be traced back to the first half of the 20th century when Leavis & Thompson (1933) proposed to teach students how to distinguish the high culture and the popular culture through education in the UK" (p.161). They continue by discovering that Schwarz (2005) noted "In 1950s, media literacy was introduced to the United States with the acknowledgement of the increasing impact of mass media such as radio and television on people's daily life and schooling (as cited in Lin, Li, Deng & Lee, 2013, p. 161). The history that they have provided demonstrates how media literacy has evolved from media use with radio and television to the 21st century's technological age.

As a result of their research, they created an expansion to an original literacy framework which was created by Chen, Wu & Wang in 2011. Lin, Li, Deng & Lee's expanded framework, as shown in Figure 1 below, includes both consuming and presuming of critical and functional media literacy.

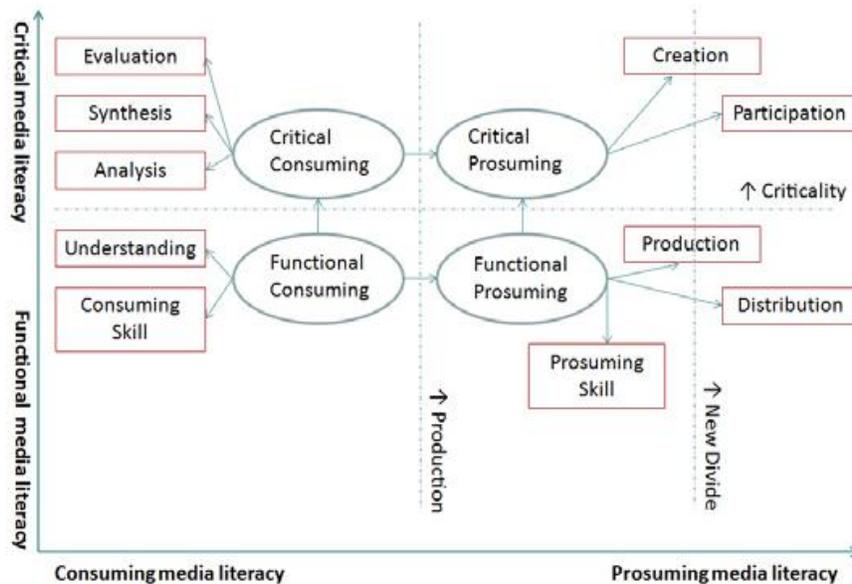


Figure 1: A refined framework of new media literacy. Lin, T.-B., Li, J.-Y., Deng, F., & Lee, L. (2013). Understanding new media literacy: An explorative theoretical framework. *Educational Technology & Society*, 16(4), 160-170.

Multimodality

The term multimodality has obtained popularity, but we cannot assume that every student knows how to use technology correctly, especially within the classroom. Kathy Mills (2010) cites the New London Group's definition of multimodality as "the combination of two or more modes in representation – linguistic (written words), visual, audio, gestural, and spatial" (as cited in Mills, 2010, p.35). She discovers that educators should be encourage to use digital media as a form of teaching students how to connect what they learn inside and outside of the classroom.

Along with the increased use of technology, college universities today are observing a significant increase in the number of international students who are arriving on college campuses. Therefore, it is essential that educators foster a media literacy approach when teaching composition skills to the multilingual writer.

International Students in U.S. Higher Education

According to the Eastern Washington University (EWU) website, 3% of students enrolled in 2014 were international students from Saudi Arabia, China, Japan, and Taiwan. The Institute of International Education (IIE) stated on their website that:

The number of international students enrolled in U.S. higher education increased by seven percent to 819,644 students in 2012/13, with 55,000 more students than last year enrolled in colleges and universities across the United States. This 2012/13 data marks the seventh consecutive year that Open Doors reported expansion in the total number of international students in U.S. higher education. There are now 40 percent more international students studying at U.S. colleges and universities than a decade ago, and the rate of increase has risen steadily for

the past three years....The continued growth in international students coming to the U.S. for higher education has a significant positive economic impact on the United States. International students contribute more than \$24 billion to the U.S. economy..." (Institute of International Education [IIE], 2013).

From the above statistics, it can be observed that the number of international students, who are seeking education within the U.S., has continued to significantly increase every year. Additionally, as they enroll in our colleges and universities, they are significantly contributing to the economy of the U.S.

Many international students, who enroll in courses at a college university, arrive from a variety of diverse backgrounds. A multilingual writing composition course, such as English 112 at EWU, may consist of a variety of students who may be permanent residents within their own countries, political asylees from Iraq, refugees who are primarily from Ethiopia and Sudan, or second generation U.S. citizens. Additionally, I-20 international students, which are students who are required to fill out a certificate stating their status of being nonimmigrants, are also attending college universities in the U.S. These I-20 students have generally relocated to the U.S. temporarily to earn a degree and are then later required to return to their country of origin. As these international students continue to arrive to the U.S., it is essential that educators learn how to foster a media literacy approach within their English composition courses to help the multilingual writer increase their literacy skills.

Social Media

It is evident that social media use makes up a large portion of how today's generation is spending their time. Many students tend to use social media as a form of

posting status updates and pictures, uploading, viewing and posting comments to videos. Along with social media uses, researchers have been studying to investigate how online media may contribute to people's ability to learn about different cultures.

However, some researchers have found that media may tend to think that with the increased use of media an individual's control of their own behavior may become lost. Well-known researcher Marshall McLuhan (1964) commented, that "the medium is the message" because it is the medium that shapes and controls the scale and form of association and action...it is only too typical that the 'content' of any medium blinds us to the character of the medium" (p. 2). It is fascinating how McLuhan views medium content as a way of controlling and shaping character. It may make some wonder if this is what is presently occurring in the 21st century as technology seems to be controlling and shaping our generation.

Many educators may have concerns over whether or not fostering media literacy will help or hinder student's creativity and learning within the classroom. Throughout McLuhan's work, he analyzed quotes from several theorists who commented about their concerns about the significant increase in the use of media. McLuhan cites Wyndham Lewis' novel, *The Childermass*, as he mentions his concern over the use of accelerated media. Lewis describes media as, "a kind of massacre of the innocents. In our own world as we become more aware of the effects of technology on psychic formation and manifestation, we are losing all confidence in our right to assign guilt" (as cited in McLuhan, 1964, p. 7). As we think of how the Internet and social media is used today, we can see that Lewis' comments may seem strangely accurate in relation to media use today even though his novel was written in 1928.

Research Methodology

Within the present study, the mixed method of case study and action research was used. According to TESOL, “a case study typically refers to a person, either a learner or teacher, or an entity, such as school, a university, a classroom, or a program...” (TESOL.org, 2015). As part of a case study, I evaluated the data to analyze any significant patterns or themes within students’ writing. Within Chapter 4, specific student samples are provided which were analyzed to address specific issues. Along with the present case study, action research can be defined as the outcomes that will be used to plan and renew the curriculum for English 112. As the created curriculum was my focus of research, it became a medium for me to make any revisions or changes that became evident as I taught the curriculum. Through my analysis and interpretation of the case studies, I was able to provide sufficient information about each case in establishing themes within samples of students’ writing. James McKernan (2008) stated that, “We must remember that the curriculum and research into curriculum is the medium by which teachers will improve there are, and the curriculum is also the medium by which the student learns” (p. 208). Creating curriculum can be used as an effective way in learning more about whether or not our students’ needs are being met.

In addition to action research, reflective teaching practices were used. McKernan found “...there is no division of labor in teaching and educational research; the teachers need to be researchers of their practice, not the recipients of meaning handed to them by external researcher” (2008, p. 217). His quote demonstrates the importance of being an active participant within the research which was demonstrated by my participation within

the research as the primary investigator and additionally the instructor of record for the course studied.

Using a critical literacy approach in which student discovery and inquiry is eminent. As students worked in critically in groups, reflective research practices were incorporated. According to Sibylle Gruber and Nancy Barron (2011) from Northern Arizona University, they discovered that “Students learn to incorporate reflective research practices to teach conceptual approaches versus client-specific approaches...the end product is not merely the result of a request, but a thoughtful, reflective, researched, and reviewed presentation of an idea that met a need. As multilingual students collaborate and work in groups, they are able to experience the process rather than the product of literacy practices. Within my research, I used the refined framework of new media literacy created by Lin, Li, Deng & Lee (2013), as shown previously in Figure 1.

Research Questions

The focus of my research is to demonstrate how fostering a media literacy approach, within the multilingual English composition class, can benefit both educators and students. The following research questions will be addressed within my research:

1. What benefits have been shown for students and educators when fostering a media literacy approach when teaching multilingual writers?
2. What specific challenges do students and educators face when fostering a media literacy approach when teaching multilingual writers?
3. What resources are available for educators who are interested in integrating media literacy within their classrooms?

Assumptions

In summary, these were the assumptions that were made as I began my research:

1. Instructors may not understand the importance of fostering a media literacy approach within their teaching.
2. Instructors are not sufficiently trained on how to foster media literacy.
3. Instructors understand how to use material culture effectively within their lessons.
4. Most of the learning for international students takes place inside the multilingual classroom.
5. International students have a significant amount of knowledge of U.S. history
6. International students lack technology skills.

It is important to understand the benefits of fostering a media literacy approach within the multilingual classroom. Some instructors and students may enjoy using technology within the classroom rather than the traditional way of teaching. However, some educators may tend to be resistant to incorporate media literacy within their classrooms for fear of losing control of their classroom. These educators may tend to assume that students who are texting during class will not be paying attention to their instruction; however, teaching using a media literacy approach has been proven to be quite the opposite as students become more engaged within their learning.

Educators may feel unprepared and not sufficiently trained on how to foster a media literacy approach to their teaching. It is essential that pre-service and current teachers be adequately prepared and trained on how to effectively incorporate the use of media literacy within their classrooms. Specific curriculum and supplemental texts may be uncomfortable for English as a Second Language (ESL) instructors to teach non-native

speakers. This may be due to the fact that instructors may assume that their students will be intolerant with issues that arise due to their own experiences from their countries. When I taught my created curriculum, which was based on significant events within U.S. history, there were some topics that I could have avoided, such as the relocation of Native Americans, but instead decided to address. Many times, as educators, we may tend to use the avoidance technique rather than including uncomfortable topics within our classroom and group discussions. As educators, it should be our responsibility to step out of our “comfort zone” and address these uncomfortable topics. Furthermore, by teaching about these uncomfortable topics we may be able to raise racial diversity awareness within the classroom.

Successful second language learning takes place both in and outside of the multilingual classroom. Jack Richards (2015) found that students who are learning English “realized that they would only make progress in learning English if they made use of opportunities to learn English out of the classroom” (p. 7). It is important to provide a variety of opportunities for multilingual students to attend activities outside of the classroom. Within my classroom, I offered several extra-credit opportunities for students to attend events on and off campus which included conversation groups, writers’ center visits and lectures about black history. By participating in these events, it provided students an opportunity for additional exposure to the English language.

Within classrooms in the United States, there tends to be an assumption that international students who arrive from another country understand major events that took place within U.S. history. However, I discovered within this case study that international students had limited knowledge about U.S. history, especially related to the 19th century.

At the beginning of the quarter, I observed that a majority of the students demonstrated a lack of schema and connection between their lives and the lives of people who lived two centuries ago.

As the use of the World Wide Web continues to rise, no longer can one make the assumption that students from other countries are undereducated on how to use technology. Students today have been able to have a vast amount of information available to them instantaneously. Even within refugee camps in other countries, limited internet access may still be available. As educators, we cannot assume that students have a limited knowledge base of the internet. When questionnaires were provided at the beginning of this case study, I discovered that several students stated their majors to be within the engineering and computer science fields and they had a vast amount of computer experience. It is evident that as technology-based jobs will tend to show significant increases in the future, it is essential for educators to foster a media literacy approach when teaching the multilingual writer.

Thesis Overview

This thesis is divided into a total of six chapters. Chapter 2 is a literature review that summarizes the benefits that students may experience both inside and outside of the classroom when being taught in a media literacy based classroom. Along with the student benefits, the benefits and challenges that educators have experienced when fostering media literacy will be discussed and reviewed. Information on how using media literacy can increase racial awareness is included. The last section of this literature review provides ideas and resources for educators who have a desire to foster media literacy within their multilingual classrooms.

Chapter 3 is an introduction to the curriculum which I designed as the principal investigator as coursework was completed within the master's program at EWU. This chapter features activities, materials, and lesson plans that I created.

Chapter 4 includes classroom demographics, student questionnaire results, student Friday essay exams and analysis. Specific examples of (1) student's literacy letters, (2) online journal responses, (3) essay exams, (4) an extra-credit paper, (5) a research paper, (6) and a student's final portfolio, which includes a reflection essay, are also included. At least one sample is included from each of the 22 students who were enrolled in English 112.

Chapter 5 includes (1) a discussion of initial assumptions through the literature review and case study, (2) answers to the initial research questions, and (3) reflections on the research process.

Chapter 6 is a summary of the findings of the case study, limitations to the study, implications for teaching, recommendations for future research and final thoughts.

Chapter 2

Review of the Literature

Chapter 2 is a literature review that summarizes the benefits that students may experience both inside and outside of the classroom when being taught in a media literacy based classroom. Along with the student benefits, the benefits and challenges that educators have experienced when fostering media literacy will be discussed and reviewed. Information on how using media literacy can increase racial awareness is included. The last section of this literature review provides ideas and resources for educators who have a desire to foster media literacy within their multilingual classrooms.

Student Benefits Inside and Outside the Classroom

When students from a variety of diverse backgrounds arrive within a multilingual classroom, the classroom needs to be a safe place where students are able to express their voice through their writings and feel that their culture is honored. This safe place can be created within an area that Mary Louis Pratt (1991) calls the “contact zone” where students can participate in critical collaboration and discussions while becoming involved in new discoveries with the world they live in.

In Pratt’s “Arts of the contact zone” she discovered that the “contact zone” may be “social spaces where cultures meet, clash, and grapple with each other, often in contexts of highly asymmetrical relations of power, such as colonialism, slavery, or their aftermaths as they are lived out in many parts of the world today” (1991, p. 35). She notes the importance using an autoethnographic text to create solid collaborations amongst one another. A university course titled “Cultures, Ideas, Values” is mentioned as a course where diverse students experienced the benefits of being in a classroom where

they could view their involvement within the world they live in. She concluded, “Along with rage, incomprehension, and pain, there were exhilarating moments of wonder and revelation, mutual understanding, and new wisdom – the joys of the contact zone” (p. 39). It was evident by her research that when students were given opportunities to make a connection to their world, they were excited to learn.

Many may tend to make assumptions that all students today understand how to use technology properly. As we continue to increase the efficient speed of communication through technology-based systems, there are many opportunities for educators to integrate using multimodal practices within their classrooms. Kathy Mills (2010) examined some of the assumptions and discourses that are within the realm of multimodality in relation to youth. Through her research she found that as students are using computers more frequently at school than at home, it is essential that “...teachers have a vital role to play in guiding youth participation in new practices for social, recreational, and civic engagement” (p. 37). It is important that educators realize the importance of teaching media literacies as a way to connect literacy knowledge in other areas outside of the classroom. Mills refers to Vygotsky’s (1978) argument of how adults need to “take learners to the upper limits of their potentiality – within the “zone of proximal development...” (as cited in Mills, 2010, p. 38). Within this “zone of proximal development” it is important for students to understand how to accomplish tasks on their own after receiving help and how to achieve their goals. Vygotsky’s “zone of proximal development” coincides with scaffolding and that there is a concurrence between practice and instruction and as scaffolding decreases, independent learning increases. Mills discovered that there is a lack of research within the area of scaffolding multimodal

literacy practices in relation to youth and states the key responsibility of teachers should allow extra time to scaffold and model these multimodal literacy approaches to our students.

In order to successfully learn a second language, students may need to have a variety of opportunities both inside and outside the classroom as was discovered by research conducted by Jack Richards (2015). Within his article, “The changing face of language learning: Learning beyond the classroom”, he discovered that research has shown evidence which confirmed that people who lived in Finland and Denmark became fluent in English and their listening communications skills by watching television and movies that were shown with English subtitles. Richards summarized, “Typically, learners such as these realized that they would only make progress in learning English if they made use of opportunities to learn English out of the classroom” (p. 7). Through the use of television series, Internet television and extensive television viewing, he discovered that television provides multimodality by providing “input in several forms, orthographically, aurally and visually” (p. 19). By providing extra opportunities for second language learners to interact in a variety of opportunities outside of the classroom, it was shown to assist second language learners in developing proficient English skills. Within his research, Richards summarized the opportunities and advantages that learners can experience with out-of-class activities. Additionally, he summarizes that there are also many benefits for teachers who provide out-of-class activities.

In 2008, a recent research study was sponsored by the MacArthur Foundation that focused on digital media and how youth are using media. It was found through this study that “youths are developing important social and technical skills by themselves that adults

don't often understand or value" (as cited in Flynt and Brozo, 2008, p. 526). E. Sutton Flynt and William Brozo (2008) noted the survey results that demonstrated that adults may not perceive the value of youth internet use, online activity assists youth in acquiring social and technology skills, youth enjoy learning from online peers and that "most youths are not taking full advantage of opportunities afforded by the Internet" (p. 526). Since this survey was conducted in 2008 and a recent survey could not be located, it may make one wonder what the current results would be.

Students of diversity may need to have opportunities to communicate through the use of media. Staci Perryman-Clark (2013) suggested, "students should have the right to write in their home languages or whatever languages with which they find their style in the composition classroom" (p. 470). Videos or readings that include different languages along with providing opportunities for students to write in their native language has been shown to give honor and respect to one's culture. The ability for students to write in their own language is much easier today than it may have been several years ago due to media. Lourdes Ortega (2009) discusses research on the benefits of technology use by teenage immigrants. It was found that these students felt uncomfortable within the school setting, but through the use of the Internet they were able to become involved in chat rooms where they could share their experiences. These students showed growth within their fluency in English and they gained confidence at school. Additional research "...studies have documented remarkable literacy engagement by L2 users who found in technology-mediated virtual communities the space for creative writing and self-expression that they could not find in the academic discourse of schoolwork" (p. 249). These studies demonstrate that there are significant benefits for students who use technology. By

participating in these media activities, non-native speakers may be able to increase their self-confidence and communication skills.

Educator Benefits when Fostering Media Literacy

Today, we live in a fast-paced world with abundant technology and resources at our fingertips. Many educators, within academia have incorporated technology-based activities within their classrooms and have discovered many benefits. Barbara E. Hamilton (2012), an educator from Montclair State University, stresses that we are living in a generation of technology. She emphasizes that educators can encourage students to acquire media literacy by developing classroom exercises that invite their technology world into the classroom. Her discoveries, within her own classroom, reinforced that students have lost motivation to read deeply. In turn, she created a student-centered classroom that encouraged student engagement with the use of technology with pre-reading work, blogs, and visualizations with the use of creating video games. Additionally, she taught a unit on ethics which included how ideas shape how students view the world and how they would feel if they found out if an idea they had was false. In teaching this unit, she observed critical thinking on the student's part and took them out of their comfort zone.

It is important to understand the benefits that educators may experience when fostering media literacy. Some of these benefits are when media literacy is used through the use of out-of-class activities. It was discovered in current research conducted by Jack Richards (2015) that the out-of-class media literacy based activities “provide learning opportunities that are difficult to create in the classroom” and “enable links to be made between classroom and out-of-class learning” (p.20). He stressed the importance of

essential teacher training which needs to include guidance on how to use out-of-classroom media literacy activities in order to connect these activities with in-class experiences.

It may make one question what other areas can be used as a “contact zone” to encourage learning through social spaces. Courtney Kelly (2012) uses the cafeteria at Greendale Middle School as one of these areas of study for her research. As she participated in an after-school program called PODER-YES, which mean “power” – “to be able,” she shares the experiences of diverse students who demonstrated that, “...multilingual and multimodal literacies can promote a multicultural perspective, uniting diverse students through mutually meaningful literacy projects that empower them as agents in their own learning” (p. 302). After the first few months of the project, students had created social maps in which they created drawings of crucial social spaces within their school. The cafeteria was drawn as students shared their important of the cafeteria as a place that they could feel comfortable talking with their friends. After five months, they created a multilingual video which focused on gossip, which was a topic that they had voiced as an area that causes conflict. As the students collaborated in the various stages of production, the project “...allowed students from different linguistic and cultural backgrounds to learn with and from one another, which helped them develop an appreciation of their peers’ funds of knowledge as well as their own” (p. 308). It was found that student collaboration that includes media literacy using multimodal literacies can encourage teamwork building within the classroom.

Researcher Rosa Roman-Perez (2003) examined journal writing frustrations that the ESL student experienced. She investigated the different types of processes that were

presented to students to encourage them to write. Prior to providing the on-line assignment, what seemed to be lacking was a lack of honor for each student's culture and personal choices. After providing technology-based assignments, results demonstrated that students were able to feel as if their culture and choices were honored through their journal writings.

Providing an opportunity for students to participate in daily journal writing can be a benefit for both educators and students as fluency skills tend to increase. Quick Writes (QWs) are a creative way to help build classroom community and to minimize writers' apprehension, as mentioned in Reeves (1997). Media literacy can be incorporated within the QW to demonstrate the importance of writing every day in response to a prompt. Gail Tompkins (2013), discovered the importance of using QWs to allow students to write freely in-class. As students participate in the QW they may be able to make a connection between the video viewed and their personal QW response.

In acknowledging the different technology choices that are available today, an educator may decide to give the students other choices, within their free writing, to include writing on a blog or instant messaging with a friend. Yunus, Nordin, Salehi, Sun and Embi (2013) found significant benefits to fostering media literacy within the classroom. In their article, "Pros and Cons of Using ICT in Teaching ESL Reading and Writing" discussed benefits included an increase in students' attention, assistance with teachers meeting their objectives, improvement in students' vocabulary, and the ability for students to obtain suitable reading materials online (Abstract). With the noted benefits of using media literacy within the classroom, it is essential that educators are aware of how to locate and use what resources are available.

Knowing that a large number of media literacy resources are instantly available enhances an educator's ability to find creative ideas to use within their lessons. By providing a written prompt after viewing an online video or song, a daily journal response could be written. Furthermore, grammar lessons may be taught using a video transcript in which the lesson could incorporate and focus on learning the different parts of speech. Other technology resources within the classroom such as sharing journal responses on a document camera and projector are another way of giving student's voice within the classroom through the use of technology. As an educator, it is essential to effectively use the technology resources that are available and to share this knowledge with our students.

With the increase nationwide of high school dropout rates, it may make one wonder if incorporating technology within the classroom would make a difference. E. Sutton Flynt and William Brozo (2010) provide ideas on how educators can design effective curriculum that may increase student engagement. They found that researcher J.L. Frand (2000) made eight observations with student learning and the Internet that are summarized within their article. Additionally, an outline model was provided of the Information and Communications Technology (ICT) integrated classroom that included purposeful involvement, interpersonal relationships, development of knowledge, clear expectations and feedback. By allowing a classroom that has active collaboration where students are able to participate in planning, investigation and production, the teacher will become an essential piece to student learning and engagement.

Educator Challenges when Fostering Media Literacy

Along with the benefits of fostering media literacy, educators additionally need to be aware of the challenges that may arise. We may observe an increase in student's proficiency in using technology; however, they may be using technology incorrectly as their world is brought into the classroom. In research that was conducted by Barbara E. Hamilton (2012), she discovered that many of her students felt that reading texts took them too much time to read and they became uninterested in the text. When students were instructed to find library research articles, she observed that they would use Google to browse websites instead to find article quotes rather than reading a text. Within the library at her university, two librarians noted that students who were proficient in technology would stop searching for further articles after they obtained their first search result. Even though there were more suitable articles available on their topic, students desired immediate results and selected their first search result. This example demonstrated that technology can save time, but may tend to hinder the skill of researching and taking time to locate valuable research on a selected topic.

When using technology, it is essential that small groups are still used within a student-centered classroom. Paolo Freire stated that "the pursuit of full humanity...cannot be carried out in isolation or individualism, but only in fellowship and solidarity...." (cited in Hamilton, 2012, p. 16). Therefore, creating structured group work, alongside using technology, may encourage students' participation in productive classroom discussions where the students are given opportunities to apply critical thinking and analysis.

With the increased use of media, one may question as to whether or not the use of media is beneficial. According to Sonja Foss, Karen Foss and Robert Trapp (2014), theorist Jean Baudrillard “accepts the basic notion that the medium is the message” like McLuhan. He believes that media produces a certain type of culture stating, “in the long run it is not the ideas which are carried in books which are important in themselves but the discipline they impose” (as cited in Foss, et al., 2014, p. 317). Baudrillard views a “consumer society in which objects dominate and control humans rather than the reverse” (Foss, 2014, p. 304) This statement may make us think about how much we are allowing the media to control our lives.

An additional noted problematic area, when teaching ESL students, is a lack of self-confidence within students’ writings. Vivian Zamel (1995) in her article, “Strangers in the academia: The experiences of faculty and ESL students across the curriculum” discovered that there were many frustrations that the ESL students expressed within their educational experiences which included feelings of confusion, lack of clarification of assignments from the instructors, and a lack of self-confidence within student’s writings. This may tend to make one question as to whether or not using technology within the classroom would help or hinder these feelings of insecurity.

A qualitative research study of 19 secondary school English teachers from three difference areas within Malaysia was conducted. Researchers, Melor Yunus, Md, Norazah Nordin, Hadi Salehi, Choo Hui Sun, and Mohamed Amin Embi (2013), addressed the questions of how they managed problems and how they planned activities when using Information and Communication Technology (ICT) within ESL reading and writing. Their interviews concluded that the teachers were not prepared to manage

problems and they felt that their lesson plans were directed towards lower level thinking activities. A table about the interviewed teachers such as area, name, gender, age, and number of years teaching experience was provided within their research. Included were actual responses from each teacher that specified issues that they had encountered. The issues of concern were summarized as a lack of computers and computer maintenance, poor internet access, lack of technical support, and a lack of time. Their research proves beneficial as it summarizes problems that may arise when planning activities that involve using technology within the ESL classroom. It is important for educators to be aware of the disadvantages along with the advantages of using technology.

Kathy Nakagawa (2014) conducted research on the disadvantages of using media when she stated, “Social media provides a laboratory of how discourse on race plays out with very little moderation” (p.108). She provided an example of how a YouTube video was posted by a female UCLA student demonstrated how through the use of a social media video posting, along with comments, created racial protests. Within the example mentioned, a UCLA student posted a video in which they were complaining about the influx of Asian students who were constantly accepted into UCLA every year and were using the library. After this incident, UCLA students organized campus protests and demanded a reduction of racial tensions on campus. Many researchers responded to the “Asians in the Library” video and argued that, “gendered and racialized discourse on YouTube deserves analytic attention in anticipation of finding patterns of inequality... social media, such as YouTube, may be useful in relation to race pedagogy... promote racial literacy... examination of racial microaggressions... and teach about the intersectionality of race, class, and gender” (as cited in Nakagawa, 2014, p. 105). This

demonstrates the importance of instructing students how to apply and use appropriate analytical tools to avoid racial issues when they arise through social media. Other topics were discussed in her article, such as promoting racial literacy, Critical Discourse Analysis (CDA) and social media, analyzing context, analyzing production/content creation, structural features, rhetorical/linguistic analysis, media construction, conversing about race, and summarizing ways in which social media plays a significant role in giving students the opportunity to discuss race issues.

Using Media Literacy to Increase Racial Awareness

Social media can be also be used as an opportunity to increase classroom racial literacy and to promote the resistance of racism. According to Miriam Jorge (2012), her research-based arguments summarize the need for teaching Internet related racial issues. Along with her arguments, she provides a foundation for the critical need to teach race issues within the classroom. She mentions that teacher education about racial tensions is often lacking, and she specifically addresses questions as to whether or not race matters within the realm of teaching language, and what role teaching race plays within the dynamics of teaching in the Brazilian classroom. Referring to Paulo Freire's Critical Pedagogy as the foundation for her review, she asserts a "real world" disconnect when using textbooks to teach the Critical approach to Language Teaching (CLT). She summarizes consequences that EFL students experience when they are not given opportunities to discuss cultural differences. Furthermore, recommendations were made using critical analysis methods to discuss race such as using movies, music, videos, song lyrics, and television shows. Jorge's research demonstrates a superior basis of knowledge based on foundational critical theories. Her observation that classroom activities that use

technology can be used to provide racial relations and build cultural awareness is an observation that can be agreed upon. Additionally, she provides guidelines to implement which focus on the need to teach different cultural values and actions within schools. The goal, within her research, was not to provide examples but to provide a theoretical basis, with the inclusion of current statistics, on how race education is essential within the teaching of language. Jorge provides specific and current examples of how social media use, through websites such as YouTube and Vimeo, can influence racial biases and responses. It was noted that social media websites such as Facebook, Twitter and Instagram were not mentioned.

Within the ESL classroom, there are many different people that come from a different race or ethnicity. According to Gordon W. Allport (1954) in his book, *The Nature of Prejudice*, he states that race “refers to hereditary ties” and ethnicity refers “to social and cultural ties” (p. 107). Many people may assume that the terms race and ethnicity are defined the same which may create confusion. Allport continues when he quotes anthropologist, Clyde Kluckhohn, who stated, “Though the concept of race is genuine enough, there is perhaps no field of science in which the misunderstandings among educated people are so frequent and so serious” (p. 107). With recent racial issues that have risen since the 1950’s when Allport defined race, one can observe a more current definition of race from Ena Lee (2014) who cites the current definition from P. M. L. Moya and H. R. Markus as ““a complex system of ideas and practices regarding how some visible characteristics of human bodies such as skin color, facial features, and hair texture relate to people’s character, intellectual capacity, and patterns of behavior”” (as cited in Lee, 2014, p. 80-81). It is interesting to observe how a connection is made

between the physical characteristics of an individual to their unseen characteristics. It is evident that there needs to be a distinct line between the terms race and ethnicity as these are often not separated. This may also tend to make one question how international students would define these terms.

Many educators may tend to feel unprepared to address racial issues within their classrooms when they arise. Catherine Prendergast argued that teachers are “‘already socialized into discourses of race and power relations’ when they enter our classrooms” (as cited in Schmidt, 2011, p. 38). However, there are several ways in which instructors can feel more prepared to teach about race within their curriculum. One of these ways is with the use of online discussion boards. According to Tyler T. Schmidt (2011) he discovered that “Online discussion boards...if linked to off-line assignments and used for their archival nature, can provide critical forums for teachers.” Other benefits he found included giving classroom instructors the ability to listen more analytically to the interrogations of race (specifically related to whiteness), politics related to race, and language. Graduate students who participated within Schmidt’s research discovered the benefits in using online discussion boards to discuss racial issues. Two students commented that they felt freedom “where the reflective writer was privileged over the zealous talker” (2011, p. 39). On the other hand, some students preferred having the authentic structured classroom experience in which they were more familiar with. This demonstrates that not all students prefer using online discussion boards.

Other ideas to incorporate teaching race with technology were suggested by Barbara Hamilton (2012), who teaches English at Montclair State University. She found that her students who wrote something on their own, by using pre-reading strategies that

included technology such as using blogs, comparing song lyrics, applying plot structures to sitcoms or films, or creating video games, became aware of how writers can connect in today's world (p. 22). This demonstrates the importance of remembering how the generation is more image-based rather than text-based and how educators need to adjust their curriculum accordingly.

When one looks at a possible cause of why racial diversity issues are not being addressed or why proper training is not being offered to educators, it may be due to lack of knowledge and lack of funding. Patrick Slattery (2013) recalls his experiences with racial segregation. As a child, he explains that he had limited contact with African Americans or different cultures even though he was living in a diverse city. He can significantly remember, "The boundaries were clearly established. I also have memories of constantly hearing racist jokes, and derogatory comments about people of color in my community. It was ingrained in my mind as a young child that African Americans were inferior, dangerous, and dirty" (p.150). Slattery's experience reminds us that racial diversity issues need to be addressed in an appropriate way. He stated that, "Arrogance and ignorance about race, gender, sexuality, and ethnicity are the root causes of senseless suffering: bullying in schools, segregations in society, workplace discrimination, salary inequities, identity confusion and repression, hate crimes, and much more" (p. 151). As educators, it is important to address racial issues rather than avoid them in order for racial tension to be avoided both inside and outside of the classroom. However, some educators may tend to become uncomfortable addressing specific racial topics due to a lack of knowledge. It is important that as more universities budgets may be cut, funding for

teacher training programs in the area of race is essential to decrease racial confrontations that may arise in the classroom.

As one can see, there are many issues that lie within the realm of using technology to teach about race. It is important that as more technology becomes available, that educators and students are able to employ the strategies to effectively analyze social media sites, along with other forms of technology. Additionally, it is important that one is aware that when they observe something that may be racially motivated or biased that they ask questions and be able to have appropriate discussions about these issues. If we are more aware of how technology can be effectively used to teach racial issues, we can then move forward in creating a classroom that is not be racially biased. After all, creating a safe classroom community where all students can safely ask questions, participate in classroom discussions, and feel comfortable commenting within online discussion posts and videos may be accomplished with the use of a technology-based approach to teaching contemporary race issues.

One may question why it is important to teach racial awareness through the use of technology. This topic has been addressed by several current researchers that include: Nakagawa and Arzubiaga (2014). These researchers discovered that students were able to make a distinct connection in learning the English language when culture and specific racial issues were being addressed. They discovered that by incorporating media and technology, educators were able to promote racial literacy awareness, encourage students to ask questions, and decrease and resist racism within the classroom. Additionally, their findings suggested the need for educators to provide time for reflections, incorporate discussions, and analyzing and discovering different cultures through discussions about

race. A need that was addressed was to greater understand the connection of race and gender differences with technology use.

Within the thesis of Maggie Lu (2010), there were many benefits that were discovered within the ESL classroom when using music and songs to address specific issues such as suicide and racial diversity. The students studied were able to feel as if they had a created space for them to interact and reflect which enhanced their language output. Specific problems that were addressed within her research were time constraints, lack of opportunities to have group discussions in class or on discussion board posts, and lack of time for students to share their experiences with their classmates.

As educators incorporate a media literacy approach within their classroom curriculum, it may be an opportunity for both educators and students to experience a new insight within the world of education. Understanding how to properly relate to racial issues and how to appropriately analyze these issues is an essential piece when confronting racial issues within the classroom. With all of the conveniences that are available today such as smart phones, it is easier to obtain and gather information, such as taking videos on one's cell phone which may capture racially-motivated incidents. A postmodern curriculum approach is one method that educators can use within their classrooms to address key racial issues. According to Patrick Slattery (2013), he states within his book *Curriculum Development in the Postmodern Era: Teaching and Learning in an Age of Accountability* that:

The scholarship on race and ethnicity in postmodern curriculum studies is more than a review of the legal issues related to segregation, integration, and affirmative action in schools, debates about the validity of assessment for

minority students, the developments of programs to reduce ethnic tension on school campuses, or the inclusion of multicultural literary selections in language arts classrooms... While these topics are important, racial issues in the postmodern curriculum emphasize investigations of the self and conceptions of the self in relation to the other. (p. 174)

By teaching racial diversity issues through a postmodern curriculum approach, we can encourage our student to be investigators about racial topics rather than simply reviewing information.

In using an online discussion board for a class of graduate students, who were teachers-in-training and enrolled in his English course, Tyler Schmidt (2011) researched the benefits of using an online discussion board to have conversations about race the author investigates the need for teaching race, language, and pedagogy to prepare these students who will be teaching within the classrooms of New York City. He created three discussion boards on Blackboard in which these students could interact and ask questions through interactive journal responses. Addressing the question as to whether or not discussion boards can be used as an effective tool within antiracist pedagogy, students commented both positively and negatively about the online experience. At the end of his research, he concluded the need to create more media sources within his teaching to address racial issues. At the conclusion of Schmidt's research, he admitted the need to include the provision of more opportunities within his own classroom to use technology as a form of reflection to address racial issues.

Ideas and Resources for Media Literacy Integration

Along with racial issues that may arise, educators need to be aware of the need for students to become media literate in a technology world. According to Richard Beach and Frank Baker (2011), who wrote “Why Core Standards Must Embrace Media Literacy,” for the Education Week website, found that in “...a 2010 study funded by the John D. and Catherine T. MacArthur Foundation, surveyed 11 to 18-year-olds and found that 89 percent believed that “some” to “a lot” of what they found on the Web was believable” (p. 1). This statistic demonstrates that many youth may not fully understand how to challenge or question what is available on the Internet. Therefore, it is important that educators are aware of the importance of teaching media literacy within their curriculum to expose some of these myths that may exist within media. Beach and Baker (2011) quote Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching and former U.S. commissioner of education when he stated, “It is no longer enough simply to read and write. Students must also become literate in the understanding of visual images. Our children must learn how to spot a stereotype, isolate a social cliché, and distinguish facts from propaganda, analysis from banter, and important news from coverage” (as cited in Beach & Baker, 2011, p. 1). It is important to remember that although students may seem knowledgeable about how to use technology, they many times do not see the dangers that may be present as they may believe everything they see. Therefore, it is essential that educators understand how to appropriately implement media literacy into their curriculum, but may be unaware where to begin.

There are many key concepts to be aware of when fostering media literacy. On the *Canada’s Centre for Digital and Media Literacy* (2015) website, there is a vast

amount of information provided for educators which includes reasons of why it is important to teach media literacy. Ten key points are included within their website to assist educators. Within their program, they discovered that assessing and evaluating media literacy work can be accomplished in three ways which include: understanding; inquiry, analysis, identification and questioning; and application. Additionally, they summarized key concepts, tips for integrating media literacy a list of ten reasons why educators should foster media literacy and how they can teach the key concepts within media literacy. This web-based information site is a valuable resource for educators who desire to integrate media literacy within their classrooms.

Examples of ways that educators can integrate media literacy were summarized by Jack Richards (2015) as he finds benefits in using chat rooms, self-access centers, interviews, and language villages. Within the area on how to expand a student's proficiency in a variety of skill areas, he addresses how to use digital games, listening logs, online resources, and social media. He argued, "Social media plays an important role in the daily lives of most people including language learners and can also be used to support language development" (p. 13). Richards' research explores the many opportunities that educators can use to promote learning that includes using peer-supported learning by using pair and group-based activities such as e-mediated tandem learning, and using on-line programs such as *Voicethread* to improve communication skills. Ideas for out-of-class projects were also suggested by Richards such as creation of a video documentary or a public service announcement video.

Technology can be used to stress the importance of writing. Hope K. Gerde, Gary E. Bingham, and Barbara A. Wasik (2012) discovered that young children enjoy using

different forms of technology such as tablets, computer programs to paint or draw and interactive whiteboard technology (e.g., SMART Board) to write and save their work to later be expanded upon (p. 357). They discovered how technology supports writing, allows children to share their writing with others and how teachers can access a student's work, that has been saved on a computer, to assess a student's literacy growth over a period of time. An educator may assume that technology "takes away" from the classroom when, in fact, it may enhance the technology-based classroom experience.

Additionally, it is important for students of diversity to create multimodal and multilingual texts. Courtney Kelly (2012) claims that educators need to understand how to implement a variety of ways for diverse students to create multimodal and multilingual texts, as it will be essential to help teach diversity language and literacy differences. She provided a quick "Take Action" guide on her observations of how educators can effectively and efficiently implement and incorporate multimodal and multilingual texts within the classroom.

Material culture is another way that educators can incorporate within their classrooms to use as a form of rhetoric. Many educators may not be aware of the benefits of using material culture within their classrooms. However, I was able to observe these benefits firsthand, as I brought in several items to incorporate within my lessons. One may question how a quilt can be used as a form of material culture. Vanessa Sohan (2015) discovered through researching the Gee Bend's quilts that the needle of the quilt maker is a form of composing similar to how the pen of a writer can create a written piece of work. In her fascinating research study, the women creators of the quilts were able to "employ quilt making as a vehicle to construct their own discourse(s) – a way to

(re)write the material conditions of their lives” (p. 299). By providing artifacts as a “vehicle” to engage our students, these forms of material culture can be used as an opportunity for our students to comprehend how different types of rhetoric can be used as artful expressions of discourse.

Videos have been found to be an effective way to teach the multilingual writer. However, J. D. Park (2006) explains that students “...need more interesting and challenging activities than just watching the video itself. Instructors must create materials that require students to focus on different aspects of the video, such as general comprehension, cultural differences, vocabulary and specific language function and English structure” (p. 50). An additional discovery that Park made was when he found that research by Johanna Katchen discouraged the use of subtitles when viewing videos (as cited in Park, 2006, p. 51). It is interesting to note, however, that this research contradicts current research conducted by Jack Richards (2015) who notes the benefits of students using subtitles when viewing television or movies. Park mentions that educators need to be cautious when choosing videos. Videos should be screened, by the instructor, prior to showing to the class and should be of high quality and of an appropriate language level. Additionally, instructors should note density, speech clarity, rate and accents. From these observations, educators can be more aware of what should be noted when using videos within the classroom.

When adding listening activities that correlate with the use of videos, it is important that the topics chosen are related to chosen articles. According to Margaret Mount (2014) she integrated her in-class activities to include “...video listening activities about topics that could be related back to the articles, journals asking students to reflect

upon the articles, and study guides of the articles for students to complete as homework then review in class” (p. 52-53). She discovered that by providing the integration of these activities in connection with video viewing, student engagement and interest was evident in her classroom. Through her teaching experience, it is evident, as Park (2006) discovered that more benefits are shown when a video is not shown in isolation.

Music is another effective way that can be used to engage student interest and engagement. James Berlin (1988) discovered the benefits of using music within expressionistic rhetoric when he quoted Lutz who said, “Writing in response to such activities as making collages and sculptures, listening to the same piece of music in different settings, and engaging in random and irrational acts in the classroom was to enable students to experience ‘structure in unstructure’” (as cited in Berlin, 1988, p. 485). This example demonstrates how students can learn by listening to music while creating rhetoric. Another researcher, Mary Parker (2008) discovered that through the use of music, she noted that after reading her student journal responses that, “...elements exist in music that aid in connecting people from all over the world, regardless of language” (p. 37). She discovered that when music was used, it created a sense of community and also aided in language acquisition. Additionally, Maggie Lu (2010) discovered the benefits of using music and songs within her teaching. It is evident by both researchers that integrating music and songs within a lesson can assist in building community between students in the classroom.

Students today are living in a visual culture where everything may be available to them as they look on their laptops, tablets or smartphones. Many books are available in electronic formats and can be downloaded to be read on an electronic device. Diana

George (2002) discovered the benefit of using visual literacy within the writing class. She stated “If we are ever to move beyond a basic and somewhat vague call for attention to ‘visual literacy’ in the writing class, it is crucial to understand how very complicated and sophisticated is visual communication to students who have grown up in what by all accounts is an aggressively visual culture” (p. 15). By using visuals, such as a picture book, advertisements, cartoons, photos and illustrations, students may become excited to create their own visual designs such as websites. George found that researcher Lester Faigley (1999) described “several Web sites he had encountered that are composed by teens as young as fifteen” (as cited in George, 2002, p. 27). He continues stating, “. . .to compare these teen’s thought-provoking and creative uses of image, text, and technology to the dull sameness of official sites created for mainstream companies” (p. 27). This demonstrates how creative teens can become when given opportunities to create their unique form of visual literacy.

It is important to have a model when fostering media literacy use within the classroom. In 1994, Carole Cox (2008) originally created a model that provided framework for integrating and teaching about media. Her framework included opportunities for students to experience media both inside and outside the classroom, discussion and analysis of media texts, and creating media. She stated, “Students should become enlightened, critical consumers as well as users of all media. And just as they critique and interpret literature, they can evaluate both print and nonprint forms of media” (p. 438). Within her book, *Teaching Language Arts: A Student-Centered Classroom*, she provided ideas, along with assessment tools that can be used when integrating media literacy.

As technology provides us a vast amount of information and it provides creative ways for students to learn, it can also be used as an essential way to teach and learn a second language. Diane Larsen-Freeman and Marti Anderson (2011) wrote an informative chapter within their book, *Techniques & Principles in Language Teaching*, in which they include their experience of observing an English language institute in Thailand. Through their observations of a class, which took place in a computer lab, they were able to document their lesson observations and the principles that they observed. At the conclusion of their observations, they summarized what technology was used during the language lesson. Their extensive list of ideas and examples of social media pages provide an excellent resource for educators on how to integrate the use of technology within the multilingual classroom.

Media literacy training for educators would be an excellent way that universities could assist educators in feeling adequately trained on how to incorporate media literacy within their classrooms. An excellent training program created by Elizabeth Thoman and Tessa Jolls (2005) was created for a media literacy training program that was offered through the Center for Media Literacy in Santa Monica, California. Their comprehensive 50-page booklet contains a vast amount of information that includes an overview and orientation to media literacy in the 21st century. Within their booklet they additionally provide links to websites for more information. When proper education and training is provided it could be used as an avenue for educators to be able to successfully integrate media literacy into their classrooms which would benefit their students.

Chapter 3

Introduction to the Curriculum

Chapter 3 is an introduction to the curriculum which I designed as the principal investigator as coursework was completed within the master's program at EWU. This chapter features activities, materials, and lesson plans that I created. During fall quarter of 2014, while enrolled in English 581, I created and designed an initial curriculum (Hansen, 2014) based on the book, *Laura Ingalls Wilder: Storyteller of the Prairie* by Ginger Wadsworth (1996) which included weekly lesson plans (Appendix C). However, after the curriculum was created, it was discovered that the book was no longer in print and could not be ordered for the English 112 course which I taught at EWU in the winter quarter of 2015. During winter break, after reading numerous online book reviews, I chose the new text, *Laura Ingalls Wilder: A Photographic Story of a Life* by Tanya Lee Stone (2009), in which I created a new curriculum (Hansen, 2015). Journal response prompts that were created from the new curriculum are included. (Appendix D).

This new curriculum was designed specifically for the college-level English writing class for multilingual writers, which is titled English 112. During the winter quarter of 2015, the student population of this course included groups of international students from Brazil, Saudi Arabia and China who decided to study abroad to be educated in the U.S. to later return to their home countries with the education and skills that they acquire. This gender-balanced curriculum includes an equal number of interests directed towards each gender. Additional key components, included within the curriculum, addresses material culture and alternative visual rhetorical writing using media literacy. As I planned, implemented and assessed the curriculum, the underlying

philosophy and theory of the curriculum design are shaped by three elements of a curriculum plan, which David Nunan (2004) summarizes as syllabus design, methodology and assessment/evaluation (p. 6). These areas are essential when creating a curriculum that meets students' objectives and goals that are initially stated by the ESL coordinator in the English Department and chair of this thesis.

Journal responses, essay exams and additional classroom activities were integrated throughout the curriculum which coincides with what Patrick Slattery (2013) defines as a postmodern curriculum approach. He states, "The first important change taking place in the postmodern curriculum is in the relationships that exist in classrooms" (p. 217). Within the classroom, I stress the importance of knowing students by name and helping students get to know each other. Slattery continues by stating, "Field trips, guest speakers, nature studies, and visits to museums are encouraged, and not just for the sake of alleviating boredom or for indoctrinating students with a narrow political or cultural perspective" (p. 218). Throughout the quarter, I realized the importance of taking time to incorporate journal responses, classroom investigations and discoveries, field trips and guest speakers within the classroom to foster student engagement.

Specific Areas of the Curriculum

As shown in Figure 2, on the following page, specific areas of the curriculum are included within this chapter and samples of the key components of the curriculum are later included. Student response samples are included in Chapter 4 which includes classroom demographics, student questionnaire results, student Friday essay exams and analysis. Specific examples of (1) student's literacy letters, (2) online journal responses, (3) essay exams, (4) an extra-credit paper, (5) a research paper, (6) and a student's final

portfolio, which includes a reflection essay, are also included within Chapter 4. Each one will be presented in this chapter in the following order mentioned. The student syllabus is provided in Appendix A.

Specific Areas of the Curriculum

- Preface for Teachers
- EWU Values, Mission and Vision Statement
- English 112: Composition for Multilingual Writers Student Goals and Objectives
- Description of Learners, Level and Purpose
- Goals of the Curriculum
- Teachers of English to Speaker of Other Languages, Inc. (TESOL) Video and Digital Media Statement of Purpose
- National Council of Teachers of English (NCTE) Resolution on Promoting Media Literacy
- NCTE Code of Best Practices in Fair Use for Media Literacy (partial)
- NCTE Position Statement on Multimodal Literacies
- Book Rationale
- Cultural Sensitivity
- Theme
- Research Limitations
- Syllabus (Appendix A)

Figure 2: Specific areas of the curriculum (Hansen, 2015)

These specific areas include the foundation of how and why this curriculum was created. I have provided TESOL, NCTE information to demonstrate how media literacy is encouraged within the ESL classroom.

Preface for Teachers

While I was enrolled as a student in English 581, a curriculum design and assessment course for Teaching English as a Second Language (TESL) at EWU, I designed and created this curriculum based on the biography, *Laura Ingalls Wilder: A Photographic Story of a Life* by Tanya Lee Stone (2009). The curriculum plan covers 1-2 chapters of

the text each week. Included within this curriculum are the six language arts: reading, writing, listening, speaking, viewing, and visually representing scenes, characters, settings, and other parts of the biography that might pose challenges for English Language Learners (ELLs) - those whose first language is not English (Tompkins, 2014). I used a media literacy approach, the underlying theories that informed and shaped this curriculum were found in the following books:

1. *Curriculum development in the postmodern era*, 2nd Edition (2013) by Patrick Slattery. New York: Routledge (Taylor and Francis Group). Slattery's postmodern curriculum approach demonstrates the importance of trusting and honoring students by providing them opportunities to express themselves in a variety of ways inside and outside of the classroom.
2. *Language arts: Patterns of practice*, 8th Edition (2013) by Gail Tompkins. Tompkins emphasizes to novice teachers the importance of understanding basic literacy acquisition skills. She demonstrates the processes within reading and writing as well as ways to focus on building curriculum units for weeks within schools or universities. Her focus, when teaching ELL's and mainstream language arts students, is to create curriculum materials that are age-appropriate and culturally relevant to engage the whole learner.
3. *Curriculum and imagination: Process theory, pedagogy and action research* (2008) by James McKernan. London & New York: Routledge (Taylor and Francis Group). McKernan exemplifies a process approach to creating culturally relevant materials based on historical understanding from multiple perspectives.

Throughout this course, we will challenge our own world views along with the views of others. By learning these challenges and other world views, we can become informed and exposed to other cultures which are meaningful through obtaining background knowledge. By writing through reflection and reading through dialogue, we are given opportunities to possibly be transformed as individuals and societies, just as Laura Ingalls Wilder became transformed along with her circles of influence. We, as teachers, are then able to co-construct new knowledge together in writing with our

students about lived experiences and develop new insights through this process. These new insights are demonstrated within the EWU Values, Mission and Vision Statement (2015) stated in Figure 3.

EWU Values, Mission and Vision Statement¹

Our Values:

EWU is dedicated to the following key values:

- Student-centered learning environment
 - Students are the reason we exist.
- Quality
 - We strive for excellence in everything we do.
- Access
 - We expand access to opportunity and success for students.
- Inclusiveness
 - Our diversity makes EWU a stronger community.
- Integrity
 - We foster a culture of respect, commitment and honesty.

Our Mission:

EWU expands opportunities for personal transformation through excellence in learning. EWU achieves this mission by:

- fostering excellence in learning through quality academic programs, undergraduate and graduate student research and individual student-faculty interaction. Students extend their learning beyond the classroom through co-curricular programs, life skills development, internship programs, volunteering and service learning.
- creating environments for personal transformation that enrich the lives of individuals, families, communities and society at large.
- expanding opportunity for all students by providing critical access to first generation students, underserved populations, place-bound students, and other students who may not have the opportunity for higher education.
- developing faculty and staff by growing and strengthening an intellectual community and supporting professional development.

¹ Eastern Washington University (EWU) (2015). Office of the president: EWU values, mission and vision. Retrieved from <http://www.ewu.edu/about/administration/president/mission>

Our Vision:

- EWU envisions a future of professionally, socially and culturally engaged leaders, citizens and communities.
- EWU is a driving force for the culture, economy, workforce and vitality of Washington State. Our graduates think critically and make meaningful contributions to both their career fields and their communities.

Figure 3: EWU values, mission and vision statement

Student Goals and Objectives

At the beginning of each quarter, as an educator, it is important to provide within the syllabus a list of student goals and objectives when teaching a composition course.

The composition for multilingual writers' student goals and objectives, as listed below in Figure 4, were created specifically by Dr. LaVona Reeves (2014) for English 112 at EWU. These goals and objectives are evident throughout Chapter 3, as I addressed, created, taught, and assessed the curriculum.

English 112: Composition for Multilingual Writers' Student Goals and Objectives

1. Goal—to improve multilingual writers' ability to read and comprehend English for Academic Purposes (EAP) as individuals, in pairs, and in small groups.

- 1.1 Students will be able to skim and summarize main ideas when presented with written text.
- 1.2 Students will be able to scan document and extract principle information.
- 1.3 Students will be able to read and analyze authors' styles of presentation.
- 1.4 Students will be able to read and analyze the significant underlying messages of the author's text.
- 1.5 Students will be able to determine the rhetorical (persuasive) purpose of what they read considering Aristotle's triangle: speaker, audience, message.
- 1.6 Students will be able to show their journals and essays on the document viewer and read them aloud so that peers can learn from their writing.
 - 1.6.1 Students may pass or decline the request to read their work aloud, but that should not become a pattern.
 - 1.6.2 If their work is too private, they may pass as well, but they must keep in mind that to build a writers' community, everyone must share.

- 1.6.3 Interns & instructors also share their writing—by reading it aloud to peers.
2. Goal—to improve international students’ ability to write English for Academic Purposes (EAP) as individuals, in pairs, and in small groups, in a classroom setting and in conference with the instructor.
 - 2.1 Students will be able to write academic papers following North American structure.
 - 2.2 Students will be able to adapt to the organization of a variety of written assignments.
 - 2.3 Students will be able to respond to papers written by peers, applying specific criteria/rubrics.
 - 2.4 Students will be able to self-edit and revise work written by themselves as well as by peers.
3. Evaluation—accuracy of facts, synthesis, sequence, details, summary)
 - 3.1 Students will be able to form a variety of answers on essay exams.
4. Goal—to improve speaking and communication of English for academic purposes (EAP) as individuals, in pairs, and in small groups, in a classroom
 - 4.1 Students will be able to participate in small group and class discussions—students are generally expected to speak at least once in every class period.
 - 4.2 Students will be able to give oral presentations with peers.
 - 4.3 Students will be able to speak with correct pronunciation with peer comprehension at 80%.
 - 4.4 Students will be able to acquire and apply two-way communication strategies.
5. Goal—to improve multilingual writers’ ability to listen and comprehend English for Academic Purposes (EAP).
 - 5.1 Students will be able to demonstrate the ability to take accurate and concise notes under the following circumstances:
 - during a class presentation
 - while reading from the text
 - while listening in pairs
 - listening to directions from the teacher
 - 5.2 Students will be able to respond appropriately to oral questions posed by the following:
 - professor/instructor and interns
 - peers
 - small groups
 - class presentations
 - large groups
 - 5.3 Students will be able to retell aspects of a story after the teacher has read from the text, or they have listened to/viewed a video, YouTube, lecture, presentation.

- 5.4 Students will be able to demonstrate understanding of segments of an appropriate video that has been aired in class (music, biography, news, movie clips, speeches, current events, peer presentations).
 - 5.5 Students will increase their understanding of the importance of listening to peers' ideas and will value them.
6. Goal—to improve understanding of L1 and L2 cultures.
- 6.1 Students will be able to explain orally and in writing similarities and differences between the L1 and L2 cultures.
 - 6.2 Students will be able to articulate, orally and in writing, their own cultural views when in pairs, small and large groups, and in-class presentations.
7. Goal—to improve the multilingual writers' grammatical use and comprehension of English for Academic Purposes (EAP).
- 7.1 Students will be able to edit and revise their own work.
 - 7.2 Students will be able to write grammatically correct sentences.
 - 7.3 Students will be able to make grammaticality judgments of peers' work at 80% proficiency.
 - 7.4 Students will be able to craft rhetorically correct sentences for their purposes

Figure 4: English 112: Composition for multilingual writers' student goals and objectives (Reeves, 2014).

Description of Learners, Level and Purpose

International students who are enrolled within the English 112 course are from a variety of backgrounds that bring a variety of experiences into the classroom as described in the description of learners, level and purpose created by Dr. LaVona Reeves (2014), as shown below in Figure 5.

Description of Learners, Level and Purpose

Learners most often are bilingual, but English may not be the dominant language for academic purposes. They bring a variety of strengths in the six language arts: listening, speaking, reading, writing, viewing, and visually representing. They can be any nationality, and some are American citizens. Their English levels are a minimum 525 TOEFL score or the equivalent to be enrolled in the class or the completion of the ELI Level 5 Writing course. Some have graduated from high school in the U.S., but they are still in need of work on writing and reading. The purpose of this course is to improve English skills, increase understanding of American history and culture, becoming aware of human equality, and increasing

awareness of their culture as compared and contrasted with U.S. cultures and history. Improving English skills includes speaking fluently in public, writing fluently and accurately, listening globally and locally, and reading fluently with clear understanding. (Reeves, 2014)

Figure 5: Description of learners, level and purpose (Reeves, 2014).

Goals of the Curriculum

The goal of this curriculum was to teach composition to multilingual writers using media while teaching a biography and addressing key topics within 19th century U.S. history while incorporating 20th and 21st century social issues and media. This curriculum, however, can be adapted to teach a variety of other grade levels and is designed to teach English for Academic Purposes (EAP).

The curriculum, based on the biography of Laura Ingalls Wilder, was divided into daily lesson plans which took place over a period of ten weeks. Specific topics such as Native Americans, significant people in Black History, gender roles during the 1800s compared to today, slavery, women's suffrage and child labor law issues were addressed by incorporating technology and media activities within the curriculum. These multimodal activities were shown to increase student engagement and opportunities for students which tended to help them improve their literacy skills in the areas of reading, writing, speaking and listening.

Methods for teaching this curriculum are based on five key areas: the EWU values, mission and vision statement (Figure 3), the Teachers of English to Speaker of Other Languages, Inc. (TESOL) video and digital media statement of purpose (Figure 6), the National Council of Teachers of English (NCTE) resolution on promoting media

literacy (Figure 7), the partial NCTE code of best practices in fair use for media literacy (Figure 8) and the NCTE position statement on multimodal literacies (Figure 9).

TESOL Video and Digital Media Statement of Purpose

On the TESOL website, a specific video and digital media statement of purpose, as shown in Figure 6, addresses specific goals for those who are interested in using technology within the classroom. This statement provides a rationale and a theory to support the curriculum and lay the foundation for the thesis.

TESOL Video and Digital Media Statement of Purpose²

TESOL's Video and Digital Media Interest Section (VDMIS) focuses on the production and use of video materials in English language teaching. VDMIS members are interested in producing video and digital materials for educational use or are using them in their classrooms" (TESOL, 2015). Stated goals are as follows:

- Promote media literacy for teachers and students
- Support the use of video and digital media for intercultural training, teacher training, and assessment
- Promote the use of interactive media in the classroom
- Develop effective video and digital tools for distance learning
- Help teachers and students produce videos
- Exchange knowledge about developments in video production and use
- Review commercially available video and digital media
- Develop video and digital media tools for instruction in listening, speaking, reading and writing
- Support the use of new video and digital media technology

² Teachers of English to Speakers of Other Languages, Inc. (TESOL) (2015). TESOL Video and Digital Media Statement of Purpose. Retrieved from <http://www.tesol.org/connect/interest-sections/video-and-digital-media>

Encourage useful experimentation with video and digital technologies in language teaching

Figure 6: TESOL video and digital media statement of purpose

These goals, as stated by TESOL, are a comprehensive list that demonstrates the importance of allowing production of video and digital media when teaching English.

Providing support for promoting media literacy within the classroom and assisting students and teachers in production is of utmost value.

NCTE Resolution on Promoting Media Literacy Background

A new form of literacy is developing in which new modes of technology are being used to teach critical reading, listening, viewing and thinking abilities. The NCTE resolution supports media literacy within the classroom as shown in Figure 7.

NCTE Resolution on Promoting Media Literacy Background³

This resolution grew out of awareness among educators that understanding the new media and using them constructively and creatively actually required developing a new form of literacy—new critical abilities "in reading, listening, viewing, and thinking" that would enable students to deal constructively with complex new modes of delivering information, new multisensory tactics for persuasion, and new technology-based art forms. Be it therefore resolved, that the National Council of Teachers of English, through its publications and its affiliates, continue to support curriculum changes designed to promote sophisticated media awareness at the elementary, secondary, and college levels; and, to this end, that NCTE create a new committee composed of no more than six members from the NCTE Committee on Public Doublespeak and the CEE Committee on Teacher Training in the Nonprint Media, which will prepare a collection of materials not later than November, 1976; that NCTE continue to encourage teacher education programs which will enable teachers to promote media literacy in students; and that NCTE cooperate with organizations and individuals representing teachers of journalism, the social sciences, and speech communication to promote the understanding and develop the

³ National Council of Teachers of English (NCTE) (2015). NCTE resolution on promoting media literacy. Retrieved from <http://www.ncte.org/positions/statements/promotingmedialit>

insights students need to evaluate critically the messages disseminated by the mass media.

Figure 7: NCTE resolution on promoting media literacy

This resolution encourages teachers to develop new literacy skills through the use of media literacy. It is important for educators to understand how to use media constructively and creatively when teaching their students.

NCTE Code of Best Practices in Fair Use for Media Literacy Education

Along with the NCTE resolution on promoting media literacy, the NCTE has also included a code of best practices in fair use for media literacy education, as shown in Figure 8. This code summarizes the importance using media literacy to help develop the abilities for students to think critically and to communicate effectively.

NCTE Code of Best Practices in Fair Use for Media Literacy Education⁴

Within the code of best practices in fair use for media literacy education, the NCTE defines media literacy, which includes the participation of different cultures, as the ‘capacity to access, analyze, evaluate, and communicate messages in a wide variety of forms’ within the 21st century. There are many realms involved within media literacy as it ‘includes both receptive and productive dimensions, encompassing critical analysis and communication skills, particularly in relationship to mass media, popular culture, and digital media’. Media literacy can include many types of contexts within the various forms of entertainment such as watching television, posting to a blog, or reading the newspaper. Different subject areas within K-12 education, universities and non-profits can include using media literacy. Lessons can include a variety of hands-on media making lessons that address how different forms of language mechanics can be used as symbols to transmit the different symbolic forms of meaning.

⁴ National Council of Teachers of English (NCTE) (2015). NCTE code of best practices in fair use for media literacy education. Retrieved from <http://www.ncte.org/positions/statements/fairusemedialiteracy>

As teachers and learners collaborate and work together, media literacy education assists in analyzing objects studied. NCTE states:

All media messages are constructed.

Each medium has different characteristics and strengths and a unique language of construction.

Media messages are produced for particular purposes.

All media messages contain embedded values and points of view.

People use their individual skills, beliefs and experiences to construct their own meanings from media messages.

Media and media messages can influence beliefs, attitudes, values, behaviors, and the democratic process.

“Making media and sharing it with listeners, readers, and viewers is essential to the development of critical thinking and communication skills. Feedback deepens reflection on one’s own editorial and creative choices and helps students grasp the power of communication”

Figure 8: NCTE code of best practices in fair use for media literacy education

NCTE Position Statement on Multimodal Literacies

Additionally, the NCTE includes declarations that demonstrate what the integration of media literacy means for teachers within the classroom as media literacy is integrated throughout a variety of subject areas and grade levels. I have only included a portion of the position statement within Figure 9. The complete position statement on multimodal literacies can be viewed on the NCTE website.

NCTE Position Statement on Multimodal Literacies⁵

Within the English/Language Arts classroom, multimodal literacies should be used to create unique information that requires individuals to obtain, acquire, organize, evaluate, collaborate and work as a team in order to understand specific concepts being taught.

Today, the younger generation are able to immediately obtain information as, “Readers in electronic environments are able to gain access immediately to a broad range and great depth of information that not 15 years ago would have required long visits to libraries or days of waiting for mailed replies” (www.ncte.org, 2015, Web).

Often times, younger students may have more technological skills than many of their teachers. As they are exposed to a variety of forms of social media, they have experienced many different forms of technology than what may be available for them at their schools.

As educators it is important to provide technological resources to all students including those with special needs or disabilities.

Figure 9: NCTE position statement on multimodal literacies

Book Rationale

As mentioned previously within this chapter, I had originally chosen another text to design a curriculum (Hansen, 2014) based on the biography of Laura Ingalls Wilder. However, when it was time to order *Laura Ingalls Wilder: Storyteller of the Prairie* by Ginger Wadsworth (1996), it was discovered that the book was no longer in print and that it could not be ordered by the university bookstore. After much research and reading several book reviews, feedback, and comments, I chose a new text— *Laura Ingalls Wilder: A Photographic Story of a Life* by Tanya Lee Stone (2009) and I designed new curriculum was created (Hansen, 2015). About 10% of the media-based lessons that I

⁵ National Council of Teachers of English (NCTE) (2015). NCTE position statement on multimodal literacies. Retrieved from <http://www.ncte.org/positions/statements/multimodalliteracies>

had created using the old curriculum were easily transferred to use within the new curriculum. I discovered that, in spite of the numerous photographs that were provided within the text, it was important to locate supplemental texts that included additional resources such as poems, maps, recipes, crafts, and pictures. Due to time constraints, recipes and crafts were not able to be included within the curriculum; however, poems, maps and pictures were used. These supplemental texts proved to be of value as students were engaged through a variety of texts. Examples of how these supplemental texts were incorporated within the new curriculum can be found throughout this chapter, and each source is listed in References.

As the stated goal was to foster media literacy within the curriculum, I decided to send an email to the author, Tanya Lee Stone, to inquire as to whether or not an electronic copy of her text would be available for students to purchase. Surprisingly, within a few days, I received an email response from Tanya Lee Stone in which she stated that her book was currently unavailable on an electronic format. Therefore, students proceeded in ordering the regular hard copy of the text, as shown in Figure 10. This specific text was selected due to the fact that there would be a large number of topics that could be addressed through the text in regards to 19th and 20th century U.S. history while using media literacy.



Figure 10: Image of front cover of text. Stone, T.L. (2009) *Laura Ingalls Wilder: A photographic story of a life.* Dorling Kindersley Publishing.

Published in 2009, and considered to be at an eighth grade reading level, the new text proved to be at an ideal reading level for the multilingual writers. The publisher,

Dorling Kindersley (DK) is well-respected and well-known for their use of vivid and realistic photographs within their published texts. Tanya Lee Stone, the author, includes several colorful photographs, additional key facts and a timeline to bring the biography of Laura Ingalls Wilder to life. Stone's previous experience as an editor for 13 years, before she decided to pursue writing full-time, adds to her credibility as an author. Her previous areas of study have included English, creative writing, history and music. She holds a master's degree in education. As of 2009, she had written over 90 books focusing on young readers' topics such as science, nature, history and biography. Within the 128 pages of the text, there are 15 chapters which include specific events of Laura Ingalls Wilder's life. The text was easily divided into a 10-week course with the lessons focusing on 1-2 chapters per week.

Based on the biography of Laura Ingalls Wilder and her life, I created and taught curriculum and lesson plans in an English composition class for multilingual writers. Within the curriculum I created, there were many media literacy assignments included such as online, group and classroom discussions, online and in-class journal responses, video observations, song analyses, and handwritten and on-line essay exams. Extra credit opportunities were also offered for participation in on-campus university lectures and events. Additionally, my colleague, Sony (Beck) De Paula, visited our classroom, presenting her wonderfully created presentation on Rosa Parks, racial segregation and equality which was followed with an informative question and answer session. Along with teaching a biography of a significant author, other specific topics were addressed such as the relocation of Native Americans, Martin Luther King, Jr., child labor issues, slavery, and women's suffrage.

There were many positive role models within the text during this period of U.S. history with no negative role models noted. Ultimately, Laura Ingalls Wilder has been known as a literary legacy as one of the greatest children's book authors of all time because she incorporates many of her real-life experiences within her biographical text. Her philosophy of hard work, perseverance and dedication is evident throughout her stories and literary works.

Cultural Sensitivity

As culturally sensitive issues may arise within a text, it is important to use these as a teaching opportunity. Within the text, the relocation of the Osage Indians is briefly mentioned. Additionally, it was mentioned that there were instances of violent crimes occurring, and law enforcement was limited which created safety concerns from parents whose children had to walk home from school. The Women's Suffrage movement is mentioned, along with the passing of the Nineteenth Amendment in 1920 giving women the right to vote. Slavery and child labor issues were not mentioned within the text, but I addressed these issues in the course, as these were significant events that were taking place during the 19th century in U.S. history.

Theme

The overall curriculum focused on 19th century U.S. history key events that took place during this era. During the month of February, which is "Black History Month", these key events connected appropriately with the text that was used and the time period addressed. Within the quarter, I incorporated an additional requirement in the course to give students the opportunity to write a short research paper on a chosen topic related to the 19th century and the text. After numerous media literacy assignments, discussions

and technology-integrated lessons, the students provided numerous positive feedback comments on how their knowledge of 19th century history increased. This was primarily due to their experiences and making connections with the text by comparing how things were during the 19th century and how they are today.

Challenges

Prior to the beginning of the quarter, I had submitted a classroom request to have the class take place in a computer lab as a technology-integrated course. However, there were limitations within the computer lab assigned on the first day, as the setting was not conducive and was deemed to be unfeasible for the coursework requirements due to no document camera and the small projection area which made it difficult for students to see what was projected. Therefore, a modified research focus was planned and that a new location in a standard classroom was requested and accommodations were made for 22 multilingual students. From the second day of class, we met in the new location which was more appropriate for all.

The course was divided into a 10-week quarter which included specified days allowed for national holidays, student conferencing, a Writers' Center orientation and a library orientation day. Students were instructed to check the Course Calendar, as shown in Figure 11, which was given to them on the first day of class and posted on Canvas, for weekly reading assignments which included the title of each chapter and corresponding page numbers. Additionally, they were instructed to check the Daily Lesson Plan for daily in-class activities, homework assignments and due dates, which are shown in Figure 13.

The following key components, listed in Figure 11, were included within the curriculum designed for the multilingual writers of English 112 for winter quarter of 2015.

Key Components of the Curriculum

- Coursework Calendar
- 2 Discussion Board Posts
- 44 Daily Lesson Plans
- Literacy Letter
- 25 Daily Online Journal Responses
- 7 In-Class Quick Writes (QWs)
- 8 Study Guides
- 9 Friday Essay Exams including a Mid-Term and Final Exam
- 4 Group Discussions/Presentations
- 3 Quizzes
- 4 Grammar Lessons/Worksheets
- Research Paper with Peer Review Session
- Extra-Credit Black History Month Event Paper
- Final Portfolio
- Reflection Letter

Figure 11: Key components of the curriculum (Hansen, 2015).

There were many media activities that were incorporated within the key components of the curriculum. The numbers above demonstrate that the quarter had numerous writing activities throughout the quarter in which the curriculum was taught.

Scope and Sequence

The following course calendar, as shown in Figure 12, was given at the beginning of the quarter both in hard copy and was posted on Canvas to provide the students a scope and sequence overview of what weekly readings would be required and what chapters would be covered throughout the quarter.

English 112 -01 Winter 2015 Course Calendar
(Tentative – Subject to Change)
Current Revisions on Canvas

***Laura Ingalls Wilder: A Photographic Story of a Life* by Tanya Lee Stone**

Week	Dates	Readings	Chapter Title	Pages	Homework	*Due Date
1	01/05 – 01/09	Intro Chapter 1	“Beloved Author” “From the Big Woods to the Prairie”	6 – 7 8 – 19	Check <i>Daily Lesson Plans</i> on Canvas	Check <i>Calendar</i> on Canvas
2	01/12– 01/16	Chapter 2 Chapter 3	“The Big Woods Beckons” “Prairie Plight”	20 – 25 26 – 33		
No Class	01/19		Martin Luther King, Jr. Day			
3	01/20 – 01/23	Chapter 4	“City Life”	34 – 39		
4	01/26 – 01/30	Chapter 5 Chapter 6	“Welcome Back to Walnut Grove” “On to De Smet”	40 – 49 50 – 55		
No Class	02/02		Student Conferences			
5	02/03 – 02/06	Chapter 7	“Bessie and Manly”	56 – 61		
6	02/09 – 02/13	Chapter 8 Chapter 9	“Hard Times” “A New Page”	62 – 69 70 – 77		
No Class	02/16		Presidents’ Day			
7	02/17 – 02/20	Chapter 10	“Life on Rocky Ridge”	78 – 83		
8	02/23 – 02/27	Chapter 11 Chapter 12	“The Writing Life Begins” “Rose Returns to Rocky Ridge”	84 – 93 94 – 101		
No Class	03/02		Student Conferences			
9	03/03 – 03/06	Chapter 13	“A Mother-Daughter Arrangement”	102 – 107		
10	03/09 –	Chapter	“From Farmer to	108 –		Final

	03/13	14 Chapter 15	Award-Winning Author” “A Literary Legacy”	115 116 – 121		Portfolio due on 3/12
No Class	03/16		Portfolio Norming			
Finals	03/17 – 03/20					

*All assignments must be submitted on Canvas by midnight on the due date specified.

- Every Thursday – Chapter outlines/study guides will be due by midnight on Canvas.
- Every Friday – In-class essay exam – No make-up exams are allowed.

Figure 12: English 112 -01: Winter 2015 course calendar (Hansen, 2015)

Building Classroom Community Using the Online Discussion Board with Posting Inspirational and Motivational Videos

On the first day of class, students were instructed to post a 3-5 minute inspirational or motivational video or song on the online Canvas discussion board for which they would receive homework points. Full points were given for posting a video along with a response to two other videos that were posted on the discussion board. Prior to this class, this discussion board assignment had proved to be an effective tool as I had previously used this assignment within English composition classes to build classroom community and to give students a voice. Prior to showing the videos in class, I would screen each of the videos to ensure that they contained appropriate content. These videos were shared at the beginning of class for in-class Quick Writes (QWs). Figure 12 shows an example of an inspirational/motivational video online discussion board post, along with authentic student comments with no editing, that were posted on the online Canvas discussion board during the first week of class. This particular discussion board post was chosen due to the limited availability to retrieve posts from Canvas. It should

be noted that on Canvas there is limited access to student assignments after the closing of a quarter. This was part of the reasoning as to why only certain selected samples are being shown here.

These videos were posted during the first week of class, and students were instructed to keep their responses brief as they would be given the chance to elaborate more within their daily journal responses. A YouTube video from *GoldCinemaAlbenia* (2014), which a student posted on the discussion board, was about a group of men who made pizzas where they worked and served the pizzas at a homeless shelter. This specific sample of student comments was chosen due to the general theme of them demonstrating empathy and compassion for others through their comments. One set of student comments are only provided within this chapter, as shown in Figure 13, due to space limitations in this thesis.

Sample Student Responses to Inspirational/Motivational Video on Discussion Board

Student 3 – Male - Saudi Arabia who Posted Video

we have to be always helping the poor as much as we can because these people are one of our community ,it doesn't have to be money, smile is enough...

Student 7 - Female - Saudi Arabia

That is really hurts me inside. Thank you for sharing

Student 22 - Female - China

Never look down everybody. Thank you for sharing.

Student 2 - Male - Saudi Arabia

is good video look how the [p]oor people think.

Student 10 - Male - Brazil

Amazing

Student 3 - Male - Saudi Arabia

Touched my heart. This exactly how we all should treat poor people. these guys did a great job showing us how we should be a collective community. Thank you for sharing.

Student 19 - Male - Saudi Arabia

sometimes those who ever less gives more :)

Student 4 - Male - Saudi Arabia

ohhh its hurtful to see people ignore the poor

Figure 13: Online Canvas discussion board post and comments: Inspirational or motivational video

This discussion board post activity is a simple, yet effective way to build classroom community among students of different backgrounds and cultures, even though their unedited responses are brief.

Building Classroom Community through a Classroom Community Quilt Project

Day 2:

On the second day of class, I showed a brief YouTube video to introduce Laura Ingalls Wilder and what the word “pioneer” means. I discovered that when students were lacking schema or experiences within a certain topic, media literacy was a wonderful way to introduce the subject and create classroom discussions. After we viewed the video, I drew a KWL chart on the whiteboard to assess what the students knew about pioneers, what they would like to know about pioneers, and what they learned about pioneers. This KWL chart is shown in Figure 18. After this activity, I discussed the importance of building community by introducing an art activity where students were instructed to draw a picture that symbolized their individuality. As they drew their pictures, they listened to the song *Pioneer* by *The Band Perry* (2013). I chose this song because the lyrics describe the feelings and struggles of a pioneer. After this activity, they were directed to share their pictures with a classmate and to discuss why this picture symbolized them. At the

end of the class, I collected the pictures and made them into a classroom community quilt which I brought in the third day of class. I incorporated these ideas from an original lesson plan that I had created (Hansen, 2014). Figure 14 below, shows the original lesson titled, “Creating Quilts: A History of Community Building” that I created and taught to reinforce the importance of community building and using material culture.

Using Material Culture Effectively within the Classroom

Day 3:

On the third day of class, I brought in a handmade quilt which is an example of using material culture as researchers Beverly Gordon and Laurel Horton discovered when they found that a quilt is “a particularly embodied form of material culture” (as cited in Sohan, 2015, p. 296). Their quote shows that when an artifact is brought into the classroom, it can serve as a wonderful tool to demonstrate the benefits of using material culture within the classroom. As Vanessa Kraemer Sohan (2015) conducted research about the Gee’s Bend quilts, she discovered, “How we read and respond to the similarity and difference represented in the quilts relates to how we read and respond to similarity and difference in writing” (2015, p. 298). Therefore, the quilt can be used as a symbol that not only represents a family’s history but can also be used ““as a *form* of discourse...the needle *as* the pen’; it is a ‘form of rhetoric with the potential to shape identity, build community, and prompt engagement with social action’” (Pristash, Schaechterle, & Wood, as cited in Sohan, 2015, p. 296). With this metaphor, one can observe how certain types of material culture can be forms of rhetoric.

After I displayed and explained about the symbolic nature of quilts, I taught the following lesson, as shown in Figure 14 on the following page. As I taught, I showed

portions of the YouTube videos, *Part 1 History of Traditional and Contemporary Quilting* (2009) and *United in Memory 9/11 Victims Memorial Quilt* (2013). Only a 2-3 minute clip of each video was shown to demonstrate the connection of quilts past and present. I discovered, when teaching multilingual writers, that videos should be brief and they should not exceed five minutes. This is due to the fact that students may feel overwhelmed if an excessive amount of vocabulary is used within the video.

After we viewed portions of both videos, the students and I discussed the content, and students answered questions about how quilts are important artifacts which can symbolize significant pieces of history both past and present. At the conclusion of the lesson, students were encouraged to bring in an artifact that is significant to them to share with the class the following day.

Title of Lesson: “Creating Quilts: A History of Community Building”

Summary of Lesson:

- Journal Response 1.2
- Reading from *Laura Ingalls Wilder*
- History of Quilts and Connection with Text
- Community Building Classroom Activity, incorporating Art
- Video: Connection to Real-World Events

Student Objectives: By the end of this lesson, the students will be able to:

- Learn about the history of quilt making
- Connect this knowledge with the text
- Build community with other students within the classroom
- Create a piece of artwork that symbolizes their individuality
- Make a connection to real-world events, connecting old with new
- Interpret this connection in response to a journal prompt

Materials Needed:

- *Laura Ingalls Wilder* book by Ginger Wadsworth
- Computer with internet access
- Projector
- Document Camera

- Colored Markers
- Paper (12”x 12”)
- Patchwork Quilt

Grouping of Students for Instruction: Students will be seated at their desks which will be arranged in groups of 4-6 desks. After listening to the teacher aloud reading, students will be able to work individually while illustrating on their quilt pieces. Afterwards, they will be able to discuss with other students what symbolizes their individuality.

Procedure:

Teacher will introduce to the students that they will be learning about the history of quilts and how this knowledge will connect them with real-world current situations. Teacher will read from *Laura Ingalls Wilder* book (9-11) and will explain how important quilts were during the 1800’s. Teacher will ask students after reading, “What did Pa do with the quilt that Ma had made?”

Teacher will show a brief video [History of Quilts](#) which will show the history of quilts. Teacher will ask students questions about the video after they have viewed the video. Questions: What did the quilts symbolize? How did quilts build community? Teacher will explain how we will be making a community quilt for our classroom. Students will then be given each a piece of paper to create their own piece of a community quilt which symbolizes their individuality. While creating these they will listen to the song, [Pioneer](#). After completion of their “quilt pieces” they will share their creations with a partner, and a few students will come up to the document camera to share their creations.

When completed, these will be turned in and will later be taped together on the classroom wall and will symbolize how we are all individuals, but when we work together, we build community. Teacher will later create a title for the quilt as “Our Class Community Quilt” which will be placed in the form of a banner on top of the hand-drawn quilt pieces.

Teacher will explain how communities today are creating quilts to symbolize the remembrance of different events such as the Aids Memorial Quilt and the 9/11 Victims Memorial Quilt. Teacher will then show the video [United in Memory 9/11 Victims Memorial Quilt](#) (start at 5:17). After the video, there will be a short classroom discussion to make the connection between past and current events and how a quilt can symbolize and represent these events.

Teacher will instruct students with the Journal Prompt 1.2: Write about the types of things that people create in your country to symbolize a remembrance of a person or an event.

Assessment Strategies: Teacher will assess the student’s comprehension of connection between the text and past and current events by the journal writing response. Teacher will assess the student’s ability to make connections with other students to build community by observing classroom discussions and by the sharing of their “quilt” creations.

Extension: Other community building activities can be used as an extension of this lesson, such as finding more about other classmates with question and answer responses, community building games, etc. Other videos can be shared which symbolize the importance of building community.

Figure 14: Creating quilts: A history of community building lesson plan (Hansen, 2014)

This lesson was important to incorporate within the first week's lessons as it was an effective way in using material culture as a symbol for creating classroom community.

Day 4:

On the fourth day of class, three students brought in specific artifacts that were important to them to share with the rest of the class. One specific artifact to be noted was a blanket that was brought in by a Saudi male who shared with the class that his mother had made this special baby blanket for his son when he was born. Another Saudi male brought in a picture of himself of how he looked before he had lost weight. He explained how this picture had inspired him to lose weight. The third student, a Brazilian male, brought in a photograph of his family and shared how his family was important to him. This demonstrates the importance of providing opportunities for students to share material culture within the classroom to share their lived histories and values.

Enric Llurda (2004) found in his research that McKay (2000, 2003) "...proposes devoting time and attention in class to the learners' own culture as a means of empowering them and giving them the opportunity to share their own culture with other speakers of English" (as cited in Llurda, 2004, p. 317). He states that the teacher is no longer considered an ambassador, but are instead mediators within the classroom. It is essential as mediators that we are providing opportunities for students to share material culture within the classroom to allow them to share their culture and values.

Daily Lesson Plans

On each instructional day, a daily lesson plan was created as shown in Figure 13. Initially, when creating the original curriculum in English 581, I had created weekly lesson plans. However, I found that due to the time constraints of a 50-minute class, a daily lesson plan seemed more feasible. The daily plan included a 50-minute session which was divided into time increments of 5-20 minutes (Figure 15). I discovered that twenty minutes was the maximum amount of time that should be spent on a classroom activity, due to a decline in student interest. At the beginning of the class, the daily lesson plan was retrieved from Canvas and projected within the classroom for all students to view. I briefly provided an overview of what the day's lesson plans were to include along with any announcements and homework information. As shown in Figure 15, a Quick Write (QW) prompt, which is explained later in Figure 18, is provided after the students watch the video. Within the daily lesson plan, the True H advertisement, *Giving is the Best Communication* (2013) was posted by one of the Chinese students on the Canvas discussion board during the first week of class and focused on the importance of giving to others. When teaching international students it is important to give them the choice to post videos that may be important to them in their own native language.

Sample Daily Lesson Plan

Monday – January 13, 2015

10:00 – 10:05	Welcome, Announcements and Attendance <ul style="list-style-type: none">• Due Dates• Discussion Board
10:05 – 10:10	Inspirational Video
10:10 – 10:15	Quick Write:

- Why do you think that giving back to our community is so important?
- 10:15 – 10:25 Quiz – Covered Wagons
 10:25 – 10:35 Review Quiz
 10:35 – 10:45 Model Highlighting and Annotating – “The General Store”
 10:45 – 10:50 Homework and Questions

Homework:

- Read Laura Ingalls Wilder - Chapter 2 – pp. 23-25 – “The Big Woods Beckons”
- Highlight and Annotate “The General Store” – bring in tomorrow
- Journal Essay 2.2

Figure 15: Sample daily lesson plan (Hansen, 2015)

By posting the daily lesson plan on Canvas, students who were absent were able to look up information that they had missed. I discovered that this was an effective way to save time for all. Organizing weekly lesson plans into folders within Canvas by weekly dates made it easier for students to access. By providing hyperlinks, within the daily lesson plan, students were able to watch the video later or share the video with others if they wanted to share.

Literacy Letter

On the first day of class, I instructed students to begin writing an outline or graphic organizer for a literacy letter which would be due by the end of the first week of class. Students were instructed to write a 250-word formal letter describing their literacy experiences. The prompt and a model response, which was written in formal letter format were provided on Canvas. Previously, I have given this assignment in EWU English 101 classes that I have instructed. These literacy letters are used to see the strengths and areas of needed improvement within a student’s writing. I always stress the importance of students focusing on their strengths as a writer instead of their weaknesses. Furthermore, these letters have been shown to be an effective diagnostic tool to determine

the writing level ability of each student. This assignment was used as an introduction to writing letters, as students had the opportunity to write additional formal letters within the quarter which will be discussed later within this chapter. After the students read the example literacy letter, as shown in Figure 16, they were able to learn more about me and as I read their letters, I was able to learn more about each student's literacy background. Student literacy letter samples were not included due to limited access on Canvas.

Sample Literacy Letter

Write a letter (250 words or more) to me describing your literacy experiences. Be sure to include mentioning a favorite book that was significant to you or a teacher/instructor that inspired you to be where you are. See below for my literacy letter to you. I look forward to hearing about your literacy experiences.

Dear English 112 Students,

My mother significantly contributed to my literacy experience growing up. I can remember when my mother bought my brother a *Hooked on Phonics* set. Eagerly, I asked my mother if I could start learning how to read. As I began to learn how to read, my mother decided that I was such an advanced reader that I did not need to attend Kindergarten. In my spare time, I would listen to *Walt Disney* read-along record sets as I savored each word on the page.

As I entered public elementary school in first grade, I assisted other students in my class as a reading tutor. I felt honored that my teacher gave me this responsibility! Enjoying reading, as much as I could, I read my *Little House on the Prairie* boxed set and *Nancy Drew* mysteries.

Moving onto middle and high school, my love for reading began to diminish. I was forced to read the classics such as *Little Women*, *Pilgrim's Progress* and *Great Expectations*. Additionally, I did not have the desire to read outside of required reading.

When I attended Eastern Washington University, I had a wonderful professor, Marilyn Carpenter, who required us to read 50 children's books. Reading children's picture books helped me become more aware of the beautiful illustrations that were within each book. As I read children's chapter books, I became interested in reading again and I began to read more in my spare time.

My goals for this quarter are that you will become inspired to enjoy reading and to become better writers in the process. I am thankful for the opportunity to teach you English 112 this quarter and I look forward to assisting you in becoming better writers!

Sincerely,

Mrs. Hansen

Figure 16: Sample literacy letter (Hansen, 2015)

Online Journal Responses

Journals were required to be written on a daily basis, with the exception of Fridays, which was when the Friday essay exam was conducted. When a Quick Write (QW) took place within the classroom, students were not required to do a daily journal response for that day. The daily journal response assignment was provided using EWU's online management system called Canvas. This wonderful technology-based tool allows educators to manage assignments, grading, discussion boards, and files through an on-line learning based system. Included within the journal response assignment and cited quotes from the text, I provided a written prompt and personal journal response as an example for students to model. Students were instructed for the first week to write a response of at least 100 words within 5 minutes. Journals were numbered in accordance with the week. For example, Journal 1.1, as shown in Figure 17, correlates with the first day of class during the first week of class. The students were instructed to write without focusing on syntax, grammar, spelling, or punctuation errors. Additionally, students were instructed to use the word count feature on their computer program in order to count their words in their response. However, it is to be noted that I was unable to determine the actual time that was spent by students writing their journal responses as these were completed on Canvas. A set of sample student journal responses are provided in Chapter 3. Additional journal response prompts are provided in the Appendices.

Sample Journal Prompt

Introduction – “Beloved Author”

Journal 1.1 – Challenging Experiences

Quote:

“She came from a family of pioneers, moving many times during her youth and braving new experiences in the wide-open spaces of unsettled America in the 1860s, 70s, and 80s” (Stone 6).

Journal Prompt:

Describe an experience where you were away from your home or country. What challenges did you face? Who welcomed you?

Journal Response:

I can remember the first time that I visited Denmark, which is where my husband is from. Not knowing Danish, I sometimes felt isolated and alone at the dinner table when everyone would be speaking Danish. Going to the grocery store was challenging for me as everything was in Danish and prices were in Danish Kroners. When I was going to make pasta sauce, I ended up opening a can of diced tomatoes instead of tomato paste! My husband’s family was very welcoming to me as they taught me a few words in Danish such as *Tak* (which means “Thank you”) and *Skol* (which means “Cheers”). Denmark was a beautiful place to visit and everyone was friendly there, but I was thankful to return home to beautiful Spokane!

Kelly Hansen (128 words)

Figure 17: Sample journal prompt (Hansen, 2015)

Students were required to respond in at least 100 words and were to use the word count feature on their computer to count their words. These journal entries were worth 10 points each and responses from the primary investigator were given on their content. It is important to respond to student journals as demonstrated in the article, *Minimizing writer's apprehension within the classroom*, by Dr. LaVona Reeves (1997). She discovered that a quick personalized response from the instructor proved to be a very effective tool in building a student’s self-esteem within their writing. As the students

were able to receive timely feedback, they felt that their voice was valued and honored through their writing.

In-Class Quick Writes (QWs)

There are many benefits in conducting in-class Quick Writes (QWs) within the multilingual writer classroom. I discovered that QWs helped build classroom community and students learned more about each other and more about their instructor, as I participated in the QW in-class and would exchange my responses with a different student each day. Many researchers, including Gail Tompkins (2013), who is one of the primary sources of this thesis, have stressed the importance of using QWs to allow students to write freely without worrying about their errors. Additionally, this is a wonderful way to incorporate media literacy within the classroom as students are able to make a connection between a brief video and their journal writing. Some of the videos for the daily journal responses and QWs were selected from the discussion board posts with inspirational or motivational videos or disability videos, as mentioned earlier, or I would choose an appropriate video.

The QWs began the second week of class as part of the daily lesson plan and were given 1-2 times per week in addition to the daily journal online responses. A total of eight QWs were completed during the quarter. An example of one of the videos that was shown and student responses are provided below in Figure 18. During QWs, students watched a brief inspirational or motivational video and I would provide a journal prompt in relation to the video viewed. Students were then directed to write for 2-3 minutes. After 2-3 minutes of writing, I shared a personal response on the document camera. Students were then instructed to exchange their responses with a classmate. Each

classmate was then directed to write a short response (1-2 sentences) to their classmate's response. Additionally, I would exchange the personal response with a student. Specific instructions on how to write the response included a salutation or greeting addressing the person by name and to close their response by thanking the classmate for sharing their thoughts and to sign their name.

Sample Quick Write (QW)

Quick Write 8.3

https://www.youtube.com/watch?v=VTIXttQL_Yk

Prompt:

- Where would you go if you had a year to travel?
- Share and respond with a classmate.

Student 8– Male - Brazil

I would like to travel to Europe because Europe is a continent that is very easy to know many different countries. I can know cold or hot countries, all things in just more travel. I know that this is probably expensive but it is also good and relaxing.

Student 15 – Male – Brazil (Response to Student 8)

I hope you can visit these countries. Most of the countries are expensive to visit mainly the tourist ones. But once that you save around \$10,000.00 you can visit almost all of them. So, work hard and be rich!

Figure 18: Sample Quick Write (QW) (Hansen, 2015)

Student responses were to be brief due to time constraints of other materials covered within the class. As shown by the sample response, students were able to relate to the YouTube travel video and write a quick response and respond to a classmate.

Building Empathy Towards People with Disabilities through the Online Discussion Board

During the second week of class, students were instructed to find a video about a person with a disability that inspired them and to post the video to the Canvas discussion

board and to comment to another classmate's video. This discussion board assignment correlated well with Chapter 5, "Welcome Back to Walnut Grove" in the text when Laura Ingalls' sister, Mary, loses her eyesight and becomes blind. In doing this activity, students were able to build empathy towards people with disabilities and build awareness. The CBS News video, *How a Blind Teen 'Sees with Sound'* (2006), which was posted on the discussion board (Figure 19) by a student in the class, shows how a blind teenager was able to overcome his disability by using sound. Only one video and the discussion board responses were selected due to space limitations within this thesis. Student responses are brief due to more time that was spent on their daily journal responses.

Sample Student Responses to Disability Video on Online Canvas Discussion Board

Student 1 – Female - Saudi Arabia who Posted Video

<http://www.cbsnews.com/news/how-a-blind-teen-sees-with-sound/>

I liked this video because this guy can make amazing things even being blind. There are no limitations to him.

Student 18 – Male - China

I really love this video, cause that makes me realize how happy my life is.

Student 21 – Male - Brazil

I saw that video before. This guy is so amazing. I'm impressed with his skills. Nice video!

Student 16 – Male - China

What a happy boy! I think he can overcome any difficult thing.

Student 9 – Female - Brazil

It is incredible! I had no idea that someone could do this. He developed the others senses and now he can do everything.

Student 11 – Male - Brazil

It is just amazing how he can use his other senses to interact with the surrounding. This video showed me that no matter the difficulties we may have, there are always ways to overcome such distresses.

Figure 19: Online Canvas discussion board post: Disability video and comments

Building Awareness towards the Blind using a Blind-Viewing Activity

In order for students to become aware of how Mary Ingalls must have felt when she lost her eyesight, I showed a YouTube video called, *Award Winning Film at Students National Short Film - A Blind Story* (2013) which had no dialogue. This video was about an elementary student of diversity who sees a blind person walking with a cane on the way to school. His teacher surprises the students with a vocabulary quiz in which the word “blind” is on the quiz. He recalls what he saw that morning and what the word “blind” meant to him, but to his teacher’s surprise his interpretation of the word is not at all what she may have expected.

After students found a classmate, I instructed the students to have one student have their back to the video screen while the other student faced the screen. As I played the video, the student facing the screen was required to use concise dialogue to describe to the other student what was happening in the video. At the conclusion of the video, students had to switch places and the activity was repeated. This blind-viewing activity proved to be a wonderful way for students to connect to how Mary must have felt being blind and having Laura “act as Mary’s eyes, painting pictures with her words so her sister experience everything she did” (Stone, 2009, p. 45). At the conclusion of this lesson, students commented how much they enjoyed participating in this blind-viewing activity.

Study Guides

After I created a study guide for the introduction and Chapters 1-3 of the text, I posted it on Canvas, and students were instructed to complete it for points and to prepare for the essay exams. MLA formatting was reinforced early in the writing process, which is shown in Figure 20 on the following page, with the provision of text boxes for

appropriate heading information. Students were also instructed to answer their questions in complete sentences, which are also modeled within the study guide. With the use of a Know, Want and Learned (KWL) chart, which is shown within the study guide, students were able to share what they knew, wanted to know, and learned about pioneers so far through the text. Within the study guide, text boxes were provided for students to complete the required information in an organized manner. After the third study guide, students were instructed to create their own study guides by creating their own outline of major events from the text. A student sample of the introduction study guide and an outline study guide is provided and analyzed in Chapter 4.

Introduction – “Beloved Author” Study Guide

Name:

Instructor:

Class:

Date:

Study Guide Key Terms:

- Complete (*verb*) – finish making or doing
 - Define (*verb*)–give a concise and clear meaning of the object or idea
 - Name (*verb*) – specify something desired
 - Specify (*verb*) – state a fact clearly and precisely
 - Respond (*verb*) – say something in reply
- 1) Complete the following KWL (Know, Want, Learned) chart about pioneers.

What I Already <u>Know</u> About Pioneers	What I <u>Want</u> to Know About Pioneers	What I <u>Learned</u> About Pioneers

2) Define the following words and state what part of speech it is.

beloved -
essence –
autobiographical –
fictionalize –

3) Complete the following quote by filling in the blanks:

“Laura Ingalls Wilder is one of the most children’s book
 of all time” (Stone 6).

4) Name the long-running television series based on Laura Ingalls Wilder’s books.

The name of the long-running television series based on Laura Ingalls Wilder’s books is called .

5) Specify if the following statement is true or false.

There are many differences between the Little House books stories and the details of Laura’s life.

6) What year was the first Little House book published?

The first Little House book was published in .

7) Complete the following quote using the following word bank.

literary	popular	permanent	important
----------	---------	-----------	-----------

“Laura Ingalls Wilder was an and fixture in children’s literature. Today, her books are as as ever, and she has given us a lasting, legacy” (7).

Respond to the following question in at least 50 words:

What do you think the author, Tanya Stone, meant when she said that, “For fans of her books, students of history, and young readers everywhere, it is a story well worth telling” (7).

Figure 20: Sample study guide (Hansen, 2015)

Friday Essay Exams

Nine Friday essay exams were given over the course. A list of each of the essay exams, along with the genre and focus of each exam are provided below in Figure 21. Code-switching, which is the opportunity for students to alternate between their native language and non-native language, is mentioned within a few of the genres as an opportunity for multilingual writers to incorporate their native language within their writing.

Friday Essay Exams

Week	Title	Genre	Focus
1	Letter to Laura	Journals and Letters	Writing informal letter to Laura
2	Significant Childhood Memories	Descriptive Writing	Using Five Senses within Writing
3	Overcoming Hardships & Challenges	Expository Writing	Plagues, Death, Moving
4	Encouraging Folk Songs	Expository Writing Using Code-Switching	Importance of Music
5	1800's Rules for Teachers	Persuasive Writing	Teacher's List of Expectations 1879
6	Communication in the 1800's	Expository Writing	Types of Communication – Mail, Telegraph
7	Family History	Persuasive Writing	Artifacts, Material Culture, Ancestors
8	Breaker Boys	Descriptive/Expository Writing/Poem Analysis	Child Labor Laws Resulted
9	Favorite Book/Author	Expository Using Code-Switching	Lasting Literary Legacies

Figure 21: Friday essay exams (Hansen, 2015)

A variety of genres with different focuses were provided within the essay prompts for each Friday essay exam. Essay prompts for essay exams 4-9 are provided in Chapter 4 along with samples and analysis of student essay exams.

Week 1 Essay Exam

Two point-of-view essay exams were included within the nine essay exams over the course of the quarter. The first point-of-view essay exam was introduced during the first week's essay exam which included a brief quiz. As shown in Figure 22, students were instructed to write a 250-word friendly informal letter to Laura Ingalls Wilder telling her what they had learned so far about her life and to ask her a question in relation to what they had learned. Prior and during the essay exam, a map of the United States from the book, *The World of Little House* by Carolyn Strom Collins (1996), was provided on the document camera to assist the students in completing question 10 and the extra-credit questions. The following questions were asked from several students during the exam.

1. Shouldn't the date be 1863 and not 1862?
2. Do I have to ask Laura a question?
3. Can I borrow the copies of the pages of the book from my neighbor?
4. Can I start out my letter the same way as yours?
5. When I write the letter to Laura, can I tell her about how things are today?
6. Can I use more than one quote from the book in my letter?

Additionally, I observed one student using an incorrect text. When questioned, the student had ordered the wrong book online even though the ISBN number was

provided on the syllabus. At the conclusion of the first essay exam, it was discovered that many students did not have time to finish the essay exam. Additionally, many students did not have time to answer any of the extra-credit questions that were provided. An extra five minutes was allowed due to the many questions asked. It was discovered that there needed to be fewer questions on the second essay exam to allow for enough time to finish the essay exam.

Week 1 Essay Exam

Name:

Instructor:

Class:

Date:

Laura Ingalls Wilder by Tanya Lee Stone
Essay Exam 1– Introduction and Chapter 1
25 points possible + 3 extra credit points

1) Write the definition for each word and use it in a sentence. Be sure to underline the vocabulary word. See the example below. (2 points)

- autobiographical – a story of a person’s life. In 2009, an autobiographical story was written by Tanya Lee Stone about Laura Ingalls Wilder’s life as a pioneer.
- beloved –
- fictionalize –

2) There were many events that happened throughout the years 1836 – 1870 in Chapter 1. Fill in the blanks below with the year or the event. (8 points)

_____ – Charles Philip Ingalls, Laura’s father is born in southwestern part of New York State.

1839 - _____.

_____ - Caroline and Charles are married.

1862 - _____.

_____ - Mary Amelia Ingalls is born.

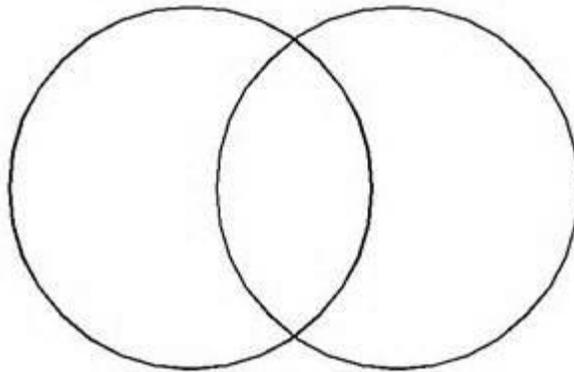
1867 - _____.

_____ - Charles settles his family onto a spot 13 miles (21 km) west of Independence, Kansas on an Osage Indian Reserve.

1870 - _____.

3) Fill out the following Venn diagram showing the things that Charles and Caroline enjoyed doing at home. Use the following word bank. (5 points)

telling stories	singing	dancing	playing the fiddle	cooking
-----------------	---------	---------	--------------------	---------



4) On a separate piece of paper, write a friendly informal letter to Laura Ingalls Wilder telling her what you have learned so far about her life and questions that you may have for her. You must use one quote from the book. The quote must be cited appropriately. Please sign your letter and write your word count. The main body of your letter must be a minimum of 250 words. (10 points)

* Extra Credit:

How many original American states were there in the late 1800's? (1 point)

Why did President Abraham Lincoln sign *The Homestead Act of 1862*? (1 point)

What state did Laura's family move back to after they found out that they were living on the Osage Indian Reserve? (1 point)

Figure 22: Week 1 essay exam (Hansen, 2015)

Week 2 Essay Exam

Prior to the second essay exam, a lesson on how to use descriptive sensory details within writing was discussed. Students were able to hear examples of sensory writing as I read selected texts from recent books that students would be interested in. Additionally, I used the poem called *An Autumn Day* from the supplemental text called *Laura Ingalls Wilder, Farm Journalist: Writings from the Ozarks* by Stephen W. Hines (2008). As I read this poem aloud and provided each student with a copy of the poem, they were able to recognize and locate sensory details within the poem. The second essay exam included a short quiz, as shown in Figure 23, and students were instructed to include sensory details within their essay exam. A sample of a student essay exam is provided in Chapter 4 that demonstrates understanding of this concept. Due to time constraints during the timed essay exams, I encouraged students not to individually count each word but to count their written words from one line and then multiply that number by the number of lines they had written. This proved to be a more efficient and time saving strategy to use for handwritten assignments and essay exams.

Week 2 Essay Exam

Laura Ingalls Wilder by Tanya Lee Stone

Essay Exam 2– Chapters 2 & 3

25 points possible + 3 extra credit points

- 1) Write a 300-word essay about two significant childhood memories that Laura experienced growing up as a pioneer. What significant childhood memory do you have? (20 points total – each section is worth 4 points each)
 - Include at least one quote from the book and cite appropriately. (4)
 - Use the five senses within your response. (4)
 - Use at least five words from the word bank – underline each word used. (4)

- Include one personal memory (4)
- Follow the format given for writing paragraphs (4)

Word Bank:

beckons	skeins	huddle	apron	chores
general store	molasses	coffee mill	bolts	roots
Herbs	otter	mink	beaver	furs
log cabin	pioneers	occasion	linger	spurred
preserved	flour	tin	trade	farm
elements	past times	kerosene	dugout	

Use the following format when writing your paragraphs. Your essay should be structured into four paragraphs. Copy the bolded wording exactly onto your paper as follows.

- Introduction - Paragraph 1: Laura Ingalls Wilder had many childhood memories that she experienced on the prairie. Two of these significant memories were when she _____ and when she _____.
 - Paragraph 2: The first memory that Laura had growing up on the prairie was when she
 - Paragraph 3: Laura also remembered when she.....
 - Conclusion – Paragraph 4: Like Laura, I have many memories from my childhood, but the memory that stands out to me was when I
- 2) Draw a timeline below of Laura’s travels. (5 points)
- Include Laura’s age at each move
 - Include each location (city and state)
 - Start with the year Laura was born

Extra Credit: Worth 1 point each

- 1) How did an apron help women and children with their chores on the prairie?
- 2) Why was living in a dugout ideal for extreme weather?
- 3) What was the name of the creek the Ingalls family lived by when they lived in the dugout? Why do you think it was named this?

Figure 23: Week 2 essay exam (Hansen, 2015)

During the second essay exam, students asked the following questions:

- 1) Can I include my childhood memory if it doesn't relate to Laura and her childhood memories?
- 2) Do I have to use the exact wording that is provided to start out my paragraphs?
- 3) Do I have to follow your format or can I write my own?
- 4) Do I have to count my words?

At the conclusion of the 50-minute timed essay exam, I observed that only one student out of the 22 students who took the exam was not able to finish.

Week 3 Essay Exam

Through student feedback and observations and questions during the prior exams (Figures 22 & 23), I made the decision that the quiz portion would not be included within the third timed essay exam. It is important as an educator to always be aware that sometimes curriculum may need to be changed in order to meet the needs of the students. Therefore, for the third essay exam, only the essay prompt and extra credit questions were given with guidance on ways to begin each paragraph, as shown in Figure 24. At the conclusion of the third essay exam, I observed that students asked fewer questions during the exam and had sufficient time to complete the exam. Additionally, they had sufficient time to complete the extra-credit questions that were provided. As there were a total of nine Friday essay exams, the essay exam prompts for weeks 4-9 will be provided within the Appendices.

Week 3 Essay Exam

Overcoming hardships and challenges was a common theme in Chapter 4 “City Life” for Laura Ingalls Wilder. Choose one of these hardships and summarize in your own words how Laura overcame this hardship. 25 points + 3 Extra Credit

- Followed suggested paragraph format. Essay is at least 300 words. Included one quote from the book and cited appropriately (5 points)
- Used somewhat accurate spelling, punctuation, and syntax (5 points)
- Included specific details related to Laura’s hardship and how she overcame her hardship (5 points)
- Included specific details related to your hardship and how you overcame your hardship (5 points)
- Underlined prepositions and marked prepositional phrases appropriately with parentheses () (5 points)

Use the following paragraph format as a guideline. Use exact words that are bolded within your essay response.

Paragraph 1: Introduction – (Throughout the life) (of Laura Ingalls Wilder), she experienced many hardships and challenges that she was able (to overcome). One (of these) was when she ...

Paragraph 2: This hardship was memorable (to Laura) because... (Include specific details of the hardship)

Paragraph 3: Laura was able (to overcome) this hardship (by...)

Paragraph 4: Conclusion – I can relate (to overcoming) hardships and challenges similar (to Laura) as I can remember the experience (of overcoming ...) (Include specific details of how you overcame the hardship)

Extra Credit:

- 1) List one thing that the Minnesota farmers did to try to get rid of the grasshoppers during the grasshopper plagues between the years of 1873 – 1877.
- 2) What is the name of a charitable organization that we have today that helps with catastrophes?
- 3) In 1876, what did Governor John Pillsbury require each man to do to try to get rid of the grasshoppers?

Figure 24: Week 3 essay exam (Hansen, 2015)

Pre-Writing Activities Prior to the Point-of-View Essay Exam

Prior to the eighth essay exam response, students watched a brief video about the breaker boys and child labor issues during the 18th century. A black and white photograph of a group of the youngest breaker boys of 1911 was discovered on the Digital Public Library of America (Figure 25).



Figure 25: The breaker boys. Digital Public Library of America, (1939). A group of the youngest breaker boys..., January 1911. Retrieved from <http://digitalcollections.nypl.org/items/510d47d9-4d50-a3d9-e040-e00a18064a99>

Additionally, I read aloud the poem, *Anthracite Coal Community Breaker Boys, 1910* written by LaVona L. Reeves (2003), as shown in Figure 26, as students followed along with a copy of the poem. After this, students were instructed to write a 5-minute journal response. They were instructed to choose one of the breaker boys from the photo and to write a letter from one of the breaker boy's point of view to a teacher at his school. After writing their letters, students shared their letters with a peer on the same day. The

peer was instructed to write back to them as if they were the teacher. For their week 8 Friday essay exam, students were allowed to use these journal responses to assist them.

Anthracite Coal Community Breaker Boys, 1910 Poem

Into the coal fields you trudge day after day
when others your age are still in grammar school
in Lackawanna County, Pennsylvania.
"Over the chute where the coal passes" you stoop
and with "nimble fingers pick out impurities--
in daylight you separate slate rock from coal just out of the shaft.
The air is heavy with coal dust; your hearts are heavy with care:
You must support your widow mother, brothers and sisters.
Your fathers and forefathers have lost their lives in the mines.
24,000 of you are not yet twelve -- cannot be called men.
Today I look into your faces and see coal smudges,
and men's overalls, the bibs tied and knotted
to shorten them for you who have no Sunday clothes or school books.
On your feet, you wear boots too big for you and peacoats
with missing buttons and wool caps with broken down bills.
You have removed huge worn-out gloves for the photo.
The littlest among you faces the camera head on.
One eye moves off to the side. I ask myself if you have lost your sight in this eye.
I fear you are blind now but must pretend to see or lose your job in the mine.
You smoke cigarettes and earn more than your teacher,
who desperately wants you to stay in school

and not go to the collieries -- pleads with your mother
to bring you back to school.

The 1849 law forbids you to work since you are not yet 13;

It says that at 16, you may work no more than 10 hours a day if you can read and write.

Your cousin, Sadie Pfeifer, who stands just 48 inches high, works down
in South Carolina at Lancaster Cotton Mills seven days a week.

This is not what your Polish ancestors had hoped for you in this country.

You were to be doctors and teachers, not breaker boys and mill girls.

And a century later, your kin still go into the caldrons
and by some strange fate are saved one by one

as they tie themselves together, write letters to children and wives, and pray.

As they are raised from the darkness, we see your faces in theirs --
the terror of the underworld they have somehow escaped
when the waters rushed into their near grave.

LaVona L. Reeves
January 5, 2003

Figure 26: Anthracite coal community breaker boys, 1910 poem (Reeves, 2003)

Week 8 Essay Exam

During the eighth essay exam response, the black and white photograph, as shown in Figure 25 above, was displayed on the projector of the *Anthracite Coal Community Breaker Boys* (2013) as the students took the exam. Figure 27, on the following page, shows the essay exam prompt in which student were instructed to write a 500-word essay from two points-of-view. On the handout, bulleted points and the distribution of points

was shown in the form of a rubric for students to understand the expectations of the essay exam response.

Week 8 Essay Exam

Worth 25 points

During 1910, Rose, Laura Ingalls Wilder's daughter, began writing for the *Kansas City Post*. In this same year, thousands of children were forced to go to work for mine companies which did not adhere to the child labor laws that were in place. It took many years for this to change with the help of Eleanor Roosevelt.

As you analyze the poem, "Anthracite Coal Community Breaker Boys, 1910" (Reeves 2003) you will be writing a point of view essay which will address the following:

Paragraph 1: Introduction/Purpose Statement/Thesis – Introduce the problems with child labor in the U.S. in the early 20th century. State how these labor laws existed but were not enforced.

Paragraph 2: Poem and Photograph Analysis - Introduce the poem and summarize the situation. Analyze the poem using the 5 W's (Who? What? Why? When? Where?). Why do you think Dr. Reeves wrote this poem? What is the tone and message that her poem displays? Describe a boy from the photograph that you viewed during class on the document viewer. How old do you think the boy may be? What is his situation? How does he compare to the other boys in the photograph?

Paragraph 3: Point of View 1: Present the boy's point of view. Include a quote from the poem, citing appropriately. How does he feel about missing school? How does his teacher feel about him missing school? What is he doing that makes him feel like an adult?

Paragraph 4: Point of View 2: – Present his teacher's point of view. Include a quote from the poem, citing appropriately. How does his teacher feel about him not being at school? Why does she feel this way? What does she want to have happen from his mother and from him?

Paragraph 5: Conclusion and Rationale – Why is it important to study child labor laws and social activism? Personally, what did you learn from this poem?

- Essay is at least 500 words, follows paragraph format, is thoughtfully organized, is easy to read and comprehend, and has a clear introduction and thesis stating the problem (5 points)

- Essay has somewhat accurate spelling, grammar, punctuation, and syntax throughout the essay (5 points)
- Included detailed information from your analysis of the poem. Included a detailed description of one of the boys from the photo. (5 points)
- Connected to the poem using the boy's point of view and his teacher's point of view. Included a quote from the poem, citing appropriately using MLA citation. (5 points)
- Conclusion and rationale includes details of why it is important to have this knowledge about child labor laws and social activism. Includes a personal response to the poem. (5 points)

Figure 27: Week 8 essay exam (Hansen, 2015, adapted from Reeves, 2003)

Initially, this task was assumed to be difficult initially for multilingual writers; however, this essay exam response proved to be a very effective tool, as students had the ability to demonstrate their writing skills using two different points-of-view.

Group Activities

Along with community building activities, group activities were included within the curriculum. An example of one of the activities was called *Covered Wagons Travel*, a short video was shown about covered wagon travels during the 19th century and students were given the opportunity to move into groups of five students while a song about wagons was played. Students were then directed to create a comparison and contrast T-chart in which they labeled *Then* and *Now*. The students were provided examples of some of the items which were written on the whiteboard by the primary investigator. Students were then instructed to discuss 10 items they would have taken with them as they headed West traveling 300 miles. These items were to be listed or drawn on the *Then* side. On the *Now* side they were discuss, list or draw 10 items they would take with them in the 21st century as they travel from Spokane to Seattle. In doing this group activity, students demonstrated their abilities to be creative within their

discussions, collaborations and illustrations as each group shared their discoveries with the rest of the class. Additionally, they were able to make a connection as to how difficult it must have been for Laura Ingalls Wilder's family to travel by covered wagon during the 18th century. In the following lessons, additional information about covered wagons was discovered through a read aloud, videos and classroom discussions.

Using Quizzes to Assess Comprehension

A total of three quizzes were conducted over the course of the quarter as a form of assessment to assess the comprehension of topics that were discussed during group activities or that were taught during the previous week. Figure 28 below shows the first quiz that took place during the third week of class after they participated in a covered wagon group activity and took notes during a lecture that I provided on the topic of covered wagons.

Quiz 1 – Covered Wagons – Worth 2 points each

1. Why did a wagon need to be watertight?
2. What were the measurements of a typical wagon?
3. If the covered wagon did not have a front seat for the driver, what would the driver do?
4. Wagon wheels were made out of what two types of material?
5. Why were the front wheels of the wagon smaller than the back wheels?
6. What would travelers do to their meats, fruits, and potatoes so that they would not spoil, would be lighter in weight, and not take up so much room in the wagon?
7. What was usually kept in a barrel tied to the outside of the wagon?
8. What else was also hung on the outside of the wagon but had to be securely tied down to not scare the horses?

9. Why did Laura's family not take their beds, tables, and chairs with them in the wagon?
10. How many miles would a family typically travel by covered wagon in a day?

Extra Credit: Worth 1 point each

- What was the name of the item that pioneers would bring on the wagon to make butter?
- What would they put on the outside of the canvas of the covered wagon to make it water-repellant?
- What type of oil did they use in their lanterns?
- What types of animals pulled their covered wagons?

Figure 28: Quiz 1 covered wagons (Hansen, 2015)

Modeling Highlighting and Annotating

Within the area of modeling, it is important for educators to demonstrate student expectations when reading a journal prompt, article or a passage. This can be accomplished with by providing a copy of the text, a document camera, a highlighter and a pen. Within the journal prompts, the primary text and the supplemental texts there were several opportunities for highlighting and annotating to be modeled. During the second week of class, a supplemental text, *The World of Little House* by C.S. Collins (1996), was displayed on the document camera. As the chapter, "The General Store" was read aloud, I demonstrated highlighting and annotating the text. It is important to remember that as the instructor reads the passage aloud, it is vital to cover up future lines of text with a blank piece of paper and to use some type of marker to point to the words as they are being read. It is important to be aware if students are becoming overwhelmed when too much text is displayed on the document camera. Speaking in a clear tone is essential. Peter Elbow (2007) stresses the important of how reading a text aloud is an effective way for a text to carry meaning. He states "For when we hear naturally spoken language – or

when we hear a difficult text read aloud well – we don't have to work so hard to understand the meaning. Intonation or prosody *enacts* some of the meaning so that we can 'hear' them" (p. 176). While reading to multilingual writers, it is important to use variations within your voice to express meaning within the text.

Using Supplemental Texts

It is important to use a variety of supplemental texts when teaching a biography. Another supplemental text which I used included wonderful illustrations for students to understand the text through the use of pictures. Each week, I read aloud a section of the book, *Pioneer Girl* (1998) by William Anderson that coincided with where we were in our text. Additionally, I incorporated other supplemental texts by William Anderson called *Laura Ingalls Wilder Country: The People and Places Behind Laura Ingalls Wilder's Life and Books* (1995) and *Laura's Album* (1998) which included authentic photographs for the students to visualize the life of Laura Ingalls Wilder. These supplemental texts were an excellent resource for students to additionally read on their own, if they desired.

Using Material Culture to Clarify Meaning of Text

Many students asked for clarification of specific words within the text such as *bolt*, *skein* and "itchy foot." Through classroom discussion, I discovered that the phrase "itchy foot" is actually used in other countries and it means "anxious." The following day, I brought in a skein of yarn to be used as a piece of material culture for students to understand what the word *skein* meant since many of the students needed clarification. Furthermore, it was important that I spoke in a clear and audible manner, with proper pronunciation, and to stop frequently in order to assess student comprehension of the text

being read. While I read aloud, it was additionally important to model highlighting and annotating in order for students to be prepared to read, highlight and annotate articles independently. This form of guided reading along with modeling and scaffolding assisted the multilingual writers with a deeper understanding of the texts that were being read.

Taking Notes

Multilingual students often need to be reminded to take notes during class time. I observed this firsthand in the classroom and continually reminded students to take notes. One of the classroom note-taking activities that I incorporated within one of the lessons was to have them draw a timeline on a sheet of paper. As I gave specific dates, I wrote these dates on a timeline on the whiteboard. Students were instructed to make a timeline of Laura's travels on their own. This activity helped them to understand that when items are written on the whiteboard they are very important to write down in their notebooks. Additionally, I would often use the phrase, "This is very important for you to remember" as a reminder for them to write important information down.

Incorporating Art into the Curriculum

Three opportunities throughout the quarter provided students to demonstrate their artistic abilities through the use of illustrations by drawing what makes them significant for a piece of the classroom community quilt, illustrating the difference between two homophones, and drawing a significant event from a chapter in the text. By incorporating art into the curriculum, student culture is honored and respected by giving students the opportunity to be creative and demonstrate their individuality. An example of a student's artwork is provided below in Figure 29 from the lesson on homophones.



Figure 29: Student artwork from grammar lesson on homophones

Fostering Media Literacy in Teaching Comparison and Contrast

As mentioned in Chapter 1, I have significant childhood memories that included reading the *Little House on the Prairie* books. I can also remember watching the *Little House on the Prairie* television series that was on each day as I would arrive home from school. By watching the television show, the *Little House* books began to come to life. I thought that in order for the students to understand more about Laura Ingalls Wilder, showing them a few short videos from the television series would be helpful. Students watched a brief video that included characters from the television show. After watching the video, a class discussion took place in which differences were shown of the characters in the television show compared to what the real-life characters actually looked like. This comparison and contrast activity brought awareness to them to always remember

that sometimes the media will portray characters quite differently than the actual character.

Gender Role Comparison Activity

Another activity that was incorporated into the curriculum was to compare chores that a family would typically be responsible for on a farm in the 1800s to chores that are done today. Students were instructed to print the weekly chore chart (Figure 30) and to post it on their refrigerators in their place of residence. They were to keep track of the chores that they completed for one week. Additionally, they were to locate the *Herbert Hoover Presidential Library and Museum* (2015) website to find out what chores were done by the Ingalls Family in Pepin, Wisconsin. This website provided wonderful pictures and information about these chores and the gender roles that were involved. These chores were to be written on the weekly chore chart by each day of the week and they were instructed to compare and contrast how chores are different today than in the 1800s.

Weekly Chore Chart

	Late 1800's	Today
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Figure 30: Weekly chore chart (Hansen, 2015)

By participating in this activity, students were made aware of the many responsibilities that each gender had in doing chores and how difficult life must have been compared to today.

Grammar Lessons

When teaching multilingual writers, it is essential to incorporate grammar lessons throughout the quarter to reinforce and readdress writing skills previously learned. This can be accomplished by fostering media literacy to connect the grammar lesson by using songs, videos or poems along with worksheets. After receiving student feedback during student conferences on what types of areas they would like to receive more grammar instruction on, they mentioned a variety of different areas of concern. After hearing their suggestions, I constructed a total of five grammar lessons that were incorporated within the daily lesson plans throughout the quarter. These included lessons on homophones, prepositions and prepositional phrases, contractions, idiomatic expressions, and proper use of past tense when writing. I fostered a variety of media literacy to incorporate these areas within the lessons as I used songs, videos and poems. Student feedback was positive after these grammar lessons and improvement was shown within their writings. For the third essay exam prompt, which is shown in Chapter 4, a sample of a student essay exam demonstrates the student's comprehension of prepositions and prepositional phrases within their essay. Additionally, students were instructed to take home a worksheet that I created from information obtained from the *MNOPEDIA* website (2015), which is a website created about Minnesota history. Students were instructed to read the article and to highlight all of the prepositions within the article. After highlighting the

prepositions, they were instructed to mark the prepositional phrases with parentheses. A student sample of this worksheet is provided within Chapter 4.

Incorporating Field Trips

On the EWU campus, we are fortunate to have a one-room schoolhouse, which is called the Cheney Normal School Heritage Center, which was moved onto the campus in 2000. Due to studying the expectations of a teacher during the 1800s and Laura Ingalls Wilder role as a teacher, I thought that it would be beneficial for the students to participate in a tour of the schoolhouse. I made arrangements with Clive Gary, who is in the education department at EWU, to schedule a tour. On the day of the tour, I provided each student a copy of the EWU Weekly newsletter (2000) for them to further understand the history of the schoolhouse. As I read the newsletter aloud, students followed along highlighting and annotating their own copies of the newsletter.

After reading the newsletter, we met Clive Gary in front of the schoolhouse and he began giving informative information about the history of the schoolhouse that we had just read about. Following his introduction, he provided a wonderful tour of the schoolhouse where the students were able to participate in a variety of hand-on activities such as ringing the schoolhouse bell, sitting in the antique school desks and participating in a spelling and math lesson while writing on individual chalkboards with chalk. Mr. Gary also went over the expectations of a teacher in the 1800s, which had been previously addressed in a classroom lesson in which information had been obtained from the Chermside and Districts Historical Society, Inc. website which provided, *The 1879 List of Expectations of the Society of the Time* (2015) had been given to each student. His information reinforced everything we had just learned previously in our classroom lesson.

After the fieldtrip, students commented how much they enjoyed learning more about 18th century U.S. history and they became even more engaged within the classroom.

The day after the tour, I conducted a lesson on communication in the 1800s and how people needed to use a telegraph or write letters to communicate. I provided different scenarios and asked the students how they would communicate today in these different situations. A majority of the students responded that today their form of communication would be to email, text or call. Amazingly, not one student mentioned writing a letter or a card. Their answers demonstrated how prevalent technology use is today in the area of communication.

After this classroom discussion, I modeled how to write a formal letter to Mr. Gary thanking him for taking the time to conduct the tour. After everyone wrote their letters, I modeled how to address an envelope. It was interesting to discover that most students in English 112 had never written a formal letter or had ever addressed an envelope.

For the fifth and sixth Friday essay exams, students were given opportunities to write about the expectations of a teacher and types of communication during the 1800s. By participating in the “field trip” and writing the formal letter, students were able to comprehend and make connections with the text which is evident by the sample essay exams that are provided in Chapter 4.

Library Orientation and Research Days

Throughout the quarter, one library orientation day and one research day was scheduled. Before the library orientation day, I created a list of suggested research

topics, as shown in Figure 31, to assist the students in narrowing down their search for research topics for their research paper.

Suggested Research Topics

- The Trail of Tears 1838 – 1839
- The Homestead Act of 1862
- Railroad Strike of 1877
- Blizzard of 1888
- The Panic of 1893
- 1800's Slavery
- 1800's Immigration
- 1800's Medicine
- 1800's Fashion
- Osage Indians
- Laura Ingalls Home and Museum in Mansfield, Missouri
- _____

Figure 31: Suggested research topics (Hansen, 2015)

As an option, students were also able to choose one of their own research topics and to write it on the line provided, but these topics needed prior approval from me to make sure that their research topic was appropriately related to the time period addressed.

Students were required to fill out the Library Research in 5 Steps handout, as shown in Figure 32 on the following page, to assist them in finding scholarly articles using the EWU library database. In providing this model for the students, they were additionally able to see proper Modern Language Association (MLA) formatting for their citations, including the hanging indent.

Library Research in 5 Steps

Step 1: Choose a research topic related to our biography book *Laura Ingalls Wilder*.

- You may choose a topic from the Suggested Research Topic Sheet or you may choose a topic (must have approval).

Step 2: Using the EWU Library Search Database, find two scholarly articles related to your topic.

Step 3: Write down your two scholarly sources using the following MLA format:

Author's Last Name, First Name, "Article's Name." Publication Volume (Year): Page Number. Website Source. Date of Access

Example:

Potter, Lee Ann. "The Homestead Act of 1862." *Cobblestone* 20.2 (1999): 4. *MasterFILE Premier*. Web. 9 Feb. 2015

Source #1:

Source #2:

Step 4: Print your two sources. Try to choose articles no longer than 6 pages.

- Read, Highlight and Annotate Key Points

Step 5: Prepare an outline or graphic organizer of key points to include in your research paper.

Figure 32: Library research in 5 steps (Hansen, 2015)

Research Paper

Towards the end of the quarter, a research paper was assigned to introduce them on the basic guidelines of how to write a research paper. An assignment sheet was provided, which is shown in Figure 33 on the following page that outlined expectations, due dates and points given. Students were given a total of 10 points possible for each

stage of the writing process which included pre-writing, locating research articles, writing the first draft, participating in a peer review session, and revising and editing the final draft. A student sample of a research paper is provided in Chapter 4.

Research Paper Guidelines

50 points

- Pre-Writing: Outline or graphic organizer shows organization of thoughts and ideas for paper (10 points)
- Research Articles: Scholarly articles chosen from EWU library database and are related to the thesis topic. Printed, highlighted, and annotated articles (10 points)
- 1st Draft: Due 2/12 : Turned in 1st draft on-time (10 points)
 - Meets 1st draft paper guidelines:
 - Typed, double-spaced, 12-point Times New Roman font
1-2 pages in length
 - Introduction and thesis are clear, paper is thoughtfully organized and easy to comprehend
 - Spelling, grammar, and syntax are somewhat accurate
 - Included at least one scholarly source with appropriate MLA citation
 - Included Works Cited page with both sources listed
- Peer Review: Bring hard typed copy to class on 2/12 (10 points)
 - Participated in Peer Review session
- Final Draft: Due 2/17 by midnight on Canvas: Turned in Final draft by due date (10 points)
 - Meets final paper guidelines:
 - Typed, double-spaced, 12-point Times New Roman font
3-4 pages in length
 - Introduction and thesis are clear, paper is thoughtfully organized and easy to comprehend
 - Spelling, grammar, and syntax are somewhat accurate
 - Included two sources with appropriate MLA citation
 - Included Works Cited page with both sources listed

Figure 33: Research paper guidelines (Hansen, 2015)

Group Presentations

As modeled, during interning in English 112 with Dr. LaVona Reeves, I realized the benefits of requiring group presentations for multilingual writers. By participating in group presentations, international students are given the opportunity to practice speaking in front of a group, are able to create a PowerPoint slide presentation and handout, and participate in creating a role play and performing the role play.

Group presentations and role plays were scheduled to take place during the last week of the quarter. I created a group presentation requirements handout (Figure 34) which included the group presentation dates and a rubric that showed how points were to be distributed. Examples of the group role play and presentations are provided in Chapter 4.

English 112 Group Presentation Requirements

Each group will present as follows:

Group 1	Chapters 1 & 2	Monday, March 9 th
Group 2	Chapters 3 & 4	Monday, March 9 th
Group 3	Chapters 5 & 6	Tuesday, March 10 th
Group 4	Chapters 7 & 8	Tuesday, March 10 th
Group 5	Chapters 9 & 10	Wednesday, March 11 th

Group Presentation Rubric:	Points Received	Total Points
<ul style="list-style-type: none"> PowerPoint presentation was well organized, included 10-12 slides, including a title slide with all names of the group members and includes a Works Cited slide. Presentation includes specific information and citations from the text appropriately cited using MLA format. Presentation includes at least 5 pictures that are not in the text and definitions of vocabulary words. 		20
<ul style="list-style-type: none"> Role plays are typed and includes at least 20 lines of dialogue. Each member contributes to the group with equal speaking time during the role play. Uses creativity with the use of props. 		20

<ul style="list-style-type: none"> Group members use accurate American English while speaking clearly and loudly for all classmates to understand while presenting and participating in the role play. 		20
<ul style="list-style-type: none"> Presentation and role play adheres to the time limit of 18-20 minutes which includes 10 minutes for the presentation and 10 minutes for the two role plays. 		20
<ul style="list-style-type: none"> Presentation and role play demonstrates creativity and comprehension of the material covered. Presentation and role plays are submitted by one person in the group on Canvas by midnight 3/12 		20
Total Points		100

Figure 34: English 112 group presentation requirements (Hansen, 2015)

Extra Credit Opportunities

On the EWU campus, during the month of February, there were many activities and lectures that took place during “Black History Month.” Focus activities and lectures on a particular theme are an effective way to encourage students to attend and write a summary about what they learned for extra-credit points. An example of a summary that was written by one of the students that attended one of these “Black History Month” events is included within Chapter 4.

Another opportunity for students, at the beginning of the quarter, was to write a summary about Dr. Martin Luther King, Jr. and his significant contributions that he made within U.S. History. This paper provided me a background of how knowledgeable multilingual writers were about the research paper writing process before I had taught lessons on how to properly write a research paper. An example of a student’s research paper on Dr. Martin Luther King, Jr. is included within Chapter 4.

Final Portfolios

A final student portfolio was required as 20% of the student’s grade to demonstrate their writing abilities to proceed into English 101. Requirements of the final portfolio, as shown in Figure 35, were summarized on a handout that also included a rubric. Items to be included within the final portfolio included five revised essay exams, the first and final draft of the research paper and a reflection letter.

English 112 Final Portfolio Requirements

Due by midnight 3/12 on Canvas

Your final portfolio is an opportunity for you to present the work you have written and revised in English 112 and to demonstrate that you have achieved a level of writing competency required of students entering English 101.

The following documents will be organized and submitted electronically to Canvas in this order for your final portfolio:

- Portfolio Coversheet
- (3) Revised Essays – Your choice out of the essays exams written during the quarter
- First Draft and Final Draft of Research Paper
- Reflection Letter

Additionally, you will be turning in your manila folder with all hand-written drafts of your essay exams on 3/13 in class.

Note: Each revised essay and the final draft of your research paper must be at least 500 words in length and must show substantial revisions from your first written draft.

The final portfolio is worth 20% of your grade and indicates, along with the rest of your class work, whether you have the writing competency required of students exiting English 112 and entering English 101. Your portfolio will be evaluated according to the following rubric. If your writing portfolio does not meet the level of competency necessary to proceed, you may be required to re-take English 112.

Final Portfolio Rubric:	Points Received	Total Points
<ul style="list-style-type: none"> • Includes (3) essays that show substantial revisions and each essay includes a title, has accurate grammar, syntax, punctuation, and is at least 500 words in length 		100

<ul style="list-style-type: none"> • First Draft and Final Draft of Research Paper shows substantial revisions and includes a title, Works Cited, has accurate spelling, grammar, syntax, punctuation, and is at least 500 words in length 		50
<ul style="list-style-type: none"> • Reflection Letter is at least 300 words in length, is a reflection of your progress as a writer throughout the quarter, and is written to me in formal letter format 		25
<ul style="list-style-type: none"> • Portfolio is submitted electronically by due date on Canvas, is organized according to the guidelines, and includes the Portfolio Coversheet 		25
Total Points		200

Figure 35: English 112 final portfolio requirements (Hansen, 2015)

Reflection Letter

As part of their final portfolio, students were required to write a formal reflection letter addressing four questions that were provided on the reflection letter handout, as shown in Figure 36, which also included a rubric.

English 112 Reflection Letter

Your reflection letter is an opportunity for you to reflect on your progress as a writer throughout this quarter. You will be writing a letter to me addressing four (4) of the following questions:

- What did you learn throughout this quarter?
- What do you feel are your strengths and weaknesses as a writer?
- What did you learn about the writing process in this class?
- How has your writing developed throughout the quarter?
- With your writing, what areas do you feel that you still need improvement on?
- What writing skills will you take with you from this class to help you in the future with your other college classes or in other areas of your life?

Reflection Letter Rubric: Worth 25 points within the Final Portfolio	Points Received	Total Points
<ul style="list-style-type: none"> • Times New Roman font – size 12 • At least 300 words in length 		5

<ul style="list-style-type: none"> • Letter is written to me (Mrs. Hansen) and includes: <ul style="list-style-type: none"> ○ Heading – Date of writing letter ○ Salutation – Greeting (Dear Mrs. Hansen,) ○ Body – Main ideas addressing questions ○ Closing – (Sincerely, Your First and Last Name) 		5
<ul style="list-style-type: none"> • Spelling, grammar, syntax and punctuation are somewhat accurate 		5
<ul style="list-style-type: none"> • Answers at least four (4) of the questions listed above 		5
<ul style="list-style-type: none"> • Reflection Letter is submitted electronically as part of your Final Portfolio by midnight 3/12 on Canvas 		5
Total Points		25

Figure 36: English 112 reflection letter requirements (Hansen, 2015)

This reflection letter assignment revisited their ability to write a formal letter. A sample reflection letter and analysis will be included within Chapter 4.

Final Reflection on the Created Curriculum

It is evident by the provided curriculum that is within this chapter, I have created an extensive amount of original curriculum that fosters media literacy in a variety of ways. Due to space limitations within this thesis, I have not included every specific piece of curriculum that was used during the quarter. Overall, the created curriculum can be adapted for a variety of grade levels and may be modified to adapt to the needs of the learner. Through the ideas that are incorporated within this curriculum, the stated goal is that educators will be able to use the information provided as a base on how to teach a biography while fostering media literacy within the multilingual classroom.

Chapter 4

Data Discussion and Analysis

Chapter 4 includes classroom demographics, student questionnaire results, student Friday essay exam responses and analysis. Specific examples of (1) student's literacy letters, (2) online journal responses, (3) essay exams, (4) an extra-credit paper, (5) a research paper, (6) and a student's final portfolio, which includes a reflection essay, are also included within this chapter. At least one sample is included from each of the 22 students who were enrolled in English 112. Some students may have more than one sample of their work represented within Chapters 3 and 4.

Classroom Demographics

Within the English 112 class during winter quarter at EWU, the student population consisted of a total of 22 students from Brazil, Saudi Arabia and China. The countries of origin, gender and number of students represented in each group are shown in Figure 37 below. An IRB consent form (Appendix B) was signed by each participant in order to collect the data included within this research study. Additionally, the IRB contains an exemption because I was the primary investigator and instructor.

English 112 Demographics EWU, Winter Quarter 2015

Country of Origin	Gender	Number of Students
Brazil	F	4
Brazil	M	8
Saudi Arabia	F	3
Saudi Arabia	M	4
China	F	1
China	M	2
Total Number of Students		22

Figure 37: English 112 classroom demographics EWU, Winter Quarter 2015

Student Questionnaires

Questionnaires (Appendix A.1 and Appendix A.2) were given at the beginning of the quarter to determine student's writing experience and computer experience. On Appendix A.1, seven questionnaires were returned which included the following unedited and unabridged responses. Twenty-two Appendix A.2 questionnaires were returned anonymously. Due to these being return anonymously students are identified by their year and major. It was discovered that when names were not put on the questionnaires that students were not held accountable for returning them.

Limitations to the Study

There were many limitations noted within this study. Many of the students asked to take the questionnaires home due to time limitations to complete them during the class period. Additionally, many questionnaires were returned without their names on them as it was not specified to put their name on them. Due to student names not being required on the questionnaires and the convenience of not having time to complete the questionnaires in class, this may have accounted for the low return of both questionnaires. On the first questionnaire, there were a few students who did provide their names and I was able to note who returned them due to the low number of questionnaires returned.

Student Background of Writing and Computer Experience Questionnaire 1

As noted in Figure 38 on the following page, six out of the seven questionnaires returned stated their majors in the area of engineering or computer science which requires computer experience. This study would have been more accurate if more questionnaires would have been returned from other areas of students' declared major. Additionally,

only two out of the seven questionnaires returned were from female students which did not provide an equal sample of females to males to compare the results. It was noted that no questionnaires were returned from any of the Chinese students in the class.

**Questionnaire 1: Student Background of Writing and Computer Experience
Results**

Student	Gender	Country of Origin	Year in College	Major
2	Male	Saudi Arabia	Freshman	Electrical Engineering
4	Male	Saudi Arabia	Freshman	Electrical Engineering
6	Male	Brazil	Senior	Geology
9	Female	Brazil	Junior	Mechanical Engineering
15	Male	Brazil	Sophomore	Computer Science
20	Female	Brazil	Sophomore	Mechanical Engineering
21	Male	Brazil	Junior	Electrical Engineering

- 1) What experience do you have taking computer classes in a computer lab setting? Briefly describe each experience stating the setting, level of experience, and you age at the time of taking the class.
 - I used computer lab in some classes during ELI program (Fall 2014) (Student 6)
 - When I was 15 I had AutoCAD and Solid Work classes, and the next year I had C Programing. I had the same classes on my undergraduation in Brazil (Student 20)
 - I took only one class about computer which is computer application literacy here at EWU it was all about words, powerpoint, Exel (Student 4)
 - I've been using computer in class since I was a freshman in the university and sometimes in the high school. I've took programing classes and I consider me an high level. I started to deal with computer since I was 10 (Student 21)
 - I've been taking computer classes since I was 14. I have a lot of experience regarding this (Student 15)
 - I took Linux classes when I was 14. I took basic Windows classes when I was 15. I learned how to use Word, Excel and PowerPoint. I took programming classes on C language when I was 18. I also took AutoCAD classes when I was 18. And I took Solid Works classes when I was 20 (Student 9)
 - High school (Student 2)
- 2) What computer programs do you have experience using?
 - Microsoft Office and programs about geology (Student 6)

- I have more experience in AutoCAD and SolidWorks, besides Word, Excel and PowerPoint (Student 20)
 - Words, Powerpoint, Exel (Student 4)
 - AutoCAD, Word, Excel, PowerPoint, CodeBlocks, Circuit Maker (Student 21)
 - Word, Excel, PowerPoint, Netbeans (Student 15)
 - I have good experience using the basic Windows programs and also Solid Works and the Language C programming (Student 9)
 - Windows 7 (Student 2)
- 3) What do you feel are the benefits of working in a computer lab from your perspective?
- Is good for quick searches and help with classroom content (Student 6)
 - Working in a computer helps to understand some concepts and is more fast and many times more simple than using paper and pen (Student 20)
 - It is a good thing. It is can help the acadimic student be on the track. The classes are requaierd the student to do some things in computer(Student 4)
 - It is easy to get information. I feel comfortable with that (Student 21)
 - Use internet for searching things. Faster way to write down important things (Student 15)
 - Working in a computer lab has a lot of benefits, since this technology provides us to work faster and better, ensuring quality and precision (Student 9)
 - It think will be not okay for me because I didn't typ fast (Student 2)
- 4) What do you think are the challenges writers face while working in a computer lab?
- Is complicated to organize and to brainstorm (Student 6)
 - Sometimes the person feels freer using pen/pencil instead of the keyboard. However I think that this is personal (Student 20)
 - The challenges writers that I faced was working on Exel program, it was sophisticated (Student 4)
 - I prefer to write in a computer course I can't see any challenge, just benefits like the easiness to have an translator right under my text window (Student 21)
 - For people who are not used to use computer, they might take a while to write in the computer (Student 15)
 - I think that writers working in a computer lab can have ocular problems for being exposed a long time in front of the screen light (Student 9)
 - No response (Student 2)

Figure 38: Questionnaire 1: Student background of writing and computer experience results

Student Background of Writing and Computer Experience Questionnaire 2

Out of the 22 students enrolled in the course, only 16 student writing and computer questionnaires were returned. Confidential answers were obtained which did not include student names for the purpose of this research. Figure 39 below shows these results along with authentic student responses that were obtained. It was observed that the majority of English 112 students had knowledge of using proper capitalization within their writing experiences. However, many students also showed that they lacked syntax knowledge. Within the area of computer experience, the majority of students surveyed stated that they had Canvas experience. However, the questionnaire also showed that a large number of students lacked Excel spreadsheets experience.

Questionnaire 2: Student Writing and Computer Experience Results

Writing Experience:

Writing Skills	(+) or (-)	If (+), how demonstrated?
Spelling – knowledge of how to spell accurately and use words in correct context	(+) n=12 (-) n= 4	<ul style="list-style-type: none"> Studying English since I was a child By writing the words over & over Writing essays in English 112 ELI But when I write fast I will get some mistakes
Punctuation – knowledge of how to place comma, period, and other punctuation marks (; : “ ? ! ‘) correctly within an essay	(+) n=11 (-) n= 5	<ul style="list-style-type: none"> The rules of punctuation are basically the same in English and in Portuguese During my studies at GU & my current English class ELI Writing essays (English 112) Sometimes I get confused
Capitalization – knowledge of when to correctly capitalize words	(+) n=15 (-) n= 1	<ul style="list-style-type: none"> Studying English since I was a child During my studies at GU

		<ul style="list-style-type: none"> • English 112 • ELI • If it's title & at the beginning of the paragraph
Grammar – knowledge of how to correctly use words within sentences	(+) n=11 (-) n= 5	<ul style="list-style-type: none"> • Studying English since I was a child • During my studies at GU • English 112 • ELI
Syntax – knowledge of proper arrangement of words within sentences	(+) n=10 (-) n= 6	<ul style="list-style-type: none"> • Studying English as a child • During my studies at GU • English 112 • ELI
Other Writing Knowledge:	(+) n= 2	<ul style="list-style-type: none"> • Transitions, fan boys uses • Research paper

Computer Experience:

Programs	(+) or (-)	If (+), how demonstrated?
Word Documents	(+) n= 8 (-) n= 8	<ul style="list-style-type: none"> • Homework or writing anything • CPLA • ELI • English 112 • Essays and research papers • I have used word
Excel Spreadsheets	(+) n= 6 (-) n=10	<ul style="list-style-type: none"> • Physics lab • CPLA • ELI • English 112
PowerPoint Presentations	(+) n= 7 (-) n= 9	<ul style="list-style-type: none"> • GU • ELI • School presentation • English 112 • CPLA
Email – (Outlook, Gmail, Yahoo, other)	(+) n= 8 (-) n= 8	<ul style="list-style-type: none"> • Send, receive and archive • Emailing teachers • ELI • Daily messages • English 112 • CPLA • Personal email • I used to
Canvas	(+) n=10 (-) n= 6	<ul style="list-style-type: none"> • I use it since last summer on ELI • Checking my grades • EWU's last quarter • English 112 • I used to

Other:	(+) n = 3	<ul style="list-style-type: none"> • ELI • Solid works • C language, pro. E, CAD
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Figure 39: Questionnaire 2: Student writing and computer experience results

Study Guides

This was the first study guide that students were to complete and they were instructed to submit it on Canvas. This student was able to fill out the KWL chart with her own questions and she is able to critically analyze the text with her response in relation to the stories of Laura Ingalls Wilder and why they are a story worth telling. In Figure 40 below, specific student answers to the study guide are shown.

Sample of Student's Completed Study Guide

Name:

Instructor:

Class:

Date:

Introduction – “Beloved Author” Study Guide

Study Guide Key Terms:

- Complete (*verb*) – finish making or doing
 - Define (*verb*)–give a concise and clear meaning of the object or idea
 - Name (*verb*) – specify something desired
 - Specify (*verb*) – state a fact clearly and precisely
 - Respond (*verb*) – say something in reply
- 1) Complete the following KWL (Know, Want, Learned) chart about pioneers.

What I Already <u>Know</u> About Pioneers	What I <u>Want</u> to Know About Pioneers	What I <u>Learned</u> About Pioneers
Were the first people to do something	Why travel so far?	Traveled long time/ long distance
	What religion?	Poor conditions for living

	Communication?	Small home
	From same country?	Ate cornmeal mush

2) Define the following words and state what part of speech it is.

beloved - (adjective) loved very much

essence – (noun) the most basic and important quality of something

autobiographical – (adjective) related to a book that someone writes about his/her own life

fictionalize – (verb) to tell the story of a real event, changing some details and adding imaginary characters

From: Dictionary of American English, Longman, 4th edition

3) Complete the following quote by filling in the blanks:

“Laura Ingalls Wilder is one of the most children’s book
 of all time” (Stone 6).

4) Name the long-running television series based on Laura Ingalls Wilder’s books.

The name of the long-running television series based on Laura Ingalls Wilder’s books .

5) Specify if the following statement is true or false.

There are many differences between the Little House books stories and the details of Laura’s life.

6) What year was the first Little House book published?

The first Little House book was published in .

7) Complete the following quote using the following word bank.

literary	popular	permanent	important
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“Laura Ingalls Wilder was an and fixture in children’s literature. Today, her books are as as ever, and she has given us a lasting, legacy” (7).

8) Respond to the following question in at least 50 words:

What do you think the author, Tanya Stone, meant when she said that, “For fans of her books, students of history, and young readers everywhere, it is a story well worth telling” (7).

With this, the author define the audience for this book. The fans of her books, now probably adults, could have read her books in their childhood. The students od history can find on her books, a source of knowledge to the American history about pioneers and how did they get in the west side of the united states. Once Laura Wilder used to write these stories for children, young readers are, definitely, an audience for this.

Figure 40: Sample of student’s completed study guide

After the third study guide, students were instructed to create their own study guide for each chapter by writing an outline of the major events within each chapter. A student sample of a created outline is shown below in Figure 41.

Student Sample of Created Outline for Study Guide

Name: Student 11 – Male - Brazil

Date: 2/8/2015

Chapter 7 – Outline

- In the spring of 1881 Laura moved again
 - New onslaught of settlers made the town grow fast
- Laura used to be Mary’s eyes,
 - Laura used to recite Mary’s lessons
- Mary wanted more from school
 - She would be sent to the school for the blind
 - However sending Mary was too expensive
 - Laura was offered summer job in the Clayson’s dry good store
 - Laura accepted the job to help to pay the expenditures of sending Mary to the school for the blind Reverend Alden.
 - Laura missed Mary after she was sent to Iowa to the school for the blind
- Laura was more independent and stronger than ever
- While in school Cap Garland started to call Laura’s attention again
- After a praying meeting at the new church Almanzo Wilder asked if he could walk her home
 - He as 10 years older than her
 - However he was respectful and Laura’s dad liked him
- Laura accepted, but she was still on Cap.

- Almanzo would walk her many other times after the first
- A just arrived settler named Louis Bouchie was looking for a teacher to the school he was planning to open 12 miles away.
- Laura became the school's teacher for \$20 dollars a month
 - She did not have the required age (16 years old) to become teacher
 - But after passing on the exams she was admitted as a teacher
- Laura was taken to the Bouchie School
 - She was a natural teacher and enjoyed herself teaching
 - Laura didn't like to live with the Bouchie who was miserable and was making her feel the same
 - She was taken back home after the first week by Almanzo who drove her back for the weekend
 - Taking her for the weekends, in the Fridays, became a habit for Almanzo
 - They knew each other better during the trips back home
 - They give each other a nickname
 - Laura was nicked Bessie and Almanzo Manly
 - She didn't have any romantic feeling towards him that far
 - She was only taking the rides
- The winter school term ended and Laura returned to D Smet to stay
- She made clear to Almanzo that they would be only friends
 - He didn't bother him and kept giving rides to her
- However later she noticed that she felt something for him after she returned in the fall from a job that took her months away from De Smet.
 - She missed him during that time
- They spent a lot of time together after her return
- Almanzo tended his homestead during the time he was courting Laura
- In the spring of 1884 Laura took another teaching job and also worked for a dress maker in town
- Laura no more was a tomboy and started to like the sewing activities she didn't when she was younger
 - She became interested in fashion for life
- In that summer Mary came back home for a visit
- Also in the same summer Laura was proposed marriage by Almanzo
 - Laura accepted
- In November Almanzo had to travel to not to return until the spring
- He came back before Christmas instead
 - He couldn't stay away from his Fiancée
- Laura and Almanzo married on 25 August, 1885
 - They entered in an equal partnership from the start

Figure 41: Student sample of created outline for study guide

I observed that after I modeled how to make an outline in class and the students worked on group chapter outlines in class, many of them were able to create their own outline study guides. This form of scaffolding is important as students are able to understand their requirements of an outline and then create their own. The outline includes many significant details that were mentioned within the chapter and the student was able to summarize these points within his outline.

Teaching Prepositions and Prepositional Phrases

Within students' writing, I observed that several students did not demonstrate the appropriate placement of the proper usage of prepositions and prepositional phrases within a sentence. Therefore, I created and taught a lesson on prepositions and prepositional phrases. The worksheet that was given, along with a student sample response, is shown below in Figure 42.

Student Sample of Grammar Lesson Worksheet

Name: Student 4 – Male – Saudi Arabia

Worksheet 3.3a

A preposition is a word that relates a noun or pronoun to another word in a sentence.

Directions: Highlight all of the prepositions within the article. After highlighting the prepositions, mark the prepositional phrases with parentheses ().

about	above	across	after	against	along
among	around	at	before	behind	below
beneath	beside	between	by	down	during
except	for	from	in	inside	instead of
into	like	near	of	off	on
onto	on top of	out of	outside	over	past
since	through	to	toward	under	underneath
until	up	upon	with	within	without

Grasshopper Plagues - 1873–1877

<http://www.mnopedia.org/event/grasshopper-plagues-1873-1877>

(On June 12, 1873), farmers (in southwestern Minnesota) saw what looked (like a snowstorm) coming (towards their fields) (from the west). Then they heard a roar (of beating wings) and saw that what seemed (to be snowflakes) were (in fact grasshoppers). (In a matter) (of hours), knee-high fields (of grass and wheat) were eaten (to the ground) (by hungry hoppers). The grasshoppers' dramatic descent was just the beginning. (For five years), (from 1873 to 1877), grasshoppers destroyed wheat, oat, corn, and barley fields (in Minnesota and surrounding) states. (In 1876) alone, grasshoppers visited forty Minnesota counties and destroyed 500,000 acres (of crops).

Grasshoppers, or what scientists call Rocky Mountain locusts, were not new (to Minnesota), but (in the past,) they had stayed (for only a year or two). (In 1873), they moved (into Minnesota) (from Dakota and Iowa), and they laid their eggs deep (in the soil). Minnesota farmers did their best (to destroy) the grasshopper eggs, so there would be fewer grasshoppers (to feast) (on their crops) the next year. But 1874 was worse than 1873. The grasshopper eggs hatched, and more grasshoppers flew (in from the west). Each year until 1877, the grasshoppers spread further (into Minnesota). (Since they moved) (in separate units), they destroyed large sections (of crops) (in some areas) and left other areas untouched.

Minnesota farmers tried many things (to get rid) (of the grasshoppers). They beat the grasshoppers with flails. They dragged heavy ropes (through their fields), and plowed and burned their fields. They raised birds and chickens (to eat the grasshoppers). They dug ditches that they hoped the grasshoppers would be unable (to jump over). They filled these ditches with coal tar and set them (on fire), thinking that the smoke might drive away the hoppers if the ditches did not. (In later years), farmers made "hopper dozers," which consisted of sheet metal covered (in coal tar or molasses). They dragged the hopper dozers through their fields, catching grasshoppers in pans and then emptying the pans (into fires). None (of these efforts) were successful.

County governments instituted efforts (to rid the state) (of grasshoppers) and (to help destitute farmers), but counties provided much less help than farmers needed. Rural counties were less prepared (to provide help) (to the poor) than cities were. Rural areas also lacked the private charitable organizations that assisted the urban poor. (In addition), despite extensive damage (to crops), some questioned whether farmers' crops had really been devastated and whether farmers were really (in need).

The state, governed (by three different men) during the grasshopper plague years, also failed to provide adequate relief (to affected farmers). (Under governors) Horace Austin and Cushman K. Davis, the state provided small sums (of direct,) state-funded relief, but the governors focused their efforts (on encouraging charitable) giving (to the cause). Unlike his predecessors, Governor [John S. Pillsbury](#) did not call for any direct, state-funded relief (for farmers). Elected (in 1876), Pillsbury believed that poverty was a fact

(of life) (on the frontier) and that providing relief would make farmers dependent (on the state). (Instead, Pillsbury) focused (on efforts) (to eradicate the grasshoppers). This included a controversial bounty measure that required every able-bodied man in affected counties (to destroy grasshopper eggs) (for one day) a week, (for five straight weeks).

(In the summer) (of 1877), the grasshoppers left just as quickly as they had arrived. An April snowstorm damaged many (of their eggs), which encouraged farmers (to redouble) their efforts (to destroy the grasshoppers). The surviving grasshopper eggs hatched, but (by August), the grasshoppers had flown away. Many attributed the end (of the grasshopper) plague (to divine intervention), (since Governor Pillsbury) had proclaimed April 26 a day (of prayer), after receiving many requests (to do so).

It was another decade (before swarms) (of grasshoppers) returned (to Minnesota), and it was not (until the 1930s) that the state experienced another plague (like that) (of the 1870s). But the grasshopper plagues of the 1870s left a mark on Minnesota culture, inspiring fiction (like Laura Ingalls Wilder's) *On the Banks (of Plum Creek)* (1937) and Ole Edvart Rølvaag's *Giants in the Earth* (originally published in Norwegian in 1927 as *Verdens Grøde*).

Figure 42: Student sample of grammar lesson worksheet

Instead of highlighting the prepositions within the article, it was noted that the student decided to underline them. This may have been due to the fact that he submitted this assignment through Canvas and it was more conducive. For the most part, I noticed that this student had marked a majority of the prepositions and prepositional phrases within the article provided which demonstrated his comprehension with the frequent use of prepositions and prepositional phrases within writing.

Friday Essay Exam Student Responses

Initially, the first two Friday essay exam prompts were not provided beforehand. However, before the third essay exam, I decided to give the students the Friday essay exam prompt ahead of time in order to prepare for the exam. This was found to be beneficial as students had the opportunity to ask for clarification of the prompt before the essay exam. The Friday essay exam was conducted within the classroom period and consisted of a 50-minute handwritten timed essay exam. On the first and second essay

exams 10 and 20 points were available for the essay portion of the quiz. Specific distribution of points was not provided on the first essay exam; however, point distribution was provided for essay exams 3-8 essay exams which were worth 25 points each. The final Friday essay exam was worth 50 points. For the final portfolio, students were given the opportunity to revise and type three of their Friday essays due to having enough time allowed to revise these essays appropriately. Each final revised essay was required to be at least 500 words in length. The original nine essay exam prompts are provided along with nine final revised essay exams that were selected from nine different student final portfolios. All 22 students, enrolled in the class, were in attendance each Friday for the nine essay exams; however, only a selected sample, as shown in Figure 43 below, is included within this thesis due to space limitations.

Essay Exam 1 Prompt

On a separate piece of paper, write a friendly informal letter to Laura Ingalls Wilder telling her what you have learned so far about her life and questions that you may have for her. You must use one quote from the book. The quote must be cited appropriately. Please sign your letter and write your word count. (10 points)

Essay Exam 1 Student Response

Student 11 – Male - Brazil

It was amazing to know about your story and its importance to the American culture and society. Regardless the fiction that was been introduced in your book, it really gives to us a decent picture of the U.S.A. in the 1800s and the distress that both Americans and Native Americans had in dealing with each other during those almost endless conflicts. Actually, from your book we can literally have an idea of what originated those far west movies we have seen on TV and cinema. Indeed your life is full of such rich experiences that sometimes is hard to believe that only one person had lived all your life. I could say that if somebody have told me, before I made the proper researches, you wrote part of other people's lives in your book I would have believed without questioning.

This sort of story like yours should be more disseminated over the other nations; I mean that other countries should incentive the recording of stories like yours that adds worthiness to a nation's past.

Unfortunately, most of nowadays people are not interested in their country's past and history, which is quite comprehensive, since we have focused so much on the future that we have forgotten our past, and sometimes our present. Still your story prevail, even among so many new things brought for this 21th century, your story is reminded in the schools and colleges, making sure that one way or another, the people will know who you were and your importance to this nation.

Could examples of overcoming the hardships to be repeated for every person in this country, because your life is the ultimate example of the American dream everyone in this soil should be always reminded. Different from many people who give up their dreams and future, you kept yourself moving on and looking forward for a better future, under the shadow of your past that thought you well enough to fight for your dreams.

Over the last year, I have never heard about such an amazing telling about some ones in life, and yours I will remember and tell to my kids, no matter where they will born, if it is going to be either in Brazil or somewhere else.

For sure, if we pay more attention to the history, we will be able to notice more people's lives like yours. In fact, "Laura Wilder introduced generations of children to the essence of American's pioneer days" (Stone, 6). That this quote be an example of how you became important, which is amazing, since you probably never imagine you would reach this level of attention and fame. I wish you were alive to see the good results from your life's experiences. For sure you would learn another lesson, the same I have learn from your stories, that when we learn and overcome our hardships, it is not only us that is granted the benefits of personal growth, but everybody surrounding us, that will use us as an example for their lives. (503 words)

Figure 43: Sample essay exam 1 prompt and student response

It was observed from this student's response that he was already engaged in learning about U.S. history through the life of Laura Ingalls Wilder within the first two chapters of the text. His quotation, "That this quote be an example of how you became important, which is amazing, since you probably never imagine you would reach this level of attention and fame" demonstrates that he acknowledged the importance of her literary writings for future generations.

In summary, during the first week, important facts about Laura Ingalls Wilder were learned along with the struggles that she overcame. This journal was foundational for the rest of the curriculum as it established the foundational knowledge of Laura Ingalls Wilder.

For the following week's essay exam, a quiz was included along with the writing prompt, as shown on the following page in Figure 44.

Essay Exam 2 Prompt

Write a 300-word essay about two significant childhood memories that Laura experienced growing up as a pioneer. What significant childhood memory do you have? (20 points total – each section is worth 4 points each)

- Include at least one quote from the book and cite appropriately. (4)
- Use the five senses within your response. (4)
- Use at least five words from the word bank – underline each word used. (4)
- Include one personal memory (4)
- Follow the format given for writing paragraphs (4)

Word Bank:

beckons	skeins	huddle	apron	chores
general store	molasses	coffee mill	bolts	roots
herbs	otter	mink	beaver	furs
log cabin	pioneers	occasion	linger	spurred
preserved	flour	tin	trade	farm
elements	past times	kerosene	dugout	

Use the following format when writing your paragraphs. Your essay should be structured into four paragraphs. Copy the bolded wording exactly onto your paper as follows.

- Introduction - Paragraph 1: Laura Ingalls Wilder had many childhood memories that she experienced on the prairie. Two of these significant memories were when she _____ and when she _____.
- Paragraph 2: The first memory that Laura had growing up on the prairie was when she
- Paragraph 3: Laura also remembered when she....

- Conclusion – Paragraph 4: Like Laura, I have many memories from my childhood, but the memory that stands out to me was when I

Essay Exam 2 Student Response

Student 3 – Male – Saudi Arabia

Laura Ingalls Wilder had many childhood memories that she experienced on the prairie. Two of those significant memories were when she had to travel despite her sickness in February 1874 and when she was having a good day until it turned cloudy but the clouds were not rain clouds, they were swarms of grasshoppers and they lost their harvest for the season.

The first memory that Laura had growing up on the prairie was when she had to travel with her bad health condition. The weather at that time was extremely cold but her mother spurred her and she also was huddling Laura in order to keep her warm. At that time, Laura had a scarlet fever, which was caused by a bacterial infection.

Laura also remembered that day when she was doing the chores that she loved to do. It was a perfect day and the weather was breathtaking. Due to the fact that Laura was an active girl who loved the outdoors, she was doing the chores by taking the cows to pasture. She touched the cows' skins and she could feel their softness. After that she cooperated with her mother by cleaning the plates and she enjoyed the smell of the soup that they just got at the general store. All of the sudden, that group of insects appeared in the air and changed that cheerful day into a horrible one by attacking the harvest. Laura recalled: "Pa told us good-bye, put on his hat and carrying his coat over his shoulder, started the journey heading east to find a new job in the harvest fields" (Stone 33). Pa and his friends did their best to protect the felids but when nature gets angry nothing can stop it. Their hard work vanished in a blink of an eye.

Like Laura, I have many memories that is stuck in my mind from my childhood, but the only one that stands out to me is when I lost my mother. The day when I got the news that my mother had passed away is unforgettable. It is just hard to accept the reality that I am no longer able to talk or see her. All what I got now that makes me remember her is the way that she would treat us with her traditional herbs. Due to the fact that she was very religious, she had a lot of wisdom. I could just sit with her all day long enjoying her talking about the way that we should manage our lives and how to make balance between fun and serious stuff.

To sum it up, each one of us has some unforgettable memories that always stand in front of us. Some memories might be full of sadness and some of them might be full of happiness. And we shouldn't let our sad memories prevent us from chasing our dream. We should accept reality and do our best in order to come over them. (496 words)

Figure 44: Sample essay exam 2 prompt and student response

By teaching a lesson in regards to using the five senses, within writing prior to this prompt, it was evident that this student comprehended how to incorporate using the five senses within his writing. Within the third paragraph, he describes with great sensory details about Laura’s life on the farm and he incorporates these with a quotation from the text. This sample writing demonstrates how effective adding sensory details can contribute to the genre of descriptive writing.

For the third week’s essay exam, the essay exam only focused on their essay exam response, as shown in Figure 45 below, and did not include additional questions. This was to allow them enough time to reach the required word count in the allotted amount of time.

Essay Exam 3 Prompt

Overcoming hardships and challenges was a common theme in Chapter 4 “City Life” for Laura Ingalls Wilder. Choose one of these hardships and summarize in your own words how Laura overcame this hardship.

- Followed suggested paragraph format. Essay is at least 300 words. Included one quote from the book and cited appropriately (5 points)
- Used somewhat accurate spelling, punctuation, and syntax (5 points)
- Included specific details related to Laura’s hardship and how she overcame her hardship (5 points)
- Included specific details related to your hardship and how you overcame your hardship (5 points)
- Underlined prepositions and marked prepositional phrases appropriately with parentheses () (5 points)

Use the following paragraph format as a guideline. Use exact words that are bolded within your essay response.

Paragraph 1: Introduction – (Throughout the life) (of Laura Ingalls Wilder), she experienced many hardships and challenges that she was able (to overcome). One (of these) was when she ...

Paragraph 2: This hardship was memorable (to Laura) because... (Include specific details of the hardship)

Paragraph 3: Laura was able (to overcome) this hardship (by...)

Paragraph 4: Conclusion – I can relate (to overcoming) hardships and challenges similar (to Laura) as I can remember the experience (of overcoming...) (Include specific details of how you overcame the hardship)

Essay Exam 3 Student Response

Student 21 – Male – Brazil

(Throughout the life) (of Laura Ingalls Wilder), she experienced many hardships and challenges that she was able (to overcome). (One of these) was when she was 10 years old. Her family was passing (through some difficulties) by starving and lack (of money). Moreover, her little brother got sick and died when he was only nine months (of life).

This hardship was memorable (to Laura) because it was a very hard time. The starving was cause (by the grasshopper plague), an infestation (of insects) which eat and destroy wheat, oat and corn fields. The Ingalls family weren't lucky (at that time), the plague came back (in the next year). And the struggle wasn't enough, a little later the new family member became sick, got worse and died. Freddie was very beloved and his death broke the family's heart.

Laura was able (to overcome) this hardship (by moving on) with her family and taking time to get over her brother's loss. The Ingalls moved (to Burr Oak), Iowa and started a new life there. They lived (in a hotel) (at the beginning) and then moved (to a rented house) close (to the woods and pasture). In 1877 a daughter was born: Grace Pearl Ingalls. The family was happy again and, for sure, a new baby (among the family) would help them (to overcome) the Freddie's death.

I can relate (to overcoming) hardships and challenges similar (to Laura) as I can remember the experience (of overcoming my Uncle's death). He was very funny and beloved. He was used (to bother) me when I was sleeping (to talk) with him (during the night). We stayed talking and listen good songs outside the house. He was young when he died (of pulmonor disease). I could overcome (by thinking) (about the greatest moments) we had togheter.(300 words)

Figure 45: Student essay exam 3 prompt and student response

It was evident by the above word count that not enough time was given to write the essay along with marking all of the prepositions and prepositional phrases. However, the student seemed to understand, for the most part, the frequency and importance of

using prepositional phrases within ones writing. The student was able to demonstrate narrative writing as he included an event from his own life of how he overcame his uncle's death similar to how Laura overcame her brother's death.

The fourth essay exam required that students were able to reach the required word count within their written prompt. This essay exam, as shown in Figure 46 below, focused on writing about a song that was significant to them. Students were allowed to use code-switching to write in their native language for the essay exam response.

Essay Exam 4 Prompt

Folk songs were an important piece of history during the late 1800's. Laura frequently referred to Pa's fiddle songs as being an encouragement during the difficult times of their pioneer life. Additionally, the American folk song, "I've Been Workin' on the Railroad" was popular amongst railroad workers as they continued to build the railroad from the Atlantic Ocean to the Pacific Ocean.

- Essay is at least 300 words, is thoughtfully organized, easy to comprehend, and has a clear introduction and thesis (5 points)
- Used somewhat accurate spelling, grammar, punctuation, and syntax throughout the essay (5 points)
- Included title of a song, the artist, and two lines of the song (written in your native language). Stated why you chose this song, why it is significant to you, and how it relates to your life. (5 points)
- Connected how music is important to you today and how it was important to people of the 1800's (5 points)
- Followed suggested paragraph format. (5 points)

Each paragraph should be organized in the following paragraph format and should answer the following questions:

Paragraph 1: Introduction and thesis – What will you be writing about in your essay?

Paragraph 2: What is the title of the song you have chosen? What is the name of the artist? (Be sure to write these in your native language) Why did you choose this song? Why is this song significant to you?

Paragraph 3: What are two lines from the song that you have chosen? (Be sure to write these in your native language) How do the lines of this song connect to your life?

Paragraph 4: Conclusion – What connection can you make between how music is important to you today and how music was important to people in the late 1800's (Laura, railroad workers)?

Essay Exam 4 Student Response

Student 22 – Female- China

As we all know, songs are other languages in the world. There are three advantages of listening songs in the normal life. First, song is the key to creativity. Songs fuels the mind and thus fuels our creativity. Creative mind has the ability to make discoveries and create innovations. The greatest minds and thinkers like Albert Einstein, Mozart, and Frank Lloyd Wright all had something in common in that they were constantly exploring their imagination and creativity. Second, songs make people feel emotion. Songs can whisk people away on an extended journey. In addition, songs can make time feel frozen. Songs also have the power to suggest movement. All these things deal with the human senses. Third, songs are the language of the universe. Songs are universal in that there are no boundaries to understand music. Even animals like Birds, Dogs, and Whales can understand music to a certain degree. It transcends all boundaries of communication because everyone can speak and tell stories to others on the other side of the planet, even though you both don't speak the same language. I love a lot of songs, and in this essay, I will talk about the song that describes the friendship. In addition, this song really helps me overcome difficulties.

It is a Chinese song, and the title of this song is 一起老去 that means getting older together. This song comes from the movie named girlfriend. This song has three artists that are 杨子珊, 薛凯琪 and 陈意涵. They are the main characters in the movie, and they act three good girlfriends that experiencing a lot of things together. Sometimes, they laugh together, because they pass the exam or get a good job. They cry together, because one of their break with her boyfriend. Sometimes, they may have different opinion, but they never get angry with each other. They never break friendship between them. Although they are not in the movie, they also are best friends as the movie does. I firstly hear this song in the cinema. I watched the movie named girlfriend with my best two girlfriends in the day that I left China. After we saw this movie, we cried together and made our own rings. The ring shows that we always are together though we are not in the same place. The song shows the friendship can't change with distance too. When I studied in the USA alone, I always missed my friends and parents. Because of the language boundary and different lifestyle. It really was hard to make friends who you can talk to some heart words. When I felt lonely and sad, I usually hear this song. When I enjoyed this song, I felt like that my friends company with me. I love to hear this song to miss my best friends. These are why this song is significant to me.

Two lines in this song are my favorite. These are “让我们顺着时间一起老去，一直到彩虹的劲头也不分离，这善变的世界，难得有你，永远我们是彼此最真的约定”。 These lines mean that we will get the order together with time changing. We won't break up until we reach the end of rainbow. The world is changing. We are so lucky that we have each other. We all keep our permission forever. This song describes my real life with my best two friends. We have been friends since we were in high school. We have a totally different personality, but we are willing to accommodate each weakness. Sometimes we have different opinion, we love to listen everyone's opinion and make the best decision. Although I am in America now, we never cut our contact.

I fell in love with music when I was very young. I have studied to play the piano since I was 3 years old. In that time, music became a part of my life. In addition, music helps me make a lot of friends. The most amazing thing of music is that music is imbedded within all of us. Everyone can understand it and feel something if they open themselves up. Playing music with other musicians is an incredible feeling. Music also can make me forget all of my pressure. I love the feeling that I enjoy in music with no pressure. In other words, music plays an important part in my busy life. In late 1800's, people loved music too. In my opinion, they worked hard in the daytime, and they needed something to cheer them up. So they decided music, because everyone can sing together. In addition, good music can decrease the pressure and tired. These are why both Laura and railroad workers loved music. (820 words)

Figure 46: Sample essay exam 4 and student response

This essay exam was the first opportunity for students to use code-switching within their writings. When this prompt was given, students were excited for the opportunity to incorporate their native language within their essays. Her excitement about this topic is evident from her word count which exceeded the word count requirement. As this essay demonstrates the beauty of her being able to write about her favorite song from China, the tone of her writing reflects music as a positive influence in her life making her life happier. The topic of writing about music deemed to be a wonderful choice as music can be viewed as a universal language tends to unite many countries together.

After learning about teacher's rules and expectations within the 1800's and taking a tour of the Cheney Normal Heritage Center, students were instructed to respond to the following mid-term prompt, as shown in Figure 47 on the following page.

Essay Exam 5 – Mid-Term Prompt

Pioneer teachers who taught during the late 1800's were given a set of rules to follow. Although these rules may have seemed unreasonable by today's standards, the pioneer teacher was expected to follow these rules to set a good example for their students.

Choose one rule from the "Rules for Teachers of the 1800's" handout that you feel would have been difficult to follow and respond following the suggested paragraph format.

Each paragraph should be organized in the following paragraph format and should answer the following questions:

Paragraph 1: Introduction and thesis – What will you be writing about in your essay?

Paragraph 2: What rule did you choose from the handout? Why did you choose this rule? How would you have felt if you were a teacher in the 1800's having to follow this rule?

Paragraph 3: How do you think Laura felt as a teacher having to follow this rule? Use a quote from the book and cite appropriately.

Paragraph 4: Conclusion – How are teachers different today from the pioneer teachers in the late 1800's?

- Essay is at least 300 words, is thoughtfully organized, easy to comprehend, and has a clear introduction and thesis (5 points)
- Used somewhat accurate spelling, grammar, punctuation, and syntax throughout the essay (5 points)
- Included at least one quote from the book and cited appropriately (5 points)
- Connected reading with your life and Laura's life (5 points)
- Followed suggested paragraph format. (5 points)

Essay Exam 5 Student Response

Student 14 – Female – Brazil

The schools currently are very flexible related to the students and the teachers comparing to formerly because they not have any rigid rule to follow besides having the graduation and follow a code of conduct and integrity that is applied for all type of professional on society. But since the 1800's until some decades ago, teachers should follow a lot of rules established for the school to be able to teach the children. To became a teacher among the history, the person had to follow some rigid rules.

Reading the “1897 list of expectations of the society of the time”, I choose the following: "women teachers who marry or engaged in unseemly conduct would be dismissed" (Web). For a while, I was shocked and my feminist side was raised, so I choose this rule because I was thinking in the role of women on the society and this rule it makes no sense because every women should built a family and have the right to work, especially in schools. After a while, I realized that teachers at 1800’s were an example for children and the role of women when they married were to take care of the house and family but still it was a hard choice for a woman, because to be in love and want have a family is a natural instinct. On the other hand, the personal satisfaction in teaching and having your own job as well. Probably, if I were a teacher in the 1800’s and having to follow this rule, I would have followed this rule even though I disagree.

Laura Ingalls became a teacher when she was 16 years old and after a few time she met Almanzo Wilder while she still works in the school. They became friends and fell in love with each other. Laura enjoyed her job “Laura was a natural teacher and enjoyed herself while she was teaching” (Stone 58). So, she was between the love of her life and one thing that made her happy – teaching. For that reason, Laura as many woman at that time was a victim of an archaic society and I think she felt wronged because she was not a bad professional to choose to be married. This was clear looking her past as a teacher.

Currently, the teachers are very different from the pioneer teachers of 1800’s because they have freedom to conduct their personal life as they think it is correct outside the school and inside the school also is very different. They do not have to play bell to alert the students that the class will start; there is one teacher for each grade; currently men can be professors. Other difference is that, to teach others it is necessary not only one exam, but also you will be able only after you graduate. So, a 16 years old girl cannot be a teacher today. Therefore, the teachers only have to follow the laws and the ethic code that is applied for every person and professional. (503 words)

Figure 47: Sample essay exam 5 mid-term prompt and student response

This student was able to enhance her understanding about a teacher’s expectations during the 1800’s after the class went on a “field trip” to the one-room schoolhouse called the *Cheney Normal School Heritage Center* on the EWU campus. As the student used the example of her grandmother, who was also a teacher like Laura, she demonstrated that she made a personal connection with the text.

For the sixth essay exam, after learning about different types of communication that were used during the 1800’s, they were instructed to respond to the following prompt, as shown in Figure 48 on the following page.

Essay Exam 6 Prompt

The delivery of mail during the 1800's was delivered by stagecoach, horseback, train, or boat. Telegraph lines were also used to send urgent messages instantly. You will be comparing the types of communication in the 1800's to the types of communication of today.

Each paragraph should be organized in the following paragraph format and should answer the following questions:

Paragraph 1: Introduction and thesis – Summarize what points you will be covering within your essay.

Paragraph 2: Describe the different types of communication in the 1800's. Use at least one quote from the book or "The Mail" article. Cite appropriately using quotes and MLA citation.

Paragraph 3: Describe the different types of communication that are used today and compare to the 1800's.

Paragraph 4: Connection – How did Laura use communication? How would you feel if you lived during the 1800's with no modern communication tools that you have today?

Paragraph 5: Conclusion – Summarize and reflect back to your original points covered within your essay.

- Essay is at least 400 words, follows paragraph format, is thoughtfully organized, is easy to read and comprehend, and has a clear introduction and thesis (5 points)
- Essay has somewhat accurate spelling, grammar, punctuation, and syntax throughout the essay (5 points)
- Included detailed information about communication in the 1800's and today and used comparison. Included at least one quote from the book or "The Mail" article and cited appropriately using MLA format. (5 points)
- Connected to how Laura used communication and how you would have felt having to use those types of communication today (5 points)
- Conclusion summarizes and reflects back to the beginning thoughts of the essay (5 points)

Essay Exam 6 Student Response

Student 20 – Female – Brazil

Communication is essential to humans. Thanks to it we can express our thoughts and opinions, we can discuss and we can learn. There are many different ways to

communicate, and because of technology they are being improved to better satisfy the population.

In the 1800's communication by distance was not easy and fast like today we are used to. At that time one letter could take weeks (or even months) to finally get to its destiny. When there was still no telegraph (with instant messages) the only way to keep in touch with family and friends that lived far away was by mail. However, after you went to the post office, the journey that the letter would experience would be long. As an example, we can notice with Pa Ingalls, after the post office, the letter goes by boat down to LaCrosse, then by train bound to Chicago, then some other places and when finally get to the post office in Concord "the mail carrier might travel on horseback or on foot" (Collins 79). So it was very hard to make a letter get to the final place and this involved many people too. Another example is the Pony Express, where riders would carry the mail pouches by horseback as fast as the horses could run. (...) They could cover the distance, some 2,000 miles, in about ten days" (Collins 79). Trains became more common and then they were being more used to carry the mail bags.

Today we have the internet, and even before it, the telephones. Voice, text and video messages can be delivered in real time, and in text messages for example, you can know if the person have seen or not the message. Since capitalism philosophy is essentially "time is money", everything is done to spend the minimum of time, and this affected drastically the communication. We still use letters, however they are more used to notify us about the bills. Formal messages are usually sent by email while informal are texting (Messenger, WhatsApp etc.) and video (Skype). Today job interviews and meetings can be done videoconferences to.

Laura Ingalls did not have many options like we have today, so when she was young the way of communication were letters. When she was married, the delivery special system were created and they could receive the letters in their home without going to post office to take it (like it was). If I lived during that time I would like this situation to be changed, however I would be used to that kind of life, so I cannot be sure about that.

I am glad that in my generation information and communication are fast. It simplifies a lot of things. It is interesting to see how long it took in the 1800's to get a letter get to its final destiny and the patience that people should have to send/ wait for mail. It is actually funny to see how desperate we are if an email is not answered in one day while they had to wait for the answer for months.(515 words)

Figure 48: Sample essay exam 6 prompt and student response

Within the topic of communication, it was evident that this student was able to compare how Laura had to communicate in the 1800s and how quickly we can communicate today with the use of cell phones and the internet. This student voices her opinion on realizing how difficult it must have been to communicate and to wait for a letter from home. As the goal of the week's lessons was to assess whether or not students

understood how to compare and contrast communication from the 1800s to today, this student exceeded the goal.

After teaching the seventh week about the importance of family heritage and ancestry, the following essay exam prompt was given (Figure 49).

Essay Exam 7 Prompt

Family was very important to Laura Ingalls Wilder in the 1800's. When her father, Charles Ingalls, passed away he left Laura his fiddle to carry on the significant memories of pioneer life that they had as a family.

Each paragraph should be organized in the following paragraph format and should answer the following questions:

Paragraph 1: Introduction and thesis – Summarize what points you will be covering within your essay.

Paragraph 2: Describe why you think it is important for us to understand about our family's history.

Paragraph 3: Describe a significant piece of family history that you own and why it is significant to you. You may include a picture if you would like.

Paragraph 4: Connection – How was family important to Laura? What evidence do we have of this in the text? Be sure to include a quote from the text and use appropriate MLA citation.

Paragraph 5: Conclusion – Summarize and reflect back to your original points covered within your essay.

- Essay is at least 400 words, follows paragraph format, is thoughtfully organized, is easy to read and comprehend, and has a clear introduction and thesis (5 points)
- Essay has somewhat accurate spelling, grammar, punctuation, and syntax throughout the essay (5 points)
- Included detailed information about why you think it is important for you to understand about U.S. history and how it relates to your family's history. (5 points)

- Connected to how Laura's family was important to her and what evidence we have of this in the text. Cited appropriately from the text using MLA citation. (5 points)
- Conclusion summarizes and reflects back to the beginning thoughts of the essay (5 points)

Essay Exam 7 Student Response

Student 1 – Female – Saudi Arabia

Heritage is the history, unique knowledge, value and traditions that have developed by combination of genes and the environment over time. Whether it is national, cultural, or family heritage, it is a legacy of irreplaceable collections of historical knowledge. But even more importantly, heritage is each person's history. It is the answer to who we are and how each person's story started. It is what makes up who and what we are, and it can determine what we become. As humans, we are free to make our own choices, because we can determine a great part of the future, we may delude ourselves into thinking the past has no impact on us. But the choices and past events we have lived through make very deep and long-lasting impacts on any decision we can possibly make. It is important to know about family's history for several reasons.

It is important to know about your family history because it can influence the way you live your life. Learning about your family's health history can help you to make healthy decision. It is one of the cheapest and easiest ways to improve your health and the health of your whole family. Also, sharing this information with your doctor is very important so that he or she can help give you or a family member the best healthcare. Doctors can do this by understanding your family's health history. This information is not just for your doctor it should also be shared with your family, so they can inform their own doctors of the family health history.

The important thing my father gave me is a land. It has a commandment for it that I cannot sell to anyone. My plan for that is I will make it as a building and investment. That way, I can make money and invest in it. I did not choose to build it as a house because that land is so far away from my city, and I don't want to live so far from my family. My father also gave land to each of my brother and my sisters because he wanted to make sure that we will have some place we can live in and make good lives.

Family was important to Laura since she was a baby. She lived with her family and she faced difficult things with them. They helped each other like when Laura promised her sister that she would be her eyes. When her father passed away, he left Laura with his fiddle, Pa had a fiddle that he would played that filled Laura's childhood with her own soundtrack, and when he died, he left the fiddle to Laura (Stone 81). The fiddle would remind Laura of her childhood soundtrack but mostly her father and how they lived together as a family.

In conclusion, heritage and family history give us a sense of self. They help us to understand our family, and all of the things that we have done for history. For instance, my friend's grandfather fought in WWII. She always showed pride knowing that he had such an undertaking in her nations history. Further back than that, she had English

relatives who came over on the mayflower who brought traditions that are still practiced. We are nothing without heritage. Heritage and history are important because they are who we are. (560 words)

Figure 49: Sample essay exam 6 prompt and student response

When writing about family, it is important to understand how different cultures value family. This student compares the value of her family history and traditions with the importance of Pa's fiddle to Laura, as it provided her with memories of him playing music. She realizes the importance of family heritage and history and demonstrates her connection to the text when she writes, "We are nothing without heritage. Heritage and history are important because they are who we are."

For the eighth essay exam, I was able to incorporate supplemental material as I addressed child labor law issues that were taking place during the 20th century. This topic was not focused on within the text; however, I was able to bring awareness of this issue to the students through pre-writing activities and the essay exam prompt which is shown below in Figure 50.

Essay Exam 8 Prompt

During 1910, Rose, Laura Ingalls Wilder's daughter, began writing for the *Kansas City Post*. In this same year, thousands of children were forced to go to work for mine companies which did not adhere to the child labor laws that were in place. It took many years for this to change with the help of Eleanor Roosevelt.

As you analyze the poem, "Anthracite Coal Community Breaker Boys, 1910" (Reeves 2003) you will be writing a point of view essay which will address the following:

Paragraph 1: Introduction/Purpose Statement/Thesis – Introduce the problems with child labor in the U.S. in the early 20th century. State how these labor laws existed but were not enforced.

Paragraph 2: Poem and Photograph Analysis - Introduce the poem and summarize the situation. Analyze the poem using the 5 W's (Who? What? Why? When? Where?). Why

do you think Dr. Reeves wrote this poem? What is the tone and message that her poem displays? Describe a boy from the photograph that you viewed during class on the document viewer. How old do you think the boy may be? What is his situation? How does he compare to the other boys in the photograph?

Paragraph 3: Point of View 1: Present the boy's point of view. Include a quote from the poem, citing appropriately. How does he feel about missing school? How does his teacher feel about him missing school? What is he doing that makes him feel like an adult?

Paragraph 4: Point of View 2: – Present his teacher's point of view. Include a quote from the poem, citing appropriately. How does his teacher feel about him not being at school? Why does she feel this way? What does she want to have happen from his mother and from him?

Paragraph 5: Conclusion and Rationale – Why is it important to study child labor laws and social activism? Personally, what did you learn from this poem?

- Essay is at least 500 words, follows paragraph format, is thoughtfully organized, is easy to read and comprehend, and has a clear introduction and thesis stating the problem (5 points)
- Essay has somewhat accurate spelling, grammar, punctuation, and syntax throughout the essay (5 points)
- Included detailed information from your analysis of the poem. Included a detailed description of one of the boys from the photo. (5 points)
- Connected to the poem using the boy's point of view and his teacher's point of view. Included a quote from the poem, citing appropriately using MLA citation. (5 points)
- Conclusion and rationale includes details of why it is important to have this knowledge about child labor laws and social activism. Includes a personal response to the poem. (5 points)

Essay Exam 8 Student Response

Student 18 – Male - China

In the 20th early century, many poor people had no choice but to work in sweatshops to earn their living. Therefore, not only adults had to work, but children also had to work for their boss to make the profit maximized. Although using the labor of minors was unconstitutional at that time, the US government could not provide good welfare for these poor people. However, this kind of labor relationship allowed lots of poor people to live, although it was unfair.

In the poem, “Anthracite Coal Community Breaker Boys, 1910” written by Dr. Reeves, Reeves presented a picture of children laborers at that time. The author portrayed a child minor in the early 1900s who worked in a dirty mine in order to survive from the pressure and family stress. From that poem, I read that Dr. Reeves felt really sad about the child laborers. I think anyone with sympathy will be touched when they learn about this period of history. Dr. Reeves wrote this poem not only to record her ideas but also express a sorrow about child labor at that time. In the class, I saw a picture about children labor at that time and all of the children in the photo looked numb emotionally except one single boy with a smile on his face. He looked about 12 years old; maybe he was new in the mine. He wore worn-out clothes with a pair of pants and shoes which were too big for him. His face was covered with dirt and coal ash. Sooner or later, I think his face would be unenthusiastic like the others. My teacher told me these children were all younger than 16 years old, with some of them just 6 years old! That is crazy!!

It is obvious that no child would like to work so hard at such early age. They shouldn’t work in such bad conditions. Here is a sentence from the poem that impressed me a lot :”I fear you are blind now but you must pretend .”(Reeves poem) A 12-year-old child cannot enjoy their childhood but he had to learn how to bear pain and how to pretend he was okay when he suffered a lot. They were pushed to grow up or be destroyed. I think if they knew what a school looked like or some of them had just been in school before they went to work, they might have deathly missed school and regretted that they went out and worked. Also, if they had been to school, their teacher would have missed them so much and felt sorry that they had to work for their family, perhaps what made these children important was that they began to earn money like an adult.

From a teacher’s view, I believe no teacher would feel good if one of his/her children missed school for this reason. Like what is said in the poem: “when others your age are still in grammar school.”(Reeves). Every teacher would feel sad because the children who work as laborers should learn enough knowledge first and then go to work. I guess, if a teacher has the chance to stop that, they will persuade the child’s mom to send her boy to school and also the teacher wants the child have a chance to go to school.

In conclusion, pushing children to work at young age instead of going to school is narrow minded . Children will earn more money and work for a better job if they get enough education. For children and their parents, it is necessary to know the knowledge about child labor laws and social activism, because it is a good way to protect these “laborers in the future” to grow up healthy. From that poem, I learned about a period of dark history, which human beings won’t forget. Also, I believe that with the development of society, child labor will no longer exist. (654 words)

Figure 50: Sample essay exam 8 prompt and student response

Many students may struggle when writing from a different point of view.

However, this student demonstrates his understanding when he empathizes how a child

must have felt when having to work in the harsh conditions of the mines during the 18th century. Additionally, he is able to understand how the child's teacher must have felt. After hearing the poem read aloud and seeing the picture of the breaker boys, he was able to be more aware of child labor issues within the U.S. during this era.

For the final essay exam, the text mentioned that Laura was a literary legacy that is still remembered today. Students were instructed to write about their personal literary legacy whose work they admire and to connect their thoughts to the text as shown in Figure 51.

Essay Exam 9 Final Prompt

In chapter 13, we read about Laura Ingalls Wilder's process in becoming a children's author, as she wrote her first book. In 1932, Laura published her first Little House book and she became an important author of children's literature and her legacy is still remembered today.

Paragraph 1: Introduction and thesis – Summarize what points you will be covering within your essay.

Paragraph 2: Who is your favorite author? Why are they your favorite author? What book is your favorite book that they have written? Include 1-2 lines from the book that demonstrates a specific part of the book that is your favorite.

Paragraph 3: Why do you think that it is important to have time to read for pleasure? What does reading help you do? What are your feelings towards reading?

Paragraph 4: Connection and Comparison – Compare Laura Ingalls Wilder, children's book author, to the author you have chosen. What genre (category) of books does your author write? How do you think your author has made a lasting literary legacy today?

Paragraph 5: Conclusion or Rationale – Why do you think reading a biography of someone's life is important? Personally, what did you learn this quarter about Laura Ingalls Wilder by reading her biography? Include a quote from the text and cite appropriately.

- Essay is at least 500 words, follows paragraph format, is thoughtfully organized, is easy to read and comprehend, and has a clear introduction and thesis (10 points)
- Essay has somewhat accurate spelling, grammar, punctuation, and syntax throughout the essay (10 points)
- Included detailed information about your favorite author and included lines from the book you have chosen. (10 points)
- Connected and compared your author to Laura Ingalls Wilder (10 points)
- Conclusion and rationale states the importance of reading a biography and includes your personal response about what you learned this quarter about Laura Ingalls Wilder. Included a quote from the text and cited appropriately. (10 points)

Essay Exam 9 Student Response

Student 16 – Male – China

Before the paper be invented, people in the past time used the barks, the bamboo chips or the leaves to record some important numbers and events, which was also a kind of “book”. The book is created by people to spread thought, knowledge and ideology. As time goes by more and more great book had been remembered by people. A great book always makes people think what they should do and what they shouldn’t. Authors have their own opinion for things, which will be showed in his or her books. Also, there are clearly style in different books because of the difficult authors. Reading books can makes people happy and knowledgeable, whatever the author’s nationality, gender or style is.

My favorite author is one of the most famous literati in my country, whose name is Guan Moye. However, for an author, the pen name usually is more important than the real name. Guan Moye’s pen name is Mo Yan, which means “don’t speak” in Chinese. At his 57 years old, he became the first Chinese who get the Nobel Prize in Literature. “Per Wästberg explained “Mo Yan is a poet who tears down stereotypical propaganda posters, elevating the individual from an anonymous human mass. Using ridicule and sarcasm Mo Yan attacks history and its falsifications as well as deprivation and political hypocrisy.””(Web.) In one of his famous book “Life and Death Are Wearing Me Out”, he wrote: “一切来自土地的都将回归土地”, which means everything will back to the land include our life, our wealth and our glory. The reason I love him by reading his book, I can touch some the deepest place of human’s heart. And I think I will understand poor people more which makes me would love to help them in the future.

Reading a book makes people be calm and can give readers time to think about the life. There are many types of book, such as novel, prose and biography. Different people have different choice. It is important to choose some books you really like to read. Because if you are not interested in the book, you cannot enjoy it and will get nothing after reading. For me, reading makes me think much. A common saying goes “Much thinking yields wisdom”. I believe that reading book is a great way to learn knowledge and be resourceful.

The famous children’s book author, Laura Ingalls Wilder, wrote the children’s story depends on her real life. In China, people say “Art derives from life but it is beyond

life”. My favorite author Mo Yan is a novelist. However, he just like Laura Ingalls Wilder, most of his story was from the difficult time of his life. “Mo Yan was born in 1955, in Gaomi County in Shandong province to a family of farmers, in Dalan Township (which he fictionalized in his novels as "Northeast Township" of Gaomi County). Mo was 11 years old when the Cultural Revolution was launched, at which time he left school to work as a farmer. At the age of 18, he began work at a cotton factory. During this period, which coincided with a succession of political campaigns from the Great Leap Forward to the Cultural Revolution, his access to literature was largely limited to novels in the socialist realist style under Mao Zedong, which centered largely on the themes of class struggle and conflict” (Web.) .Because he experienced the special period of Chinese history, his novel become more valuable whatever in China or abroad.

Reading biography is also an important way to makes people get better. Because just the achiever can have biography to tell people what he or she have done. That is a great opportunity to learn the good behavior which is necessary for success. By reading the Laura Ingalls Wilder’s biography, I know that the pioneer life makes her get inspiration and became a great author. “Laura began to change her autobiography into a children’s story about a girl named Laura, Based on the facts of her life” (Stone 104). I believe I will keep reading books and get more guide from different brilliant books. (697 words).

Figure 51: Sample final essay exam prompt and student response

As this was the final essay exam, the student is able to understand the literary legacy of Laura Ingalls Wilder in comparison to an author whom he enjoys and who also writes biographies. He summarizes that he was able to understand how Laura’s books became an inspiration to others as they learned about her hardships and struggles as a pioneer.

Online Journal Responses

Twenty-five online journal responses were assigned throughout the quarter; however, due to the large number of journal entries and artifacts collected for this research, only a portion of the representative number can be included due to space limitations within this thesis which are shown in Figure 52 on the following page. Journal responses from each student are provided from the fourth week of the quarter (Journal 4.2). Each journal response was worth 10 points on Canvas. Each student

response was to be at least 100 words in length and points were given in relation to content and ability to answer the prompt.

Within each journal response, the prompt, quote from the text, and an example that I had written was provided. By reading my example response, students were able to see a model of what is to be expected within the journal response and they are able to learn more about me.

During this journal response, which was given during the fourth week of class, students demonstrated their understanding of connection to the text as they could relate personally to the topic of taking a journey to somewhere. It was observed that students enjoyed writing without writers' apprehension as they had freedom to write without focusing on spelling, grammar, syntax and punctuation. Each student response was submitted online through Canvas. The following student samples are unedited and unabridged to demonstrate the authenticity of their individual responses. Like Mount (2014), I am presenting their voices as a unified whole community, unedited and uninterrupted to present them as a community of writers. At the conclusion of their journal responses, I have included a brief analysis.

Online Journal Prompt

Journal 4.2: Week 4
Chapter 5 – “Welcome Back to Walnut Grove”
Journal 4.2 – First Journey

Quote:

“When it was time to go, the Ingalls girls and Ma made the first part of the journey by train. This was their first train ride, and it took them to Tracy, Minnesota, where the rails stopped” (Stone 45).

Journal Prompt:

What exciting first journey have you traveled by plane, train, bus, or other public transportation? Who traveled with you? Why was this journey memorable to you? What do you remember most about this trip?

Journal Response:

I can remember my first airplane trip to Hawaii with both of my parents and my grandmother. As we boarded the plane, I was both excited and scared at the same time. When we took off, I was amazed by the beautiful sights that I could see from thousands of miles up in the air. Cars looked like miniature toys and the beautiful blue sky with the puffy white clouds looked like a sea of pillows! During the trip, we ate delicious food and we were able to watch movies while we drank soda and ate snacks. All of the airline stewardesses were really nice and gave us pillows and blankets to make our trip more comfortable. This trip will always be memorable to me because of the wonderful time that I spent with my family on my first airplane journey. Kelly Hansen (141 words)

Online Student Sample Responses

Student 1 – Female – Brazil

My first airplane journey was to Dubai. I went with my older sister to hang out with our friends because they study there. It was exciting to see the tallest tower which is Bur Khalifa, man-made islands, building and hotel underwater which one of them pin Hydrofoils. At the same time it funny trip to go to the Wild Wadi Water Park that had multiple water slides and two artificial surfing machines. In addition, going to Ferrari World was an amazing thing that I did. It is the largest indoor amusement park in the world. Also, it has the fastest roller coaster in the world with a top speed of 240 km/h that called Formula Rossa. It is always memorable to me because I had fun and one of those days I have been in Dubai falls on my birthday. (140 words)

Student 2 – Male – Saudi Arabia

I can remember the first journey I have traveled to Medina. It us with my father with 4 of his friends and my biggest brother. When I was 5 years old, and we went by the bus. It was the first time I ride a bus. At that time I was wondering how big this car. In our way the bus was stopped in Gas station, and also we had rest to go to restaurant for dinner. I will never forget we had eat delicious food still that restaurant in my head since 1994. The interesting thing was about this Travel was without my mother but I had 5 fathers, they wanted me and my brother have wonderful travel with them. (120 words)

Student 3 – Male – Saudi Arabia

Nowadays, we can find the easiest and fastest ways to travel such as traveling by planes. But road trips still appear to be the best for me. I remember the first road trip that I took here in the US. MY cousins and I went to Seattle by one of my cousin's car. Everything was perfect during the trip until we ran out of gas on the middle of the way back to Spokane. I still remember that the nearest gas station was 20 miles away from us. It was freezing that day that none of us was willing to walk to the gas station. We had to wait until a police car passed by the officer took my cousin and I to the gas station but didn't

give us a ride back. So, we were enforced to talk to people despite our weak communication skills. (146 words)

Student 4 – Male – Saudi Arabia

My first beautiful journey was traveling from my city to Jeddah which is 400 Km away. I took bus with my father because his car was at the serves and he had an important appointment, that journey was when I was eight years old. I can remember how that trip was wonderful, because I was watching cartoons on the TV and how the kids got happy on the bus. We both were exciting to traveling together for a first time. The things that I really remembered that beautiful stars in the sky at the night and how was the moon illuminate the ground, I was scared from the dark and at the same time I was enjoyed the gorgeous sky. (121 words)

Student 5 – Male – Saudi Arabia

I still remembered my first trip to America I was 17 years old. It was my first time traveling by myself by the airplane. In the beginning I was so excited because I couldn't imagine how that feeling which I will see in America in my first time. However, I was so scared because I was by myself. Moreover, I still remember the old woman who was sitting next to me and she was American woman and I was telling her that this will be my first trip to America. She was very gentle to me and she kept telling me that "we are a nice people and you will like the America people". And that was true. (118 words)

Student 6 – Male - Brazil

I always traveled by bus, since little kid with my baseball team. But, the first journey that I can remember that was exciting was my first time in a airplane. I lived in Sao Paulo state, and once I went visit my sister on Rio de Janeiro, for the Christmas. I went alone, and was a small airplane, maybe 40 seats. So, I was very nervous and when the airplane took flight, I was a little queasy, but it passed quickly. This trip was memorable because I loved arrive in my destiny very very fast, only 45 minutes. I can remember of have visited the Christ Redeemer and the Ipanema beach - two touristic points very beautiful of Rio. (119 words)

Student 7 – Female – Saudi Arabia

In summer 2014, after the summer quarter. My mother and I planned to travel to Miami and Orlando. We got the tickets early to organize good plans. First of all, I called my older brother to come with us. He is living in another city and I spent a long time to see him. After arriving Miami by airplane, my brother came to get us from Miami airport. After that, we visited many places such as beaches, restaurants, and shopping malls. The weather was very hot and the sun was standing on my head all the time. I swam many times and my skin got tan. Then, my brother came back to his university so, me and my lovely mother went to Orlando and saw my uncle there. My uncle is the craziest one in the family. He like the horrible games. He took us to amusement parks which have dangerous games. I cried a lot and got angry, but he just laughed on me. I really enjoyed this trip. (170 words)

Student 8 – Male – Brazil

The best trip that i have done was in the begin of 2014. This trip i traveled by plane. I traveled with five more friends to Canavieiras beach. This is a very good beach in south Brazil. This trip was in the middle of February when, in Brazil, is celebrate a famous date called Carnaval. I enjoyed this trip because i went with friends that i like and i could stay for one week in this beach, is a good period to holiday. I remember that every day we woke up early to walk on beach and in the night we looked for parties to go. This trip was really good. (111 words)

Student 9 – Female – Brazil

I can remember my first travel by plane. I used to travel alone to see friends in my vacations and to see my boyfriend that lives in another city, so I am used to find a way to go somewhere else. But this time I would travel by plane to another state in a big city, Rio de Janeiro. First I went to my state's capital, Belo Horizonte, by bus, and everything was ok. Then I was facing my first challenge, be alone in the airport and do everything right to board in the plane. I was nervous but, at the same time, excited. I really wanted to go to Rio de Janeiro. So I boarded, and at the time the plane took off, I felt butterflies in my stomach. But then everything was ok. We landed and then I took a bus to my cousin's house. I was an exciting first trip by plane. (155 words)

Student 10 – Male – Brazil

I can remember my first trip in the United States, it was to California. My friends and I got the highway 01 and I was really scared, because I have fear of heights and there were a lot of cliffs in the way. We spent about 12 ours in this trip, and about of this hours were inside of the car. This journey will be ever in my mind because It was the most beautiful travel that I did, (I am talking about the views) even though the unconfutable car. Also, we could do one trail there to get a waterfall, again I was scared with the height, but it was also good. (113 words)

Student 11 – Male – Brazil

I can definitely say that my most exiting journey was that I did to come to the USA. I traveled by airplane for 36 hours, considering the connections. I had never traveled by airplane before that international trip from my state to Florida – my first stop, where I did the immigration process to be legal here. Despite the fact that I was alone the whole journey, that was an amazing experience and made me see things that I had never seen before. Those were things like clouds very close to me, the sunrise and set saw from the sky, a very clean sky with millions of constellations I had never seen before, different people from my countries in the airports I did the connections and etc. When I get back to Brazil, I will see the same things again once more, but this time is going to be with a complete different perspective. Which perspective? I will know when the day comes. (162 words)

Student 12 – Female – Brazil

When I was four years old, my grandmother took me to a trip to visit my aunt Silvia and cousins, who lived in Sao Paulo, a city in the southeast of Brazil. It was my first time traveling by plane. I was so excited! I wasn't even afraid even not going with my parents.

I was with my grandma and my cousin, Flavia. What I remember the most is that I had a doll and I walked with it everywhere. But when I was in the airport they had to pass my doll in the x-ray. And I didn't want to let them take my doll, because I was afraid that they wouldn't return it to me. I pretended that I wasn't afraid, but in fact I was. (128 words)

Student 13 – Male – Brazil

I can remember the first time that I went to Jundiaí by train. Jundiaí is a city close to where I live. My sister lives there as some friends do. At this time, I was going with 2 friends to the house of one of them. The train transportation to there is not good. It takes more than one hour and it is pretty crowded. However, we were among friends and going there to party, so everything was fine. We went all the way talking with people, rhyming and having fun. When we realized, we had already arrived. After all, the journey that looked like to be bad was actually funny. On the other hand, going back to my city alone and after had partied hard was definitely not good. (130 words).

Student 14 – Female – Brazil

When I was 12 years old, I had my first journey traveled by airplane with my mother to visit my grandparents in Sao Paulo. The airplane would leave at 3 p.m. and on the day I was so exciting that I forgot to feed myself all day long. The fact was, after I departed I started to feel sick and almost fainted. My mother was desperate and she didn't know how to proceed with me until a stewardess helped me giving me food and medication. After a little bit of time, I was better and ready to continue and enjoy my first time in a plane. (107 words)

Student 15 – Male – Brazil

I can remember my first trip to Bahia that is situated in the north of Brazil. I have clear memories about it, because I was afraid of going by airplane. I had a big phobia of airplanes and the idea of going made me threw up a lot of times. I was with my family and they helped me to overcome this phobia. What I can remember most from this trip was my fear, I really wanted to get out the airplane as soon as I could, but the trip took around 5 hours to arrive. That was a terrible feeling, but nowadays I got used to travel by airplanes and I no longer have this phobia. (117 words)

Student 16 – Male – China

I can remember my first airplane trip to Chinese capital Beijing with both of my grandparents and my female cousin. I was 12 at that time. The reason why I can clearly remember the trip is that was the first I went to Beijing and take airplane. Everything was new. I first knew how to get the airplane tickets, how to find the gate of my plane and how is the felling on the air. My grandfather took us many beautiful photo in Beijing. I have to say the historical city like Beijing is a great place for kid's trip. I saw the great wall, Tiananmen Square and many other famous place of interest. Now, I still miss that trip when I saw the photo my grandfather took for me. (132 words)

Student 17 – Male – Brazil

In summer break of the last year, I went to Portland with my friends and that was my first travel by train. I was traveling with seven friends from my university and I had never taken a train. I was very excited because I was going to a good city, with a lot of things to do, different from Cheney. Unfortunately, my biggest recordation of this kind of public transport was the delay of the train. We went to the train station at time but the travel had a delay of four hours. On the other hand, I have to state many wonderful things in this travel, such as the seats, which were two times larger than buses and airplanes seats, the possibility of walking through the wagons and amazing landscapes, with a river on the side during all the way. (140 words)

Student 18 – Male – China

I still remember my first north trip, I went with my mom, that was an amazing trip. It took me 2 days to get Harbin by train, at that time, although I was tired, but I still was very excited. There are lots of differences, there were almost no mountains and I could see the horizon! Sunshine was bright. I think the most unforgettable thing is the food, it tastes totally different from what I had in my hometown, but it is awesome! Another thing is alcohol drink, it tastes almost like vodka and northern people drink a lot. Frankly, I spent almost all the time on eating, because it was awesome! (111 words)

Student 19 – Female – Saudi Arabia

I can remember my first ship trip to Egypt with my parents, my brothers and my little sister. I was very excited about travel by ship in the sea. On the other hand, I was afraid about ship sinking like what happened in the Titanic. In addition, the ship was very big and it has three floors. Moreover, the journey took 2 days and I remember exactly we ate a lot of fish and a lot of apples. Also, the ship has a small water park, I played a lot with my brothers because it was my first time I had ever seen a water park. However, I remember most about when I visited the Pyramids of Giza, it was very beautiful and giant. This trip was very memorable to me because I saw my parents together again after a long divorce time, and they married again before we traveled to Egypt. (152 words)

Student 20 – Female – Brazil

The first time I traveled by plane was to come to the United States. I was really afraid to get lost with those gates, baggage, lines, departures and arrivals, with everything. I was lucky because I was not alone; Clovis, Isabella, Junior, Newton, Ricardo e Gabriel were travelling with me to Eastern Washington University. This journey was the biggest step that I took in my whole life: first time leaving parents to live by myself and the first time leaving my country to a place where the language is not Portuguese. Since I am still here I have a lot of great memories (and more will come) like all the wonderful moments with people I met here, traveling to Portland, California, Vegas, camping, barbecues, karaoke, watching movies, singing, dancing and especially laughing. (131 words)

Student 21 – Male – Brazil

My first trip by train was one year ago. I was travelling for a couple of places at that time because I was leaving Brazil and I wanted to visit all of my close friends. I went to João Monlevade, a city five hours away from my town if you're going by train, to see my friend

Marco Aurelio. The railroad passed by beautiful places and it was pleasant to travel looking outside the window. It was a very nice sightseeing and we have a lot of fun in that city. We went to a lot of parties and I could do a decent farewell there. I cannot wait to come back there again! (113 words)

Student 22 – Female – China

I can remember my first journey that I have traveled to Sichuan province by train with my grandma. This is the first time leave my hometown, and it also is the first time to take train. The train is green and long. I was excited when I waited the train came into train station. When the train whistles kept hooting, that is me. That is the first time that I heard the whistles. When grandma and me found our seats, I saw the outside through window. The outside screen changes slowly. I can see the mountain, rivers, houses and desert. This is a really funny trip. This trip will always be memorable to me because of the beautiful screen, friendly people and amazing train. (124 words)

Figure 52: Online Journal Prompt and student responses - Week 4

Analysis of Journal Responses

With the journal prompt that was given, it was evident that students enjoyed writing about a memorable journey that they had experienced. It was important to choose topics for the journal responses that students had prior knowledge and schema about. I observed how many students followed my prompt of how the trip was memorable to them. Many of the students expressed how they felt on the trip and included their emotions within their writings. I emphasized the importance of using sensory details within student responses. Student 4 demonstrates the ability to include these details within his response as he writes, “The things that I really remembered that beautiful stars in the sky at the night and how was the moon illuminate the ground, I was scared from the dark and at the same time a was enjoyed the gorgeous sky.” This memory was significant to him as he writes about this wonderful bus trip that he took with his father to Jeddah.

Journal response writing proved to be an effective way for students to write freely without focusing on spelling, grammar, syntax or punctuation errors. As Dr. LaVona

Reeves mentioned within her article *Minimizing Writing Apprehension in the Learner-Centered Classroom* (1997), “De-emphasizing grades initially, while emphasizing that writing is a process which requires practice, frees students to express themselves, both in speaking and in writing” (p. 39). As instructors, it is often tempting to focus on grading the accuracy of a student’s writing rather than focusing on their content. By providing students an opportunity to participate in daily journal response writing, which Reeves mentions should be no longer than five to seven minutes daily, students are given the freedom to have a voice within their writing.

Extra Credit Opportunities

Extra credit opportunities were given throughout the quarter. One opportunity was to attend an on-campus event during “Black History Month.” A student sample of a lecture that was attended is shown unedited in Figure 53 on the following page.

Sample of Extra Credit Paper – Black History Month Event

Student 4 – Male - Brazil

The Marva Collins Story

She took on the Education System and Won: All Students can Succeed. On February 19, 2015 I went to Monroe building, room 207 and attend the Marva Collins story which is an amazing and I really enjoyed it. In the beginning of class, the instructor talked about Marva Collins and gave a specific information about her and her life. Marva Collins was born in August 31, 1936 in Chicago and she was a teacher and she established preparatory school in Chicago. Also, she was the manager of that school for more than 30 years which is a long time of school management. After all that succeed of managing the school, the school was closed in 2008 because there was a few students in her school. She was applying classical education in her school and that method was good for the poor students, and she said that during that 30 years of teaching and managing the school, she faced difficulty with some students who have learning disabled, but some of the students were victims of the bad ways of teaching. She wrote a lot of books and articles that describe her methods of teaching. In 2006 she has a website and public speaking service. In 1981, she mad TV movie named The Marva Collins Story. I saw the

movie On YouTube, and it was amazing movie. In fact, I really liked her story, and I realized that she was challenging herself to succeed in what she believed that the classical education is one of the best way of teaching. Also, she didn't give up when she faced the difficulty with some students who have learning disabled. Finally, I liked that story and I liked that you gave us the opportunity to attend classes like this, so that we can learn more about a significant people in the United States.

Figure 53: Sample of extra credit paper: Black history month event

It can be observed by this student's writing, that he remembered specific detailed information that included specific dates. He makes a connection to the presentation as he watched The Marva Collins Story on YouTube and realizes the challenges she faced when she taught students with learning disabilities. This student was appreciative of the opportunity to attend these lectures and presentations to learn more about significant people in U.S. history as noted within his writing.

Extra Credit Research Paper

The month of February, which is "Black History Month," provided a wonderful opportunity for students to learn more about significant African Americans in U.S. history. One of these important people is Dr. Martin Luther King, Jr. I provided the opportunity for extra-credit points for students to write a brief research essay on the impacts that Dr. Martin Luther King, Jr. made in U.S. history. A student sample of this research is provided in Figure 54.

Sample of Extra Credit Research Paper: Dr. Martin Luther King, Jr.

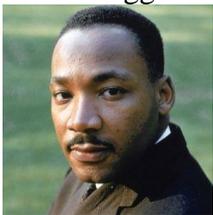
Student 2 – Female – Saudi Arabia

Great American Leader: Martin Luther King, Jr.

There are many people throughout history that make the United States the country it is today. One of the most important people in history that changed the United States

forever is Martin Luther King, Jr. He helped to make the United States a safe and equal place for every one regardless of skin color. He is most remembered for his speech in front of the Lincoln Memorial. There was more than 200,000 there on August 28, 1963 for the March in Washington D.C where he gave his famous speech, "I Have a Dream" (Martin). This left an impact on the United States that was bigger than any person could think of happening. Martin Luther King, Jr.'s goal in life was to make his dream of making a world where everyone could be brothers. He made this happen by spending his life to make a difference and change the United States to make it the place it is now.

Martin Luther King, Jr. was born in Atlanta, Georgia on January 15, 1929. He was a Baptist Minister but he was also a civil-rights activist starting in the mid-1950s (Martin). He made many efforts as both a minister and as a civil-rights activist to make the dream of everyone becoming brothers happen. "Dr. Martin Luther King, Jr. is widely considered the most influential leader of the American civil rights movement. He fought to overturn Jim Crow segregation laws and eliminate social and economic differences between blacks and whites" (Martin 2). This has been a problem for people that were black since the beginning of slavery in the United States. People that were black could not get the best education, they were not allowed to even eat or be in the same places as people with white skin went, and they did not get paid as much as white people. They could not get good jobs. Because of Martin Luther King, Jr., there is no Jim Crow segregation law. The economic difference between black and whites is not as great. People can go to any restaurant and enjoy their food without having to worry about being punished. In his first public speech King stated, "We have no alternative but to protest. For many years, we have shown an amazing patience. We have sometimes given our white brothers the feeling that we liked the way we were being treated. But, we come here tonight to be saved from that patience that makes us patient with anything less than freedom and justice" (Martin). This speech is one that gave people the energy that they needed to stand up and speak out for their right to just be free. King, Ralph Abernathy, and 60 ministers along with many civil rights activists used this to create the Southern Christian Leadership Conference to help coordinate everyone's efforts. This organization won the right for blacks to vote in February 1958 in many southern cities (Martin). This was the biggest step to the desegregation that was achieved in 1964 (Martin).



Source: "Martin Luther King Jr. Biography." Bio.com. A&E Networks Television, n.d. Web.

Martin Luther King continued to fight for the rights of blacks until his assassination. Just a day before his assassination King said, "I've seen the promised land. I may not get there with you. But I want you to know tonight that we, as a people, will get to the promised land." He was hit by a sniper's bullet from his balcony at the Lorraine Motel (Martin). Because of his dedication to his dream and the civil rights movement, millions of people have the chance to live a better and free life. King is one of the greatest

leaders in African-American and United States history and will be remembered for his role in changing the United States into a country with freedom for everyone.

Works Cited

“Martin Luther King Jr. Biography.” Bio.com. A&E Networks Television, n.d. Web.

Figure 54: Sample of extra credit research paper: Dr. Martin Luther King, Jr.

Her summary paper demonstrates that she has had prior experience writing research papers before attending English 112 as she includes MLA citations, formatting, works cited and a picture. The student commented that she had no prior knowledge about Dr. Martin Luther King, Jr. or his significant in U.S. history before she conducted her research and wrote her essay. It is evident that her summary includes powerful quotes and facts about Dr. Martin Luther King, Jr. and her writing reflects that she is able to obtain information from a source along with including her voice.

Group PowerPoint Presentations

Students were able to work together during the last three weeks of the quarter to create a group PowerPoint. They were instructed to cover the main points of the chapters that they were assigned and to include pictures from outside the text. Additionally, they were instructed in to include unfamiliar vocabulary words along with definitions on their slides and to include quotes from the text. A sample of a group PowerPoint presentation is shown in Figure 55 on the following page.

Sample Group PowerPoint Presentation

Chapter 3 – Prairie Plight

- In 1873, Pa and Ma decided to leave the Big Woods.
- Pa's brother, Uncle Petr, and his family would go with them for part of the journey.
- Peter planned to stop in the southeastern part of the state, while Pa hoped to settle in the southwest.
- Pa sold his farm for the second time.
- Everything the Ingallses needed to start a new home went on the wagon – dishes, pots and pans, bedding, clothing, and any small pieces of furniture.
- Pa's fiddle was packed safely amongst the quilts, and the gun was hooked near the seat of the wagon for protection.



- During the travel the children were sick. Thankfully, everyone got better soon and they arrived safely in Lake City, Minnesota.
- Lake City was much larger than Pepin. The Ingallses stayed in hotel where there was celebrated Laura's seventh birthday.
- The families started on their way again. Before long, they came upon an empty cabin by the side of a creek.
- The weather was still too cold for them to travel very far in the wagons.
- So, they all settled into the house until warmer weather set in.

- When springtime arrived, the covered wagons rumbled on once more.
- Uncle Peter and Aunt Eliz headed to a farm in southeastern Minnesota, and Laura's family continued on.
- The Ingalls family was now in Redwood Country. They had traveled about 200 miles.
- Pa chose a site less than two miles from the new town of Walnut Grove.
- The Ingallses lived in a dugout house on the property
- They joined the new Congregational church, and the family became friends with the other settlers



- They were especially fond of a family called the Nelsons
- The first winter brought blizzards, and there was a lot of time spent indoors
- By the spring, Pa readied the fields for planting wheat
- He had also built a proper house. Ingalls family moved out of the dugout and into their new home
- There was also a new schoolhouse in Walnut Grove for Laura and Mary. Laura made some good friends.
- There were also people who did not get along well, The person Laura had the most trouble was girl at school named Nellie Owens.
- Nellie was a snob and treated Laura and Mary as though they inferior because they were “country girls” and she lived in the town.

- At home, Laura helped with the chores
- Everything seemed perfect, a sunny day turned cloudy. Swarms of grasshoppers appeared overhead, millions upon millions of them.
- The grasshopper infestation ruined Pa's field and many others across the prairie
- Many pioneers gave up and left the prairie for good
- In the fall of 1875, Pa returned



Chapter 4 – City life

- October 1875 – Ingalls family moves into the town of Walnut Grove, Minnesota
 - House behind the church and close to school
 - Easier for girls to walk to school
- November 1875 – Charles Frederick Ingalls arrived
 - The family called him Freddie
 - Ma became sick
 - Laura called the doctor
 - Was really difficult because the creek waters had risen and was impossible to pass the bridge
 - Ma would be better in few days
 - Laura bought a gift for Ma
 - The gift was really special because it those ones times were hard
 - The prairie was green again
 - Pa hope a good wheat crop
 - The grasshopper eggs began to hatch
 - Pa lost her wheat crop again



- July 1876 – Lands Pa was sold
 - They, one more time, would travel through covered wagon
 - They stopped in eastern Minnesota to visit their uncle and aunt
 - The family was happy
 - Laura and Peter romped together
 - Ma and Freddie became sick

- August 1876 - Freddie dead

- The family felt really bad
- The family continued to Burr Oak without him
- In Burr Oak had a lot of houses and stores
- The family lived at the hotel in the first moment
- The hotel was full and there were noisy
- Pa and Ma didn't like the saloon near her house
- They moved to apartment above the store
- The apartment still was near from saloon



- January 1877 – Pa rented a house

- The house was near woods and pasture
- Pa took another jobs
- He worked treating cows
- Laura enjoyed help with cows
- Laura was good in math

- May 1877 – Grace Pearl Ingalls was born

- Grace was beautiful baby with blue eyes and blond hair



Figure 55: Sample group PowerPoint presentation

Analysis of the Group PowerPoint Presentation

As observed in the previous presentation slides, this group used a small size font with an extensive amount of text on each slide which made it difficult for the audience to

read the slides. Additionally, many slides lacked a title and lacked quotes or vocabulary words. After analyzing this assignment, I would recommend that this assignment be allowed more time to allow students to have the opportunity to revise and check for errors within the PowerPoint and to check that all areas of the rubric are being addressed.

Group Role Plays

As part of the group presentation an original group role play was to be created in relation to the chapters that were covered within the PowerPoint. Figure 56 shows an original group role play that students created in their own voices.

Original Group Role Play

Play 1 – Chapter 3 – Daily chores

Persons: - Narrator – Student 21 – Male - Brazil
- Pa – Student 8 – Male - Brazil
- Ma – Student 2 – Female – Saudi Arabia
- Laura – Student 20 – Female - Brazil

Narrator : (Do the presentations)

Narrator : While Ma was very busy washing clothes, she decided to say:

Ma(washing clothes): Laura! Have you started cleaning the house?

Laura: No mom, Can I help dad chopping the woods instead?

Narrator: Pa was chopping woods close to the house and heard the conversation.

Pa: Ok, Honey. Come help me! Laura can clean the house later, right darling?

Ma: That's ok! But you won't skip this chore today.

Pa: You Heard your mom.

Laura: I promise I'll do it later.

Narrator: Later, in that afternoon.

Ma: Laura, I think it's time to you clean the house

Laura: Yeah, I know! I am ready to do it right now!

Pa: Bye family, I going to hunt right now! We are running low of food for this week!

Ma(churning): Bye, darling! I will finish churning here and I will prepare our food for later.

Laura: Bye dad! I wish you luck on your hunting!

Laura(Complaining to herself): Oh! Cleaning the house is so tiring!

Narrator: And when the end of the day came...

Ma: Honey, you help me enough for today. Thanks! You should go take a rest! You might be tired!

Laura: Ok mom. I am very tired. But I feel happy to be able to help you!

Pa(Coming into the house): Guess what I got!! I found a deer that can feed us for two more weeks!

Ma: Nice!! I love eating deer's meat!

Play 2 - Chapter 4 – The grasshoppers Infestation

Persons: - Narrator – Student 21 – Male - Brazil
- Pa – Student 8 – Male - Brazil
- Ma – Student 2 – Female – Saudi Arabia
- Laura – Student 20 – Female - Brazil

Narrator: In 1875, a terrible grasshopper infestation took place on Ingalls Family's farm.

Pa: I was walking by our farm fields and I think this year won't have enough food supply for us. The grasshoppers destroyed a big part of it.

Ma: Oh my god! Darling, what should we do? We have our children to feed.

Pa: I think we should move on. I heard about some lands in Iowa.

Laura: No dad! I don't want to move on.

Pa: Well, We don't have choice. Let's pack it up

Narrator: Laura was very upset with that situation. Her Mom noticed and tried to cheer her up.

(Pretending packing up in a covered wagon)

Ma: Laura, I don't want to move either, but it's necessary. We are trying to get out of this problem honey.

Laura: Ma, I am so tired of moving. Can we just wait for things get better?

Narrator: Pa, that was listening the conversation, answered instead of Ma.

Pa: Listen Laura, we cannot stay here anymore because there is no more crops after this infestation.

Ma: And if there is no more crops, there is no more money and so on no more food.

Laura: Okay, I think I understood. This is not an option.

Narrator: After this talk, Laura decided to be positive about moving. She saw that they were in that situation together, so they should help each other.

Laura: Mom, we will have a good opportunity in the new place, right?

Ma: Yeah sure! It will be a new life. Better than here I bet!

Pa: So, have you finished packing? I am done!

Ma: I haven't yet. Laura can you help me here?

Laura: Yes mom! I already finished packing my stuff. I'll help you.

Narrator: So, they finally took the road heading to Iowa. They were expecting to find a better life conditions there.

Figure 56: Original group role play

Analysis of the Group Role Play

By allowing students to be creative in writing an original role play, they were able to demonstrate visually to other classmates their understanding of the text. There were some grammatical errors noted within the script, but students were encouraged to write in their voices focusing on content. Each student within the group had an equal amount of speaking time and they were able to capture the attention of the class by the events that they chose to write about within their role play.

Final Portfolios

At the end of the quarter a final portfolio was required that included five revised essay exams, the first and final draft of the research paper and a reflection letter. For the following student sample final portfolio, he included chose three essays out of the nine

essay exams that were conducted during the quarter to revise. The following student sample final portfolio (Figure 57) is presented in the required order that was submitted electronically with a cover page being the first page which was submitted. I have provided researcher's impressions at the conclusion of each assignment and a final analysis of the final portfolio

Sample of Student's Final Portfolio

English 112

Composition for Multi-Lingual Students
Portfolio

Submitted by:

Student 13 – Male - Brazil

Your Major:

Mechanical Engineering

Your Career Goal:

Engineering manager

to

Kelly Hansen

In partial fulfillment of the requirements for English 112

Winter 2015

Eastern Washington University

Department of English

Cheney, WA

99004

Revised Essay 1

Soundtrack for life.

Can you imagine life without art? Art has been present since the beginning of society. There many different types of art. It is used to express what people think and feel. Art can be done in many different ways. For art existence, it requires someone to do it and someone to appreciate it. Art is something that makes us think about life and have good feelings. Among all different types of art, music is the most important one because of all the messages and feelings it can transmit.

In order to explain music importance for people's lives, I will talk about one of my favorite songs. Its title is "Senhor do tempo" and was written by Chorão, vocalist of Charlie Brown Jr. Chorão was a real artist! Beyond being able to compose melodies and write songs, he was able to transmit his feelings and teach you through his music. I chose this song because it is a good example of art in its deepest sense. This song tells about life and its meanings. I can feel his emotion on his lyrics and I understand what he was feeling when he wrote that. It is a very special song to me because I identify myself with what is said on it. This song really makes me think about my life and have good feelings.

"O tempo passa e um dia a gente aprende. Hoje eu sei realmente o que faz a minha mente. Eu vi o tempo passar e pouca coisa mudar, então tomei um caminho diferente". The verse above tells about learning with your experiences. It means that, along our lives, we may think and realize what is in fact important for us. I identify myself with this song because, as it is said in the music, I believe the meaning of life is to learn. Learning about yourself and about the world is a basic requirement to live better and to develop yourself. Also, there is another point that connects this song to me. One of its verses says that time has passed and nothing has changed, so he decide change some about himself. When I realized all the meaning these sentence had, I could see I should change something about myself in order to achieve my goals. Once I started to change and learn with my own experiences as the song says, I started to get good results. After all, every time that I hear this song, I remember everything that I have passed through, how I have change along this time and the benefits those changes brought to my life.

Music was as important for people in the late 1800's as it is important for people now and as it will always be. Songs have the power of making people feel better, relax and it makes the time to pass faster. For the railroad workers, it was useful to make the time pass smoother during their long work journeys. It is the same for people who face hours of traffic jam nowadays. Listening to music people relax and do not get stressed because of these kind of situation. Moreover, as Laura said, music used to encourage her to go through difficult moments. Nowadays, music has the same effect of people. It can motivate you and give strength to go ahead. Finally, music has always been something that bring good feelings and must be appreciated. In short, music is an important part of life because it makes life easier and allows people to live better. As Chorão said: "Living to be better is also a way of living". (600 words)

Researcher's Impressions on Revised Essay 1

When students were allowed to incorporate their native language within their writing, which is referred to as “code-switching,” students tend to feel that their culture is valued and honored. As this student wrote about his favorite song from his country, he realized the importance that music has played in his life and he is able to make a connection when he states, “I identify myself with this song because, as it is said in the music, I believe the meaning of life is to learn. Learning about yourself and about the world is a basic requirement to live better and to develop yourself.”

Revised Essay 2

What is the history of your life? Everything that exists in the world has its own history. Your history is about what you have done in life. Also, your history is related to your family's history. It means that our family's history also makes us to be who we are. Each family has its own history what makes each one different from the others. Knowing your family's history is important to know more about your own history, to learn about what they have gone through and to understand differences between your and yours relative's personalities

It is important to know how our family used to live and what they faced to have a better understanding about them. Our family is and will always be part of us. If we are living in good conditions, healthy and happy, it is a result of the effort we have made to achieve that plus everything our relatives did and have done in life. Thus, in order to know about our roots, we need to know how their lives were and what they have made that allow us to be here as we are. Also, we should think about all difficulties they have gone through to be proud and glad to them because they have worked hard to overcome them and, without their hard work, our lives would not be the same. Moreover, knowing about how they used to live and what they have faced makes it is easy to understand the differences between personalities and ideas we may have with our older relatives.

In my family, there are many people who worked hard and have a beautiful history. For example, my grandfather has always been an example to me. He was an honest man who always worked hard to provide for our family. He was a simple man. He used to wake up before the sun from Monday to Monday to work. He taught me a lot about life, his family history and his own history. His family's history made him to be who he was and without him, his efforts and everything he taught me, I would not be who I am. When he passed away, I took some of his favorite blue shirts. Those shirts are very important to me because they remind me about him, how good and correct he was and

everything he did in life. I am proud of him because he was an honest man who worked very hard. I am glad for knowing his history. He and his history are part of me and make me to be who I am.

For Laura, family was also very important. During that time, families were more together. They used to spend a lot of time together doing daily activities. The text shows how important family was to Laura in many points. One of them is when it tells about the summer job at Clayson's dry goods that Laura took. "She took it to help her parents to pay for Mary to go to school for blind" (Stone 56). Laura's family was her life and she would do anything to help them.

In short, our family is part of us. Without them and their efforts we would not be the same. Knowing their history is the only way to know about their efforts and their contributions for our lives. It is important to know what they have passed through to understand them and to be proud of being a member of the family. Knowing about their history is knowing about ourselves. (592 words)

Researcher's Impressions on Revised Essay 2

This student demonstrated the importance of family heritage and ancestry as he compares how Laura Ingalls Wilder's family heritage and ancestry was significant to her when he states, "In short, our family is part of us. Without them and their efforts we would not be the same. Knowing their history is the only way to know about their efforts and their contributions for our lives."

Revised Essay 3

Premature Adults

According to history, society has had many different issues regarding to labor. Child labor is still a problem in many countries around the world. In the early 20th century, it was a big issue in United States. Though there were laws to avoid it, many children used to work to help their families. Child labor was one major issue during the early 20th century because many children used to work in dangerous activities instead of go to school.

About that time, many documents were published related to this topic. The "Anthracite Coal Community Breaker Boys, 1910" poem, written by La Vona L. Reeves, is one example of documents related to this problem. This poem tells about children who used to work in coal fields in Pennsylvania during the 1910's. Child labor was common

because children were the cheapest labor force employers could have. Children accepted the work to help their families who were in need. These are the reasons that child labor became this huge issue. The poem was written many years ago by Dr. Reeves in order to introduce this issue for generations that barely know it happened. Her poem displays a sad and unsatisfied tone about those children's reality. Examples of those children's reality are shown in a picture of many children after a day of work in a factory. There is a guy at the very right side of this picture. He does not look as young as some of the other guys. Probably, he is around 12 years old. It is easy to see in his face that he is not happy and has been working very hard, as all the other boys. This picture tells us the same as the poem does: Children were working hard, suffering, and losing their childhood.

However, it looks as if working was an option for those guys, it was not. The necessity for money and good payment made children feel like they had to work. "You smoke cigarettes and earn more than your teacher, who desperately wants you to stay in school" (Reeves 2003). Because they had good payments, worked as adults, and lived among them, they used to feel like they were adults. However, they also felt tired because of the long journeys, and they felt sad because of being far from school and their friends. Despite their feelings, they had to work to help their families.

"You were to be doctors and teachers, not breaker boys and mill girls" (Reeves 2003). This sentence tells us teachers' feelings about children who left school to work. They feel sad because children should study and be safe instead of working in dangerous activities. Teachers' desires were for mothers to bring back their children to school and for them to study and be children, instead of adults.

Over the years, laws about child labor have become more restrictive. This is the result of the suffering of many children in the past. Documents, as the poem mentioned, are important to show those children's reality and are helpful to make things change. Reading this poem I learned that, in the past, children used to work at hazardous tasks beginning from the time they were very young. Studying and developing child labor laws is important to make a better world for every child. (549 words)

Researcher's Impressions on Revised Essay 3

This revised essay, that was written using two different points of view, did not seem to be a challenge for this student. He is able to clearly write from the breaker boy's view and from the view of his teacher as he includes quotes from the poem written by Dr. Reeves. He is able to make a connection to the breaker boy's feelings when he writes, "they used to feel like they were adults...they also felt tired because of the long journeys... they felt sad because of being far from school and their friends. Despite their

feelings, they had to work to help their families.” Additionally, he makes a connection with the teacher’s feelings when he states, “They feel sad because children should study and be safe instead of working in dangerous activities. Teachers’ desires were for mothers to bring back their children to school and for them to study and be children, instead of adults.” At the conclusion of his essay, he is able to understand how learning about child labor laws can help make a change in the lives of children.

First Draft of Research Paper

The Homestead Act of 1862

Have you ever thought about how lands were distributed in the past? “The distribution of Government lands had been an issue since the Revolutionary War” (Potter and Winell Schamel 1997). Early methods for allocating unsettled land outside the original 13 colonies were arbitrary and chaotic. In order to solve this issue, a Legislative act was signed. The Homestead Act of 1862 was signed by Abraham Lincoln on May 20, 1862. It turned vast amounts of Government lands to private citizens. Under this act, “270 million acres, or 10% of the area of the United States was claimed and settled under this act” (National Park Service 2015). This act has been considered one of the most important parts of Legislation and one of the most revolutionary concepts for distributing public lands in United States history.

Becoming a homesteader was a long process that required many procedures and an initial investment. Homesteaders were required to fill out applications, pay taxes, to construct their home and farm. First, people had to manifest their intention at the nearest land office. At this point, a verification of previous ownership of claims would be done, some questions would be asked and a filing fee of \$10 would be paid to claim the land temporarily. After that, the homesteader was able to move to the land and start to build a home and to farm the land. Those were requirements to be proved after five years of the application. Also, they had to find people to vouch for the truth of their statements about the land’s improvements and to sign a “proof document”.

Work Citation:

Potter, Lee Ann and Winell Schamel. “The Homestead Act of 1862.” *Social Education* 61,6 (October 1997): 359 – 364. Web. 18 Feb. 2015
www.archives.gov/education/lessons/homestead-act

National Park Service, Staff. “About Homestead Act”. 2015 : 1.
www.nps.gov/home/historyculture/abouthomesteadlaw.htm . Web. 18 Feb. 2015

Researcher's Impressions on First Draft of Research Paper

A student conference was conducted after the first draft of the research paper was written. This allowed students to become aware of how to cite appropriately and how to include specific detailed information within their paper. Formatting of works cited was not addressed, but the first draft was focused more on content. He has included several facts from reading his chosen research articles and it is evident that he has analyzed these articles for specific information that was related to his topic.

Research Paper Final Draft

The Homestead Act of 1862

Have you ever thought about how the division of lands was made in the past? "The distribution of Government lands had been an issue since the Revolutionary War" (Potter and Winell Schamel 1997). For a long time, different methods were used for this distribution. The first methods for allocating unsettled land outside the original 13 colonies were arbitrary and chaotic. However it took a long time, this issue was solved by the Homestead Act of 1862. The Homestead Act was signed by Abraham Lincoln on May 20, 1862. It turned vast amounts of Government lands to private citizens. This act has been considered one of the most important parts of Legislation and one of the most revolutionary concepts for distributing public lands in United States history.

After the American War of Independence, the distribution of Government lands became an issue to be solved. The main critical aspects were how to price and measure lands. Also, overlapping claims and border disputes were a common problem. In 1785, a standardized system of Federal land surveys was implemented by the Land Ordinance and it help to solve boundary conflicts. The territory was divided into a 6-mile square called township. The townships were divided into 36 sections measuring 640 acres each. Initially, an individual was required to purchase a full section at the cost of \$1 per acre. Beyond the high investment to buy the land, the extensive amount of work those sections required for agriculture were the main reasons this method was changed. About the 1800's, the minimum amount of land required for purchase became 320 acres and the investment could be divided in 4 times at a fixed cost of \$1.25. In 1854, it changed after a federal legislation adjusted land prices to reflect the desirability of the lot. As a result, lots that had been on the market for 30 years were reduced to \$0.125 per acre. Also, bonuses were given for settling in Oregon territory and for Veterans. However, homesteading still was financially inaccessible for most American citizens. In order to make homesteading more accessible, preemption became a national policy. It means

people could pay for the land after have settled. After those changes, homesteading was becoming more popular and easier.

Although the progress that had been made and legislative effort to improve homestead laws, this process faced strong opposition coming from multiple fronts for different reasons. For example, Northern factories owner were worried about losing their cheap labor force. It became a problem for them because homesteading was becoming cheaper and workers were quitting their jobs on factories to become homesteaders. Also, the Southern states were another example of opposition to the progress on homesteading process. They were against this act because the rapid settlement of western territories would rise the number of states populated by small farmers that would be against to slavery.

Despite the opposition to the Homestead Act, in 1862, it was finally passed into law. According to the new law, the homestead process was based on a three-step process: filing an application, improving the land and filing for deed of title. A homesteader had only to be the head of a household or at least 21 years old to claim 160 acres of land. Each homesteader had to live on the land, build a home, to make improvements and farm for five years before be able to get the patent of the land. During the application process, a brief check of previous ownership claims was made for the plot land in question. If the land was available, a filing fee of \$10 was paid to claim the land temporarily. After have paid the fee, the homesteader could start the processes of building a home, cleaning the field and farming the land. Those were requirements to prove the improvement of the land after 5 years. Having done that, the homesteader had to find two neighborhoods willing to vouch for the truth of the improvements made on the land. After that, the “proof” document would be signed, a \$6 fee would be paid and the homesteader would receive the deed of the land signed with the name of the current President of U.S. On January 1, 1863, 418 people filed claims. Further, many more pioneers followed them populating the land. As a result, new schools, towns and new states were created. On May 1869, a transcontinental railroad stretched across the frontier. It was important because made the transportation easier for homesteaders and immigrants who went west to settle. The Homestead Act remained in effect in national scale until 1976 with provisions for homesteading in Alaska until 1986.

In short, the Homestead Act was a mark on history. It had a huge importance for United States history. This Act solved the Government lands distribution issue. “270 million acres, or 10% of the area of the United States was claimed and settled under this act” (National Park Service 2015). However, more than have solved this issue, this Act allowed many American citizens to have their own land, encouraged people to populate “desert” areas and resulted on creation of many new communities, towns and even states. Positive impacts of this legislation can still be verified throughout America today, even decades after the cry of “Free Land”. (876 words)

Work Citation:

Potter, Lee Ann and Winell Schamel. "The Homestead Act of 1862." *Social Education* 61,6 (October 1997): 359 – 364. Web. 18 Feb. 2015

www.archives.gov/education/lessons/homestead-act

National Park Service, Staff. "About Homestead Act". 2015 : 1.

www.nps.gov/home/historyculture/abouthomesteadlaw.htm . Web. 18 Feb. 2015

Researcher's Impressions on Final Draft of Research Paper

When comparing the student's first draft to his final draft, it was evident that he made significant revisions and additions. I reminded the student on how to cite appropriately using MLA formatting and explained the difference between common knowledge and giving credit to the appropriate source, especially when providing numbers and statistics within a paper. As this was an introduction on how to write a research paper, I focused on whether or not he was able to analyze research articles to paraphrase and quote appropriately within his research paper.

Reflection Letter

March 12, 2015.

Dear Mrs. Hansen,

It has been a long quarter. Throughout this quarter, I have learned a lot about United States history and culture, but, more than that, I have become a stronger writer. Learning about the writing process was very important to me in order to improve my skills. For example, I learned how important an outline and a peer review are for the writing process. Making an outline is the best way to organize your essay in a way to make it flow in a logical sequence. During the quarter, we wrote many essays and journals. It was very important to improve my grammar and spelling abilities. However, I still think spelling is one of my weakness and it requires some improvement. Also, I could improve the use of transitions and I learned that there are many different ways to write one sentence. In my opinion, these skills are my strengths as a writer. I am sure I will take these skills that I have developed in your class for other classes and for my life. In my understanding, the proposal of this class is to allow students to develop their writing skills. I think the best way to develop yourself as a writer is reading and writing.

During the quarter, I could feel I was becoming a stronger writer and it is a result of the program and content of this class. The whole program of this class is what allowed me to develop myself as a writer. I have improved my writing skills by reading Laura Ingalls Wilder book and writing many essays and journals. I wish I could have taken this class more seriously. I have made a good improvement in my skills, but it could have been better. I am sorry for being so absent this quarter and I am thankful for all your attention, dedication and comprehension during this quarter. This class was very helpful for me and I would recommend that for others international students.

Sincerely,

Student 13 – Male – Brazil

Figure 57: Sample of student's final portfolio

Researcher's Impressions on Reflection Letter

When students are provided the opportunity to write a final reflection about a course, they are able to recall their strengths and weaknesses as a writer along with what writing skills they will use in the future. This student is able to reflect on what he learned in English 112 as he states that “Throughout this quarter, I have learned a lot about United States history and culture, but, more than that, I have become a stronger writer. Learning about the writing process was very important to me in order to improve my skills.” I observed that the strength of his letter was content rather than providing the reader paragraph breaks within his reflection letter.

Analysis of Final Portfolio

With additional time to revise his chosen essays, I observed that he was able to expand his thinking and connection with the text. He included both the first and the final draft of the research paper to demonstrate his ability to make significant revisions by adding and deleting text. After this student submitted his portfolio electronically, it was evident that he understood how to prepare, organize and submit an electronic portfolio. Even though his citations were not in MLA formatting, I noticed a certain level of

comprehension on how to write a research paper. As he concludes his portfolio, his reflection letter summarizes what he learned throughout the quarter about U.S. history and how it helped in becoming a stronger writer when he states, “During the quarter, we wrote many essays and journals. It was very important to improve my grammar and spelling abilities.... I have improved my writing skills by reading Laura Ingalls Wilder book and writing many essays and journals.” His comment shows that he understood the importance of daily writing as an avenue to increase his literacy skills as a multilingual writer.

Chapter 5

Discussion and Reflection

Chapter 5 includes (1) a discussion of initial assumptions through the literature review and case study, (2) answers to the initial research questions, and (3) reflections on the research process.

Addressing the Assumptions

Embarking upon this researched case study, in which all students in English 112 participated, there were six assumptions that were made about instructors and international students within the multilingual classroom. According to the literature that was reviewed, the following initial assumptions will be addressed as they are divided into two assumption areas. The first assumption area includes a discussion of initial assumptions which were addressed through the literature review. A second assumption area includes a discussion of initial assumptions addressed through the case study. The third assumption area includes a discussion of initial assumptions addressed through both the literature review and the case study as some assumptions overlapped into both areas.

Discussion of Initial Assumptions Addressed through the Literature Review

1. Instructors may not understand the importance of fostering media literacy.

It was discovered through my literature review, that many researchers that have discovered the benefits of fostering media literacy within their classrooms. Melor Yunus, Md, Norazah Nordin, Hadi Salehi, Choo Hui Sun and Mohamed Amin Embi (2013), found that there were significant benefits such as an increase in students' attention, assistance with teachers meeting their objectives, improvement in students' vocabulary, and the ability for students to obtain suitable reading materials online (Abstract). My

assumption was correct as I discovered that many instructors may not clearly understand the benefits of fostering media literacy, as more focus tends to be on standardized testing and “teaching to the test.”

2. Instructors are not sufficiently trained on how to foster media literacy.

Many instructors may lack confidence and feel as if they have not been provided proper training on how to foster media literacy within their lessons. In the qualitative research study conducted by Melor Yunus, Md, Norazah Nordin, Hadi Salehi, Choo Hui Sun, and Mohamed Amin Embi (2013), 19 secondary school English teachers from three difference areas within Malaysia were studied. Questions were asked of how they planned their lessons and activities using Information and Communication Technology (ICT) for ESL students. After being interviewed, the researchers concluded that the ESL teachers were not prepared as they felt their lesson plans were for lower level thinking. Their lack of preparation was due to a lack of computers and lack of computer maintenance, poor internet access, lack of technical support, and a lack of time. Due to this research, my assumption was correct.

3. Most of the learning for international students takes place inside the multilingual classroom.

As was mentioned in Chapter 2, it was discovered that successful language learning takes place both inside and outside of the classroom. Therefore, my assumption for this area was incorrect. Jack Richards (2015) discovered that out-of-class media literacy experiences “provide learning opportunities that are difficult to create in the classroom” and “enable links to be made between classroom and out-of-class learning” (p.20). Additionally, Kathy Mills (2010) investigated the important role that educators

play in teaching media literacies to their students. She found, "...teachers have a vital role to play in guiding youth participation in new practices for social, recreational, and civic engagement" (p. 37). With guidance, educators can use media literacy as a way to teach their students in how to connect literacy knowledge to other areas outside of the classroom.

Discussion of Initial Assumptions Addressed through the Case Study

4. International students have a significant amount of knowledge of U.S. history.

While teaching English 112, I discovered that many international students did not have previous knowledge of many significant people and events within U.S. history such as Martin Luther King, Jr. and Women's Suffrage. On further reflection, I could not assume that they had a significant amount of knowledge of their own country's history. When questions were asked in class about specific Women's Suffrage issues in their countries, they demonstrated a lack of knowledge in this area. Therefore, my assumption was incorrect as students lacked knowledge of U.S. history along with a lack of knowledge about in history of their countries.

5. International students lack technology skills.

By having my students answer the two questionnaires within the first week of class, I discovered that the assumption that I had made was incorrect as analyzed in Chapter 4 by the student questionnaires that were returned. It was evident, even by the students who did not return the questionnaire, that international students have a large amount of experience in using technology. All 22 students demonstrated competence in these areas of technology even though many students did not return the questionnaires.

By students having prior technology experience, I was able to focus more on the content of my lessons rather than providing specific instruction on how to use technology. Due to the strength of them having prior knowledge on how to use technology, it became easier to teach them technology-based lessons. As curriculum and homework assignments were posted online, students were able to retrieve information and post homework efficiently using the EWU Canvas online system. When questioned in class, all students were familiar with this system and they did not require time for an orientation to be familiar with the system.

Discussion of Initial Assumptions Addressed through the Literature Review and Case Study

6. Instructors understand how to use material culture effectively within their lessons.

Even though material culture items may be brought into a classroom, there may be times when it is unclear how to incorporate artifacts effectively into one's teaching. My assumption that instructors understand how to use artifacts as material culture was incorrect. This was evident through research conducted by Vanessa Sohan (2015) that material culture can be effectively used as a way to "provide insight into their creators' everyday discursive practices" (p. 297). However, Sohan discovered that many instructors are not using material culture within their lessons. Therefore, it is true from the literature reviewed, that whether it is a quilt or another physical object that can be brought into the classroom, instructors can effectively use material culture as a means to provide students the opportunity to view different forms of rhetoric. Throughout the quarter, as explained in Chapter 3, I demonstrated using material culture by bringing in

artifacts and allowing students to bring in their own artifacts as an effective way to teach rhetoric which Sohan mentions throughout her research.

Answering the Research Questions

The following research questions were initially mentioned within Chapter 1 and will be answered as part of my conclusion.

1. What benefits have been shown for students and educators when fostering a media literacy approach when teaching multilingual writers?

There are many benefits in fostering media literacy within the ESL classroom. Student engagement and stimulation of curiosity were mentioned in research conducted by Rosa I. Roman-Perez when she was “gratified at the transformation in the students’ attitude toward writing and the improvement evident in their writing” (2003, p. 313) through online journal writing. Motivation and application of knowledge in different content areas to perform a writing task was mentioned within conducted research by Yunus et al. when their “findings suggested that when ICT was integrated to teach writing, the lesson appeared to be more interesting. Students were reported to be able to relate what they learn more easily...ICT use could help make the learning process more meaningful for ESL learners” (2013, p. 126). As students become engaged and motivated to learn, educators may be able to observe an increase in performance during literacy tasks. Further information on these research findings are found within Chapter 3.

2. What specific challenges do students and educators face when fostering a media literacy approach when teaching multilingual writers?

Along with benefits, challenges need to be addressed when fostering media within the ESL classroom. In the article, *Pros and Cons of Using ICT in Teaching ESL Reading*

and Writing, it was noted that J.M. Ward observed a challenge that “the reading skills that are developed from scrolling the computer screen lead to an accelerated but superficial, and often inaccurate, understanding of the content” (as cited in Yunus et. al, 2013, p. 122). This may create a false sense of student’s ability to comprehend what they are reading.

3. What resources are available for educators who are interested in integrating media literacy within their classrooms?

As fostering media literacy within the 21st century classroom continues to rise, there are many resources that are becoming available on how to implement and foster media literacy within the classroom. Canada’s Centre for Digital and Media Literacy (2015) has provided a wonderful resource on their website that provides helpful tips on how to integrate media literacy into the classroom within different subject areas. Another wonderful resource that was discovered was a 50-page downloadable booklet that was created by the Center for Media Literacy titled, *Literacy for the 21st Century: An Overview and Guide to Media Literacy Education*. This informative booklet written by Elizabeth Thoman and Tessa Jolls (2005) outlines key topics to be addressed when teaching media literacy. A comparison of how media literacy has changed between the 19th and 20th century to the 21st century is provided. Additional information about this excellent resource is covered within Chapter 3 and on their website.

Reflections on the Research Process

As I reflect on the research process, I observed that students who started out the quarter struggling with their reading, writing, grammar and spelling skills, showed a significant increase in their literacy skills by the end of the quarter. This was evident by

examples of the students' work which are included in Chapter 4. Additionally, I observed an increased improvement in student grades from the beginning of the quarter to the end. When creating the curriculum, which included media literacy activities throughout, I did not anticipate the success that I observed between students' writings when compared pre-quarter and post-quarter. This success was evident by common writing themes that emerged throughout students' writings. These themes included the importance of family and overcoming struggles and hardships which were similar to Laura Ingalls Wilder's experiences. When conducting research as the primary investigator and the instructor of record, I realized that this opportunity was unique in itself. As the quarter progressed, I was able to make modifications to my lessons, whereas many researchers are not able to accomplish this when they are observing another instructor's classroom. Overall, the research process taught me the value of research within the media literacy realm and the case study assisted me in becoming more aware of the need for future research in this field.

Chapter 6

Conclusion

Chapter 6 is a summary of the findings of the case study, limitations to the study, implications for teaching, recommendations for future research and final thoughts.

Summary of the Findings

In reflecting on the students' writing, I noticed growth in fluency, spelling, and their personal connection to the text, as the media lessons provided a forum for meaningful and engaged writing. As I integrated media within each daily lesson, I observed an increase in student engagement as they participated within group activities and by participating in daily writing both inside and outside of the classroom, students became fluent in spelling and grammar in their individual writings.

At the beginning of the fifth week of classes, during student conferencing, I had asked students what grammar areas they would be interested in to help improve their literacy skills. Five students expressed their desire to work on expressions, such as idioms, compound words, pronouns, tenses, phrasal verbs, gerunds, sentence structure, elaboration on how to make sentences longer, articles, proper pronunciation, how to ask questions correctly, how to use expressions and slang words during informal conversations, and how to speak in a group.

As mentioned in Chapter 4, and by the above student suggestions, it is evident that multilingual students are very interested in learning more about grammar and composition to assist them with their writing and conversation skills. Therefore, a media literacy based grammar and composition class for multilingual writers would greatly benefit the multilingual writer prior to enrolling into English 112 or English 101. Due to

time constraints with the material being taught in English 112, I was able to incorporate only a few grammar lessons within my created curriculum due to time limitations.

Limitations to the Study

As I reflect on the decisions that I made while teaching this curriculum, there are some changes that I would make when I teach this curriculum again. One of these changes would be to allow more time to teach on topics such as The Trail of Tears, The Underground Railroad and slavery. After I researched online and made numerous trips to the library, I discovered many supplemental texts that included children's books and videos that could have been incorporated within my curriculum. However, due to time constraints for the quarter, I was unable to have time to incorporate many of these supplemental items within my curriculum.

As mentioned in Chapter 4, under research limitations, the initially planned computer lab classroom was not feasible to conduct the class. Though I had originally requested to have the class conducted within a computer lab as a technology-integrated course, there were limitations within the computer lab that was assigned on the first day. I discovered that there was no document camera and there was a small projection area. After the first day of class, a new location was assigned in a standard classroom that contained sufficient technology. Therefore, a recommended study would be to have the class be conducted within a computer lab to evaluate whether or not students benefit in creating, using and viewing media literacy within the multilingual classroom.

Implications for Teaching

While teaching English 112, as mentioned previously in Chapter 3, I was able to plan, implement and assess this curriculum as the quarter progressed. When teaching, I

reminded myself to be flexible within my lessons when items needed to be changed or did not proceed as predicted. That was the beauty of teaching at a university, as I was able to be flexible on how much time was actually needed on a specific area within my lessons. This allowed me to incorporate the student goals and objectives within my lessons, even when time spent on a topic exceeded previous expectations.

In action research, normally the findings would be used to modify materials, approaches, group activities and assessment. For anyone who may be teaching this curriculum, I recommend the following changes or additions:

1. Allow enough time within the quarter to incorporate more grammar lessons.
2. Incorporate more supplemental texts throughout the quarter
3. Allow sufficient time for students to complete their essay exams without including any extra questioning

Recommendations for Future Research

Future research on the benefits of using media literacy within a multilingual classroom is needed to measure student growth quantitatively. This research is needed to evaluate literacy improvements in student's reading, listening, writing, and communication skills when the instructor fosters media literacy. The design of a media literacy educator training program would be valuable to demonstrate how providing proper media literacy training for educators could improve an educator's confidence in fostering media literacy within the classroom. Additionally, research is needed on how students' media literacy skills could be used to create their own media projects to share with others inside and outside the classroom.

Within the area of assessing reading comprehension, a quantitative study could be conducted that would include pre- and post-test scores to compare reading comprehension after a lesson is taught with and without media. As the use of technology within the classroom continues to increase, I recommend that future media literacy researchers address the following questions.

1. How can educators assess literacy skills before using media literacy and after using media literacy?
2. What additional opportunities could be provided for international multilingual writers to learn outside of the classroom?
3. What types of training and/or workshops could be taught to assist in helping educators become more confident in using media literacy?
4. What types of resources are available for students and instructors to learn more about media literacy and media production?
5. How can educators guide and direct students to connect their literacy experiences at school to other areas of literacy in their lives?
6. With scaffolding and modeling from educators, what types of multimodal literacy discoveries can students make on their own (Mills, 2010)?

Additional research is recommended to examine the benefits of using media literacy to teach grammar and composition within the multilingual writers' classroom prior to enrolling in English 112 or English 101. A survey or questionnaire could be conducted

to evaluate whether or not English language instructors feel properly trained to implement media literacy within their classrooms.

Final Thoughts

Eleven of the 22 students who participated in this study were students that followed me on to English 101-SL in the following quarter, spring of 2015. I observed noticeable differences within student writings from students that I had in my English 112 class, especially in the area of spelling and grammar. These 11 previous students seemed to be prepared for English 101-SL as they had already written a short research paper and a reflection paper while they were enrolled in English 112 and were aware of my expectations from me previously being their instructor. In English 101, my philosophy had not changed due to incorporating daily journal responses that included the use of media.

This case study, along with the creation of my curriculum, made me become more aware of the importance of implementing media literacy within the classroom to assist multilingual writers. Even though many students may use technology, it may often be used to hinder their ability to properly translate from their native language to English. I asked the students, after the first journal response, if they were using online translators in which most of them admitted that they were. Google translator is an example of such a hindrance. I explained that online internet sources that provide a translator may seem helpful to the student, but rather than simply typing text as their native language and translating it into English, they needed to understand specific changes that still need to be made when transferring from their native language to the English language. By using

media literacy, students and educators can become more aware of the benefits of implementing media literacy within the classroom and how to use it correctly.

Teaching my first quarter of English 112 to multilingual writers gave me a cultural experience that I will always remember. I discovered the excitement and eagerness of international students who strongly desired to learn English. They embraced group activities and enjoyed participating in classroom grammar lessons on topics they were interested in. I felt that I was able to get to know each of my students, and we had a strong classroom community which was established within the first few weeks of class. My international students gave me not only an opportunity to teach them, but also an opportunity to learn from and be inspired by them so much more than I could have ever imagined as I was able to learn about their cultures through their journal responses and essays. Each class day, I was encouraged and inspired by their desire and determination to learn the English language and to become better writers. As I embarked on this wonderful adventure of teaching this curriculum to my students, I made significant realizations and discoveries through research and student writings. Through teaching and researching, I was able to discover the many benefits of using a media literacy approach as I taught the wonderful biography of Laura Ingalls Wilder to my multilingual writers.

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Appendix A: English 112 Course Syllabus

WINTER 2015 COURSE SYLLABUS ENGLISH 112-01

INSTRUCTOR: Kelly Hansen
EMAIL: khansen12@ewu.edu
OFFICE PHONE: (509) 359-7996
OFFICE LOCATION: Hargreaves Hall 013-P
OFFICE HOURS: Monday - Thursday 11:00 a.m. – 11:45 a.m. and by appointment (except during conferences, holidays and Finals Week).
COURSE WEBSITE: <http://canvas.ewu.edu>
COURSE MEETING TIMES: Monday – Friday 10:00 a.m. – 10:50 a.m. – Kingston 331

REQUIRED TEXT:

- *Laura Ingalls Wilder: A Photographic Story of a Life* by Tanya Lee Stone
 - ISBN 978-0-7566-4508-3

READING SCHEDULE: Each week there will be required chapter readings from the required text. This reading is necessary in order for you to participate in classroom discussions and pass the in-class quizzes and essay exams. The reading schedule is posted on Canvas and may be subject to change.

REQUIRED MATERIALS AND SUPPLIES: Composition notebook, college or wide-ruled paper or spiral bound notebook, USB flash drive, highlighter and a binder/folder to stay organized.

TECHNOLOGY TO BE FAMILIAR WITH: Canvas, Internet searching, Word, Excel, PowerPoint and EagleNet.

COURSE DESCRIPTION: English 112: Composition for Multi-Lingual Students: 5 credits

A course designed for the international student and those students whose native language is not English. Content is adapted to the needs of students in such areas as idiom, usage, reading comprehension and composition, as well as library activities. Students must earn a minimum grade of 2.0 before being allowed to proceed to ENGL 101.

BASIC COURSE GOALS:

- **Increase** fluency of the English language through journals, essays, and edited work.

- **Improve** writing within the descriptive, narrative, expository, and argumentative modes.
- **Write** daily in the English language to increase confidence and speed within their writing.
- **Edit** and **revise** their own work with the assistance instructor's conferencing and peer reviews.
- **Apply** writing skills which include focus, organization, development, and proper mechanics through the use of multiple drafts.
- **Participate** within the group setting through peer review and editing, group work and presentations.
- **Comprehend** reading materials by demonstrating reading and listening skills.
- **Build** schema to improve reading skills.
- **Demonstrate** knowledge of American history and culture through the use of a biography.

STUDENT OBJECTIVES: By the end of English 112, students will be able to:

- **Read, comprehend, analyze, and summarize** significant main ideas and underlying message and style of the author's text.
- **Scan** and **extract** principal information from a written text which includes elements of the rhetorical situation and purpose, considering Aristotle's triangle: speaker, audience, and message.
- **Compose** essays in a voice, tone, and style that are appropriate for the target audience and specific purpose which includes a variety of genres – narration, description, argumentation, and exposition.
- **Demonstrate and use** technology such as the document camera, classroom computers, and Canvas to write and share journals both inside and outside of class.
- **Generate** and **write** grammatically correct sentences, essays, and papers with 80% accuracy that follows correct North American structure. Journals and essays will include focused topics that are controlled by implicit/explicit theses (points), supported by main ideas, developed with evidence, and organized in ways that influence a particular audience to think, feel, or act as a result of the information presented.
- **Adapt** to the organization of a variety of written assignments for a variety of audiences.
- **Document** evidence appropriately (examples, quotations, paraphrasing, etc.) using MLA citation from secondary sources to supplement and complement the students' own writing.
- **Respond** to peers' papers, applying specific criteria/rubrics for 80% proficiency, identifying where revisions are needed to create texts that will appeal to specific audiences.
- **Engage** and **develop** a recursive and collaborative writing process that includes planning, drafting, revising, organizing, editing, proofreading, and self-evaluation.

- **Increase** fluency within unedited writing with a focus on conveyance of meaning, using invention devices as they write.
- **Identify** and **analyze** logical fallacies in peers and in one's own writing.
- **Collaborate, acquire** and **apply** two-way communication strategies in small and large peer-groups for the purpose of sharing relevant ideas, valuing respectful opinions, and constructive feedback.
- **Form** a variety of answers on essay exams.
- **Participate** and **contribute** in small and class group discussions.
- **Present** an effective group oral presentation with peers.
- **Speak** with correct pronunciation with peer comprehension at 80%.
- **Listen** and **apply** different types of listening: efferent, aesthetic, transactional, and critical.
- **Take** accurate and concise notes during class presentations, while reading from the text, while listening in pairs, and while listening to the instructor's directions.
- **Respond** appropriately to oral questions posed by instructor, peers, small groups, class presentations, and large groups.
- **Retell** aspects of a story after read aloud stories, videos, lectures, or presentations.
- **Demonstrate** understanding of particular segments of videos that have been viewed in class.
- **Explain** and **articulate** orally and in writing both the similarities and differences between L1 and L2 cultures when in pairs, small and large groups, and in-class presentations.

COURSE CONTENT: The composition program recognizes an instructor's decision to introduce subject matter that may challenge students' ways of thinking beyond their personal and professional experiences, in an effort to better prepare students for writing they will encounter in the academy and in the workplace. Please note that freedom of speech, as determined by the courts, applies only to open public forums and not to the classroom.

REQUIRED WRITING ASSIGNMENTS AND GRADE DISTRIBUTION: Sections of the syllabus and daily calendar are subject to change throughout the quarter, but the percentage/points given for assignments will not change.

- **Literacy Letter – (Sample Writing)** (1-2 pages) **(Required - Graded as Complete or Incomplete)** *Note: This assignment must be completed prior to receiving other assignment points.

Percentage

- | | |
|--|-----|
| • Daily Journal Essays – Due every day (M-Thurs) by midnight | 10% |
| • Chapter Outlines/Study Guides – Due every Friday by midnight | 10% |
| • In-Class Essay Exams – Every Friday – Attendance is mandatory | 10% |
| • Quizzes – Take Home and In-class | 10% |
| • Group Presentation | 10% |
| • Mid-Term Exam | 10% |
| • Final Exam | 10% |

• Final Portfolio	20%
• Canvas Discussion Board Posts	5%
• Peer Reviews	<u>5%</u>
Total	100%

Note: Part of your final portfolio grade includes attendance during conferencing and the demonstration of applying what you learned during the conference time to make **significant revisions** to your drafts. Final drafts, within your portfolio, that do not show significant revisions will not be accepted. Your final portfolio will be submitted electronically meeting the requirements on the date specified in your course syllabus or calendar.

ATTENDANCE POLICY: All students are expected to attend and participate in all classroom discussions and meetings. Students are additionally expected to arrive on time and stay for the whole class period. In the event of an emergency, please contact Kerri Sadowski at 509-359-7064 and she will immediately notify me. The English Composition Program has a strict attendance policy that makes no distinction between excused and unexcused absences. The policy states that:

- If a student misses **more than three days of a five-day-a-week course**, the instructor has the option of reducing a student's final grade by 0.5 for each subsequent absence.

Be aware that there is a point at which a student cannot satisfactorily complete the course assignments because of absences; should this occur, the instructor has the option of failing a student during the second half of the quarter. All holidays or special events observed by organized religions will be honored for those who show affiliation with that particular religion.

***Please note:** A missed conference is the equivalent to an absence from class.

GRADING POLICY: No make-ups are given for in-class assignments and exams. **Students must complete all the major assignments to be eligible for a passing grade (2.0) in the course.**

Numerical Grade	Letter Grade	Percentage Grade
4.0	A	95-100
3.9		94
3.8		93
3.7	A-	92
3.6		91
3.5		90
3.4		89
3.3	B+	88

3.2		87
3.1		86
3.0	B	85
2.9		84
2.8		83
2.7	B-	82
2.6		81
2.5		80
2.4		79
2.3	C+	78
2.2		77
2.1		76
2.0	C	75
1.9		74
1.8		73
1.7	C-	72
1.6		71
1.5		70
1.4		69
1.3	D+	68
1.2		67
1.1		66
1.0	D	65
0.9		64
0.8		63
0.7	D-	62
0.6		61
0.5		60
0.4		59
0.3		58
0.2		57
0.1		56
0.0	F	55 and below

LATE WORK POLICY: In-class group work and essay exams will not be able to be made up. Homework essays and assignments not done in class must be submitted on-line before midnight on the date the assignment is due. After the date due, percentages off of the assignment points will be as follows: 50% off – 1 day late, 70% off – 2 days late, 90% off - 3 days late. Papers will not be graded after the 3rd day but are still a requirement to be turned in to receive a final grade in the class. **Note: Papers will not be accepted for a grade without seeing a draft of the paper first.**

CLASS CONDUCT POLICY: All students are expected to conduct themselves in a manner that does not interfere with an instructor's ability to teach or a student's ability to learn, as outlined in the EWU Code of Student Conduct. Any violation of the Code of Student Conduct may result in the student being asked to leave for a single class session and/or the instructor pursuing disciplinary proceedings through the Dean of Students office and could result in sanctions such as suspension or dismissal from the University. Examples of disruptive behavior include:

- Disrespectful and/or hostile language, posturing, or gestures that interfere with the instructor's ability to teach and/or a student's ability to learn
- Using cell phones, mp3 players, portable games, laptops, or other electronic devices for purposes unrelated to the class (the only exception is note-taking equipment)
- Talking while other students and/or the instructor is talking
- Arriving late or leaving early

PUNCTUALITY: When you arrive on time to class each day you:

- Demonstrate that your education is of high importance to you.
- Show respect to your instructor and other classmates by not disrupting the class.
- Practice good work ethics by modeling that you are reliable and responsible.

UNIVERSITY POLICY: Students will have at least a 535 TOEFL score or the equivalent to be enrolled in English 112. Students who are enrolled in English 112 must complete the course with a grade of 2.0 or better before continuing on to English 101.

INCOMPLETE POLICY: Incomplete grades are only assigned under exceptional circumstances. To qualify for an incomplete, the student must:

- Demonstrate an inability to complete the requirements of the course due to exceptional circumstances
- Attend all classes within the last three weeks of the quarter
- Submit passing assignments up until and including the last three weeks of the quarter
- Be active/reserve military personnel who are called to duty or deployed.

ACADEMIC INTEGRITY AND PLAGIARISM POLICY: Eastern Washington University students are responsible for upholding the Student Academic Integrity Policy, available through the office of Undergraduate Studies and online at:

<http://access.ewu.edu/Documents/Undergraduate%20Studies/Faculty%20Support/Academic%20Integrity%20Policy.pdf> Any question of Academic Integrity will be handled as stated in the EWU Academic Integrity policy.

AMERICANS WITH DISABILITIES ACT ACCOMODATIONS POLICY: E.W.U. is committed to providing support for students with disabilities. If you are a student with physical, learning, emotional, or psychological disabilities and need an accommodation,

you are encouraged to stop by Disability Support Services (DSS), TAW 124 to speak with Kevin Hills, the Manager of DSS or to call 509-359-6871. For more information on DSS, visit: <http://access.ewu.edu/Disability-Support-Services/SRR.xml>.

EQUAL OPPORTUNITY STATEMENT: No person shall, on the basis of age, race, religion, color, gender, sexual orientation, gender identity, national origin, or disability, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity of Eastern Washington University.

AFFIRMATIVE ACTION STATEMENT: Eastern Washington University adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

OTHER CAMPUS RESOURCES:

- **Writers' Center:** The Writers' Center is a free resource for EWU students, staff, and faculty. In one-to-one, online or face-to-face 50-minute sessions, Responders offer thoughtful feedback on any kind of academic or personal writing, at any stage in the writing process. During sessions, Responders encourage students to consider and implement strategies for improving their writing and becoming a more successful writer. The Writers' Center also provides feedback on forms of visual and digital communication like PowerPoint presentations, posters and websites. For more information about the Writers' Center and to schedule an appointment with a Responder, visit www.ewu.edu/writerscenter or contact them at one of their locations:

Cheney Campus

JFK Library, Learning Commons
(509) 359-2779

Riverpoint Campus

Phase 1, Room 211
(509) 368-6549

- **Academic Success Center:** The Academic Success Center (ASC) provides free services to those who are TRiO eligible and have enrolled at the Center. The ASC is staffed with committed individuals who work closely with students to ensure success in undergraduate EWU classes. For more information on the Academic Success Center visit <http://access.ewu.edu/ASC.xml>, call (509) 359-2847 or stop by Monroe Hall, Room 111.
- **EWU Libraries:** EWU Libraries provides access to 750,000 books and over 50,000 journals, magazines and newspapers online and in print. EWU has two library branches: the JFK Library on the Quad in Cheney, and the Riverpoint Campus Library on the second floor of the Academic Center in Spokane. The librarians are available to assist students in all of their research needs in person, IM chat, email, or by phone. To access their resources visit <http://www.ewu.edu/library>.
- **Printing Resources:** At the beginning of each quarter, each student will receive a \$9.00 print credit after paying their quarterly TechFee. *Note: Print credit

balances do not carry over to the beginning of each quarter. The printing of documents is obtained by swiping your EagleCard at several print release stations throughout a variety of locations on campus in Cheney and Spokane. Additionally, most printers enable each student to choose the duplex (2-sided) printing option. For more information regarding this service visit <http://access.ewu.edu/it/services/computer-labs/printing-services>.

Appendix B: Sample Questionnaire 1

You will be participating in a technology integrated English writing course for English Language Learners. Since we will be conducting each class in a computer lab, I would like to know the background of your writing and computer experience.

Your Major: _____

Year in College: Freshman Sophomore Junior Senior Graduate

Answer the following questions as completely as possible.

- 5) What experience do you have taking computer classes in a computer lab setting? Briefly describe each experience stating the setting, level of experience, and you age at the time of taking the class.
- 6) What computer programs do you have experience using?
- 7) What do you feel are the benefits of working in a computer lab from your perspective?
- 8) What do you think are the challenges writers face while working in a computer lab?

All answers will be kept confidential. Upon completion, please return it to me.

Thank you for completing this questionnaire.

Appendix C – Sample Questionnaire 2

You will be participating in a technology integrated English writing course for English Language Learners. Since we will be conducting each class in a computer lab, I would like to know the background of your writing and computer experience.

Please fill out the following table by indicating (+) or (-) related to your writing and technology experience. If indicating (+), please describe how you used the program.

Writing Experience:

Writing Skills	(+) or (-)	If (+), how demonstrated?
Spelling – knowledge of how to spell accurately and use words in correct context		
Punctuation – knowledge of how to place comma, period, and other punctuation marks (; : “ ? ! ‘) correctly within an essay		
Capitalization – knowledge of when to correctly capitalize words		
Grammar – knowledge of how to correctly use words within sentences		
Syntax – knowledge of proper arrangement of words within sentences		
Other Writing Knowledge:		

Computer Experience:

Programs	(+) or (-)	If (+), how demonstrated?
Word Documents		
Excel Spreadsheets		
PowerPoint Presentations		
Email – (Outlook, Gmail, Yahoo, other)		
Canvas		
Other:		

All answers will be kept confidential. Upon completion, please return it to me.

Thank you for completing this questionnaire.

Appendix D – Consent Form

Integrating Technology within the ESL Classroom: Building Confidence within Writing for Student Success

You are being asked to participate in a research project conducted by:

Principal Investigator/Title/Dept. Address/Phone/email Kelly Hansen, Master of Arts in English - TESL EWU Department of English, Hargreaves Hall 029- P Cheney, WA (509) 389-8366 khansen12@eagles.ewu.edu	Responsible Project Investigator Dr. LaVona Reeves, Director of MA-TESL EWU Department of English, Patterson 211- I (509) 359-7060 lreeves@mail.ewu.edu
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Purpose and Benefits: The purpose of this study is to measure the student’s individual technology abilities when used within writing for English 112.

Procedures: I am asking you to allow me to include, within my master's thesis, information on the ways you have employed technology within your writing. I will be analyzing your writing process by using the technology you are required to use for your ENGL 112 course. I will assign you a random number or a random name, and **your real name will not appear in the thesis.**

Risk, Stress, or Discomfort: The risks of participating in this study are not expected to exceed those encountered in daily life. Observations of your writing processes will appear in the thesis only with your permission. Though the essays and writing assignments are required for those enrolled in ENGL 112, you will not be required to submit your work to me for my thesis if you choose not to participate in my thesis project. Submission of your work to me for the purpose of my thesis study is completely voluntary. Your decision not to participate in this study will in no way affect your grade in ENGL 112.

Other Information: Participation in this study is completely voluntary. You may stop participating at any time without penalty. The writing I collect for the thesis will be kept confidential. Your name will not be used in the thesis, but I will give each participant a different name or random number, so readers cannot know your real name. If you have any concerns about your rights as a participant in this research or any complaints you wish to make, you may contact Ruth Galm, Human Protections Administrator at Eastern Washington University at (509-359-7971 or 509-359-6567) or you may email her at: rgalm@ewu.edu.

Please return the signed form only if you are participating.

Principal Investigator’s name: Kelly Hansen

Principal Investigator’s signature _____ Date _____

Yes, I will participate. The study described above has been explained to me, and I voluntarily consent to participate in this study. I have had an opportunity to ask questions. I am not waiving any of my legal rights by signing this form. I understand I will receive a copy of this consent form after I sign it.

Student’s name printed in English

Student’s signature

Date

Appendix E: Original Weekly Lesson Plans Based on First Text (Wadsworth, 1996)

Week 1 – Chapter 1: “Pioneer Girl” (1867 – 1872)

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	Chapter 1: Preface, pp.7-8	Chapter 1: pp. 9-11	Chapter 1: pp. 12-14	Chapter 1: pp. 15-17	Instructions for Essay
Writing	Journal 1.1 - Describe an experience away from your home/country. What challenges did you face? Who welcomed you? Complete Background Form & Plagiarism Form	Journal 1.2 - What types of things do people create in your country to symbolize a remembrance of a person or event? Note Taking Strategies Vocabulary Words	Journal 1.3 - How do you help neighbors in your country? Describe why the word "community" is so important. Note Taking Strategies Vocabulary Words	Journal 1.4 - Describe a favorite childhood toy. Why is it significant to you? Who gave it to you? On what occasion? Note Taking Strategies Vocabulary Words	50 minute in-class essay
Speaking	<u>Partner Discussion:</u> Hobbies/Interests Country You're From <u>Class Share:</u> Whiteboard	<u>Group Discussion:</u> Share Quilt Piece <u>Class Share:</u> Document Camera	<u>Partner Discussion:</u> Share Journal Response & Respond <u>Class Share:</u> Whiteboard	<u>Group Discussion:</u> Favorite Childhood Toys <u>Class Share:</u> Artifacts from Home	
Listening	Syllabus, Calendar, Attendance Policy Note Taking Strategies Graphic Organizers Teacher Read Aloud Journal Share Response	Pre-Writing Strategies Importance of Community Building "Pioneer" Song by The Band Perry Teacher Read Aloud Journal Share Response	Using the 5 Senses in Writing "Westward Ho" Song Teacher Read Aloud Journal Share Response	"Toys" Poem Teacher Read Aloud Journal Share Response	
Viewing	Motivational Video A Little About Me PowerPoint Canvas Orientation Example of a Literacy Letter	"History of Quilts" Video "United in Memory 9/11 Victims Memorial Quilt"	"Covered Wagons" Video "Brother Eagle, Sister Sky" by Susan Jeffers - Book	"Little House on the Prairie - Ingalls First Family Christmas" Video "Toys for Tots" Video	
Visually Representing	Art: Make Nametags Importance of Journal Writing - Whiteboard KWL Chart - Pioneers	Art: Illustrate a picture symbolizing your individuality on a quilt piece	Art: Illustrate and label a picture of a covered wagon and the items you would pack on a journey	Art: Illustrate and label the Ingalls family tree	
Homework	Post a 3-5 Inspirational or Motivational Video - Canvas Graphic Organizer - Literacy Letter	Work on Literacy Letter (1-2 pages)	Literacy Letter due by midnight on Canvas Begin Chapter 1 Outline Bring in artifact to share	Finish Chapter 1 Outline Work on Chapter 1 Study Guide	Chapter 1 Outline and Study Guide due by midnight on Canvas

(Hansen, 2014)

Week 2 – Chapter 2: “On Plum Creek” (1872 – 1975)

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	Chapter 2: p. 19	Chapter 2: p. 20	Chapter 2: p. 21	Chapter 2: pp. 22-23	Instructions for Essay
Writing	Journal 2.1 - If you had to pack only a few items for a long journey, what items would you pack with you? Why would you choose these items? Note Taking Strategies Vocabulary Words	Journal 2.2 - Why do you think it was important that Ma showed Mary and Laura how to preserve fruit? Write about how you preserve food in your country. Note Taking Strategies Vocabulary Words	Journal 2.3 - Describe how farming is different today than in the 1800's. How do people farm in your country? Note Taking Strategies Vocabulary Words	Journal 2.4 - What are homes built out of in your country? Describe your home and share a favorite memory of being home. Note Taking Strategies Vocabulary Words	50 minute in-class essay
Speaking	<u>Group Discussion:</u> Math: Wagon Activity	<u>Partner Discussion:</u> Share Illustration of Plum Creek and Respond	<u>Group Discussion:</u> Farming - Then & Now	<u>Partner Discussion:</u> Share Journal Response and Respond	
	<u>Class Share:</u> Math: Wagon Activity - Whiteboard	<u>Class Share:</u> Document Camera	<u>Class Share:</u> Whiteboard	<u>Class Share:</u> Document Camera	
Listening	"The Covered Wagon" by Lena Whitaker Blakeny - Poem Teacher Read Aloud Journal Share Response	Teacher Read Aloud Journal Share Response	Teacher Read Aloud Journal Share Response	Teacher Read Aloud Journal Share Response	
Viewing					
Visually Representing					
Homework				Finish Chapter 3 Outline Work on Chapter 3 Study Guide Post video of schools in 1800's	Chapter 3 Outline and Study Guide due by midnight on Canvas

(Hansen, 2014)

Week 3 – Chapter 3: “Plagues and Hardship on the Prairie” (1875 – 1879)

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	No Class Due to Holiday	Chapter 3: pp. 25-27	Chapter 3: pp. 28-30	Chapter 3: pp. 31-33	Instructions for Essay
Writing		Journal 3.2 - What does a typical day's work look like in your country? What types of jobs are there in your country? What is a typical day's wages? Note Taking Strategies Vocabulary Words	Journal 3.3 - What struggles or hardships have you succeeded in overcoming? Note Taking Strategies Vocabulary Words	Journal 3.4 - Why did Mrs. Starr want to adopt Laura and not Grace or Mary? Why did Ma decline her offer? Note Taking Strategies Vocabulary Words	50 minute in-class essay
Speaking		<u>Group Discussion:</u> Work - Then & Now <u>Class Share:</u> Whiteboard	<u>Partner Discussion:</u> Share Journal Response & Respond <u>Class Share:</u> Document Camera	<u>Group Discussion:</u> Adoption <u>Class Share:</u> Whiteboard	
Listening		"Heigh Ho" Song "Pioneers O' Pioneers" Poem Teacher Read Aloud Journal Share Response	"Prairie Wind" by Neil Young Song Teacher Read Aloud Journal Share Response	"Adopted" Audio Teacher Read Aloud Journal Share Response	
Viewing		"The Work of Pioneers" Video "Inside Bangladesh Factory Workers" CBS News Video	"Hard Times Generation" CBS News Video "Where Children Sleep" by James Nollison Photo Essay	"Adoption" CBS News Video "Adopted Children" Photos	
Visually Representing		Worksheet 3.2a - T Chart Compare and contrast work then & now	Worksheet 3.3a - KWL Chart Homelessness	Worksheet 3.4a - Mind Map Words describing photographs of adopted children	
Homework	Write a 250-word essay on the significance of Martin Luther King, Jr. in U.S. History.	Begin writing outline for Chapter 3	Post response to "Homelessness" video - Canvas Discussion Board	Finish Chapter 3 Outline Work on Chapter 3 Study Guide	Chapter 3 Outline and Study Guide due by midnight on Canvas
				Post video of schools in 1800's	

(Hansen, 2014)

Week 4 – Chapters 4: “To Dakota Territory” and Chapter 5: “Homesteading and the Hard Winter” (1880 – 1881)

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	Chapter 4: pp. 35-38	Chapter 4: pp. 39-41	Chapter 5: pp. 42-45	Chapter 5: pp. 46-49	Instructions for Essay
Writing	Journal 4.1 - What role do animals play in your country? Write about a pet or an animal that you have owned. Why is this animal significant to you? Note Taking Strategies Vocabulary Words	Journal 4.2 - What type of food is served at a meal in your country? Describe a favorite memorable meal with your family. Note Taking Strategies Vocabulary Words	Journal 4.3 - What responsibilities did Laruar have at home and at school as a teacher? What responsibilities did you have when you were 13? Note Taking Strategies Vocabulary Words	Journal 4.4 - Who is your hero? Describe why this person is significant to you. Note Taking Strategies Vocabulary Words	50 minute in-class essay
Speaking	<u>Group Discussion:</u> Pets and Disabilities <u>Class Share:</u> Whiteboard	<u>Partner Discussion:</u> Share Journal Response and Respond <u>Class Share:</u> Document Camera	<u>Group Discussion:</u> Pioneers - Then & Now <u>Class Share:</u> Whiteboard	<u>Partner Discussion:</u> and Respond <u>Class Share:</u> Document Camera	
Listening	"I am Her Ears" by Jean Norman Peters - Book Teacher Read Aloud Journal Share Response	Worksheet 4.2a - Cloze Activity "Foods in America" Audio Teacher Read Aloud Journal Share Response	"If You're Not From the Prairie" by David Bouchard - Book Teacher Read Aloud Journal Share Response	"Proud to be an American" Song Teacher Read Aloud Journal Share Response	
Viewing	"Therapy Pets Video" "Colorado Girl Hatches Plan to Boost Family Finances" CBS News Video	"Little House on the Prairie - Family Meals" Video "What Countries Eat" Video or Book	"Ingalls Family - Sweet By & By" Video	"New York Times Year in Pictures" Photos "Firefighters of 9/11" Video	
Visually Representing	Worksheet 4.1a - KWL Chart Pets in America	Art: Illustrate and label a dinner plate with foods eaten at a meal in your country.	Worksheet 4.3a - T Chart "If You Were a Pioneer"	Mind Map - Word Reaction to NY Times Photos	
Homework	Begin writing outline for Chapter 4 Post a video about animals in your country.	Finish outline for Chapter 4 - Post on Canvas by midnight Bring in some type of food from your country.	Begin writing outline for Chapter 5 Write a 250-word essay on pioneers in the 1800's.	Finish Chapter 4 & 5 Outline Work on Chapters 4 & 5 Study Guides	Chapter 4 & 5 Study Guides due by midnight on Canvas

(Hansen, 2014)

Week 5 – Chapter 6: “Falling in Love” (1881 – 1885)

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	Chapter 6: pp. 51-52	Chapter 6: pp. 53-54	Chapter 6: pp. 55-56	Chapter 6: pp. 57-59	Instructions for Essay
Writing	Journal 5.1 - Who do you know that has a disability? Why is this person significant to you? What have they done to overcome their disability? Note Taking Strategies Vocabulary Words	Journal 5.2 - Who is a significant teacher who has inspired you to be where you are today? What characteristics do they have that make them wonderful to you? Note Taking Strategies Vocabulary Words	Journal 5.3 - Who is your role model? Why are they a role model to you? Note Taking Strategies Vocabulary Words	Journal 5.4 - What customs do you have in your country regarding courtship and marriage? Note Taking Strategies Vocabulary Words	50 minute in-class essay
Speaking	<u>Group Discussion:</u> Disabilities <u>Class Share:</u> Whiteboard	<u>Partner Discussion:</u> Share Journal Response & Respond <u>Class Share:</u> Document Camera	<u>Group Discussion:</u> Role Model Mind Maps <u>Class Share:</u> Whiteboard	<u>Partner Discussion:</u> Share Journal Response & Respond <u>Class Share:</u> Document Camera	
Listening	"Wounded Warriors" Song Teacher Read Aloud Journal Share Response	Readings from "Teacher Inspirations" Book of Poems Teacher Read Aloud Journal Share Response	"I Have Heard of a Land" by Joyce Carol Thomas - Book Teacher Read Aloud Journal Share Response	"Wedding March" Song Teacher Read Aloud Journal Share Response	
Viewing	Disabled Veterans Photos	"Little House on the Prairie - School Teacher" Video Clip "Freedom Writers" Video	"Settling of African Americans in Oklahoma" Video	Marriage License Photos "Little House Wedding" Video Clip	
Visually Representing	Art: Illustrate a picture of the meaning of freedom to you	Worksheet 5.2a - T Chart Compare and contrast teachers then & now	Mind Map - Characteristics of your role model	Worksheet 5.3a - Venn Diagram - Compare weddings then & now	
Homework	Begin Chapter 6 outline	Post about your favorite teacher on Canvas Discussion board	Write a 250 word essay about your role model.	Finish Chapter 6 Outline Work on Chapter 6 Study Guide	Chapter 6 Outline and Study Guide due by midnight on Canvas

(Hansen, 2014)

Week 6 – Chapter 7: Three Years and a Year of Grace”

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	Chapter 7: pp. 61-62	Chapter 7: pp. 63-64	Chapter 7: pp. 65-66	Chapter 7: pp. 67-69	Instructions for Essay
Writing	Journal 6.1 - What would you do if you owned 50 acres? What crops would you grow? Would you have any animals?	Journal 6.2 - Write about a child you know. What can you learn from a child?	Journal 6.3 - What recent severe weather event has happened in your country? How has your country helped those survivors?	Journal 6.4 - What line from a song is significant to you?	50 minute in-class essay
	Note Taking Strategies Vocabulary Words	Note Taking Strategies Vocabulary Words	Note Taking Strategies Vocabulary Words	Note Taking Strategies Vocabulary Words	
Speaking	<u>Group Discussion:</u> Science: Vegetable Seeds	<u>Partner Discussion:</u> Share Journal Response & Respond	<u>Group Discussion:</u> Weather Outcomes	<u>Partner Discussion:</u> Share Journal Response & Respond	
	<u>Class Share:</u> Whiteboard	<u>Class Share:</u> Document Camera	<u>Class Share:</u> Whiteboard	<u>Class Share:</u> Document Camera	
Listening	"Where the Green Grass Grows" by Tim McGraw - Song "Vegetable Garden" Book Teacher Read Aloud Journal Share Response	"We are the World" Song Teacher Read Aloud Journal Share Response	"Prairie" Poem Teacher Read Aloud Journal Share Response	"Pa's Fiddle Songs" Teacher Read Aloud Journal Share Response	
Viewing	"Farming in the 1800's" Video Science: Vegetable Seeds and Photos	"Children in the 1800's" "Kid President" Video	"Drought and Hail in the 1800's" Video "Mudslides in Oso" Video	Analyzing Song Lyrics	
Visually	Worksheet 6.1a - T Chart	Make a sociogram of the event of Laura's life to this point.	Worksheet 6.3a - T Chart	Mind Map - Song	
Representing	Art: Illustrate and label vegetable seeds before and after		Science: Severe weather outcomes		
Homework	Begin Chapter 7 Outline	Post a video about an inspirational child	Write a 250-word essay about a significant weather event that has happened in your country.	Finish Chapter 3 Outline Work on Chapter 3 Study Guide Post video of schools in 1800's	Chapter 3 Outline and Study Guide due by midnight on Canvas

(Hansen, 2014)

Week 7 – Chapter 8: “To the Ozarks” (1894 – 1904)

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	No Class due to Holiday	Chapter 8: pp. 70-74	Chapter 8: pp. 75-79	Chapter 8: pp. 80-83	Instructions for Essay
Writing		Journal 7.2 - Write a letter to Laura asking about her travels. Note Taking Strategies Vocabulary Words	Journal 7.3 - What chores did you do as a child? Which chore was your favorite? Which one was your least favorite? Why? Note Taking Strategies Vocabulary Words	Journal 7.4 - What happened on your high school graduation day? What grade and age do you graduate in your country? Note Taking Strategies Vocabulary Words	50 minute in-class essay
Speaking		<u>Group Discussion:</u> Mail Delivery <u>Class Share:</u> Whiteboard	<u>Group Discussion:</u> Share Journal Response & Respond <u>Class Share:</u> Document Camera	<u>Partner Discussion:</u> Graduation Customs <u>Class Share:</u> Whiteboard	
Listening		"Dakota Prairies" Poem from "I Remember Laura" by Stephen Hines Teacher Read Aloud Journal Share Response	"Chores" Poem Teacher Read Aloud Journal Share Response	Popular High School Graduation Songs Teacher Read Aloud Journal Share Response	
Viewing		Worksheet 7.2a - Analyze Mary's letter" in "Laura's Album" by William Anderson "Mail Delivery - 1900's" Video	"Children's Chores on the Prairie" Video "Rose and Spookendyke" Photo	"Graduation Ceremonies" Video	
Visually Representing		Illustrate and label a picture of how mail was delivered during the early 1900's	Worksheet 7.3a - List Make a chore chart for children in the 1900's	Art: Illustrate and write words that describe your school in the shape of a school	
Homework	Write a 250 word essay about President's Day	Post a picture of mail delivery in the early 1900's - Respond to 2 classmates	Post chore chart on Canvas	Finish Chapter 8 Outline Work on Chapter 8 Study Guide	Chapter 8 Outline and Study Guide due by midnight on Canvas

(Hansen, 2014)

Week 8 – Chapter 9: “A New Career” (1902 – 1915)

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	Chapter 9: pp. 85-86	Chapter 9: pp. 87-88	Chapter 9: pp. 89-90	Chapter 9: p. 91	Instructions for Essay
Writing	Journal 8.1 - How does your country view women in the workplace? What are a women's responsibilities at home or at work? Note Taking Strategies Vocabulary Words	Journal 8.2 - Write a letter to Laura asking about a current topic that interests you. Note Taking Strategies Vocabulary Words	Journal 8.3 - Describe how you have felt moving into a different home. What did you enjoy about your new home? Note Taking Strategies Vocabulary Words	Journal 8.4 - When have you ever been homesick? How did it feel to be away from home? Note Taking Strategies Vocabulary Words	50 minute in-class essay
Speaking	<u>Group Discussion:</u> Women and the Workplace <u>Class Share:</u> Whiteboard	<u>Partner Discussion:</u> Share Journal Response & Respond <u>Class Share:</u> Document Camera	<u>Group Discussion:</u> Homes Then & Now <u>Class Share:</u> Whiteboard	<u>Partner Discussion:</u> Share Journal Response & Respond <u>Class Share:</u> Document Camera	
Listening	"I'm a Woman" Song Teacher Read Aloud Journal Share Response	Reading from newspaper article - Spokesman Review Teacher Read Aloud Journal Share Response	"An Autumn Day" Poem Teacher Read Aloud Journal Share Response	"Sweet Home Alabama" Song Teacher Read Aloud Journal Share Response	
Viewing	"Women in the Workplace - early 1900's" Video "Charlie Chaplin" Video	"Newspaper Production - early 1900's" Video "Newspapers Today" Video	"Victorian Homes" Photos "Home Building Today" Video	"Daredevil Flyer - Art Smith" Video "World War I" Video	
Visually Representing	Worksheet 8.1a - Venn Diagram Women in the Workplace - Then and Now	Art: Design and illustrate the front page of a newspaper	Worksheet 8.3a - T Chart Compare and contrast homes then and now	Worksheet 8.4a - Timeline Create a timeline of events from chapter 9	
Homework	Begin Chapter 9 Outline	Create front page of newspaper using PowerPoint and post to Canvas. Respond to 2 classmates.	Write a 250-word essay about your home	Finish Chapter 9 Outline Work on Chapter 9 Study Guide	Chapter 9 Outline and Study Guide due by midnight on Canvas

(Hansen, 2014)

Week 9 – Chapter 10: “Laura and Rose” (1915 – 1930)

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	Chapter 10: pp. 93-94	Chapter 10: pp. 95-96	Chapter 10: pp. 97-99	Chapter 10: pp. 100-101	Instructions for Essay
Writing	Journal 9.1 - Where have you visited on a vacation or trip? Why is it memorable to you?	Journal 9.2 - When have you been involved in your community? What types of community service have you done? Why was this rewarding to you?	Journal 9.3 - How do people in your country take care of aging parents or grandparents? How do you plan on helping your parents or grandparents?	Journal 9.4 - Who has told you a significant family story that is part of your family's history? Why is this story significant to you?	50 minute in-class essay
	Note Taking Strategies Vocabulary Words	Note Taking Strategies Vocabulary Words	Note Taking Strategies Vocabulary Words	Note Taking Strategies Vocabulary Words	
Speaking	<u>Group Discussion:</u> San Francisco Then & Now	<u>Partner Discussion:</u> Share Journal Response & Respond	<u>Group Discussion:</u> Elderly Care of Parents	<u>Partner Discussion:</u> Share Journal Response & Respond	
	<u>Class Share:</u> Whiteboard	<u>Class Share:</u> Document Camera	<u>Class Share:</u> Whiteboard	<u>Class Share:</u> Document Camera	
Listening	"I Left My Heart in San Francisco" Song	"Volunteering" Poem	"Aging Parents" Audio File	"Mama and Papa" Song	
	Teacher Read Aloud Journal Share Response	Teacher Read Aloud Journal Share Response	Teacher Read Aloud Journal Share Response	Teacher Read Aloud Journal Share Response	
Viewing	"Panama -Pacific International Exposition Video" "San Francisco Today" Video	"American Red Cross" Video "Volunteering" Website "Second Harvest Food Bank" Video	"Lost Memories" Photo Essay "Caring to the End" Video	"Little House - Stories" Video "Hobo's Lullaby" Video	
Visually Representing	Worksheet 9.1a - T Chart Compare and contrast San Francisco Then & Now	Mind Map - Volunteer Opportunities	Worksheet 9.3a - Venn Diagram Elderly Care in the U.S. and other countries	Make a timeline of events from chapter 10	
Homework	Begin Chapter 10 Outline	Post a video or a website link about a local volunteer organization. Respond to 2 classmates.	Write a 250-word essay about how your family takes care of parents and grandparents.	Finish Chapter 10 Outline Work on Chapter 10 Study Guide	Chapter 10 Outline and Study Guide due by midnight on Canvas

(Hansen, 2014)

Appendix F: Online Journal Response Prompts with Instructor’s Model Response

Introduction – “Beloved Author”

Journal 1.1 – Challenging Experiences

Quote:

“She came from a family of pioneers, moving many times during her youth and braving new experiences in the wide-open spaces of unsettled America in the 1860s, 70s, and 80s” (Stone 6).

Journal Prompt:

Describe an experience where you were away from your home or country. What challenges did you face? Who welcomed you?

Journal Response:

I can remember the first time that I visited Denmark, which is where my husband is from. Not knowing Danish, I sometimes felt isolated and alone at the dinner table when everyone would be speaking Danish. Going to the grocery store was challenging for me as everything was in Danish and prices were in Danish Kroners. When I was going to make pasta sauce, I ended up opening a can of diced tomatoes instead of tomato paste! My husband’s family was very welcoming to me as they taught me a few words in Danish such as *Tak* (which means “Thank you”) and *Skol* (which means “Cheers”). Denmark was a beautiful place to visit and everyone was friendly there, but I was thankful to return home to beautiful Spokane! (128 words)

Chapter 1 – “From the Big Woods to the Prairie”

Journal 1.2 – Community

Quote:

“Neighbors took turns helping each other to construct their cabins before winter set in” (Stone 11).

Journal Prompt:

How do neighbors help each other in your country? Describe what the word “community” means to you and why it is important.

Journal Response:

In the U.S., when someone has been in the hospital or is not feeling well, people will help each other by making them a meal and bringing it to them at their home. When I lived in the country, our neighbor always helped us by cutting the hay for us in our wheat field. Neighbors can help each other in neighborhoods by helping shovel snow from their walkways, raking leaves, or helping each other with yard work. The word “community” is important to me because when people help each other it builds a world where people get along with each other. When people become a “community” it symbolizes friendships and peace is very important. (114 words)

Chapter 1 – “From the Big Woods to the Prairie”

Journal 1.3 – Artifacts

Quote:

“...although Laura was probably too young to form clear memories of her own, she later wrote about the cozy feeling in the cabin, with her mother singing and her father sitting by the fire...they loaded up the two covered wagons with everything they owned – Charles and his family in one, Henry and his family in the other – and left the Big Woods of Wisconsin” (Stone 11-12).

Journal Prompt:

What is an important artifact that someone has made for you in remembrance of a significant event in your life? Why is this artifact important to you?

Journal Response:

I can remember when my first daughter was born. My grandmother had taken the time to crochet a beautiful blanket for my newborn daughter. I can remember opening this homemade gift and remembering how soft it felt to my touch and how it smelled like my grandmother’s baking. The pink and blue yarn was carefully intertwined with each other throughout the blanket. As my grandmother is no longer with me, this blanket is kept in a special keepsake place. Sometimes I will take it out and remember the day that I received this wonderful homemade gift that she made out of love. (102 words)

Chapter 1 – “From the Big Woods to the Prairie”

Journal 1.4 – Moving

Quote:

“.....Osage would have to leave and find new land in Indian Territory (present-day Oklahoma)...That fall the Osage moved on, in long lines on horseback. They would never return – they had been pushed from their lands forever” (Stone 19).

Journal Prompt:

What memories do you have of a time when you had to move? How did you feel?

Journal Response:

After I graduated from high school, I had decided to move from my parents’ home to my own apartment. I was excited to move, yet I was scared. This would be the first time that I would be away from home and have to pay all of my own bills, buy my own food, make my car payments, and pay for other living expenses. I can remember one time that I did not have enough money to buy food, but I did not want to ask my parents for help. Sometimes I would feel discouraged and wonder if I could really live on my own.

Looking back on this experience, it taught me to appreciate everything that I have each day – my family and friends, food, clothing, a home, and my education because you never know when you may not have those things anymore. (143 words)

Chapter 2 – “The Big Woods Beckons”

Journal 2.1 – Journey

Quote:

“.....Charles was probably happy to pack up their lives again – as always, he loved the excitement of the journey” (Stone 21).

Journal Prompt:

Write about a time when you went on a long journey. What items did you bring? Did you forget to pack anything? What did you do?

Journal Response:

About 12 years ago, I can remember packing my car for a long camping trip along the Oregon coast. I took my two daughters along with me on this adventurous journey. We had to pack all of the necessary camping supplies such as: a tent, sleeping bags, pillows, camp stove, water, food, clothes, and a first-aid kit. One thing that we forgot to pack was our tent stakes to help keep our tent down when the wind blew. We were able to find a store that sold tent stakes, so I was very happy. We had a wonderful week camping at different campsites along the beautiful Oregon Coast. I will always remember this memorable camping trip with my two daughters. (120 words)

Chapter 2 – “The Big Woods Beckons”

Journal 2.2 – Shopping

Quote:

“Trading posts allowed pioneers to trade for supplies they couldn’t farm or make on their own. Families could buy flour, sugar, cloth, and even tin cans for storing preserved food” (Stone 25).

Journal Prompt:

What are your favorite stores or markets in your country? What types of items do they sell? Why do you enjoy shopping there?

Journal Response:

It is very convenient to go grocery shopping in the United States. Grocery stores are usually open every day of the week and some are even open for 24 hours, except on holidays. Stores like Fred Meyers and Costco tend to have everything from groceries to electronics under one roof. My favorite store to shop at is Trader Joe’s because I enjoy buying organic products and they have quite a selection. Of course, it is also exciting to

go to the Valley Mall when I have time to go clothes shopping. It is wonderful living in Spokane and having such a variety of stores and malls to choose from! (109 words)

Chapter 3 – “Prairie Plight”

Journal 2.3 – Houses and Homes

Quote:

“For a while, the Ingallses lived in a dugout house on the property, built right into the banks of Plum Creek” (Stone 30).

Journal Prompt:

Describe what houses are like in your country. What type of house do you live in? What do you think the difference is between a house and a home? What does the word “home” mean to you?

Journal Response:

Houses in the U.S. are made out of a variety of materials like wood, stone, bricks, and logs. There are also different styles of houses built depending on where you would like to live. There are mobile homes, 2-story Victorian homes, ranch-style homes, and log homes. I live in a ranch-style house that is made out of wood and has two floors. The difference between a house and a home is that a house describes more of what material it is made out of, but a home is more of the feeling you have while you are there. A home is a place where everyone feels welcome and comfortable. It is a place that is filled with memories of family and friends celebrating different occasions together. At the end of my workday, I enjoy going home to relax and feel comfortable. To me, this is where I feel “at home.” (150 words)

Chapter 3 – “Prairie Plight”

Journal 2.4 – Chores

Quote:

“At home, Laura helped with the chores. She took the cows to pasture, washed the dishes, and helped her mother look after four-year-old Carrie” (Stone 32).

Journal Prompt:

What chores did you have to do as a child? Which one was your favorite and why? Why do you think it is important to do chores? Be sure to use your five senses and a simile (compared to something else) in your response.

Journal Response:

Growing up, my parents expected me to do the weekly chores of making my bed, cleaning my bedroom, helping my mother prepare dinner, setting the dinner table, helping fold laundry, feeding our pets, and mowing our lawn. My favorite chore was mowing the lawn. This chore was my favorite because I can remember how the beautiful green grass looked and how it felt like a soft carpet of greenery under my bare feet. Sitting on the cool grass and hearing the birds chirping, I would enjoy the taste of ice-cold bittersweet lemonade while relaxing after a hard day's work. As I grew older, I realized how important it was to do these chores as a child, as it taught me the importance of a hard day's work and being able to take care of what I have. (137 words)

Chapter 4 – “City Life”

Journal 3.2 – Special Gift

Block Quote:

One day, before setting out on the walk home across the prairie from school, Laura and Mary stopped at a store in town. They saw a beautiful hair comb they knew their mother would like, but they didn't have the 50 cents to pay for it. The store owner offered to hold it for them, and the sisters saved the pennies they earned from doing extra chores until they had enough to buy it as a surprise for Ma. (Stone 35)

Journal Prompt:

What special gift have you bought or made for someone? Who did you give this special gift to? Why did you give this special gift to them?

Journal Response:

As a young child, I enjoyed making a variety of handmade gifts for my family for Christmas. My grandmother always said that, “A gift made from the heart is the best kind.” One Christmas, I decided to make my grandmother a phone book cover made out of yarn and plastic canvas. Every time that I would visit her house, I would notice this gift proudly on display for everyone to see. After my grandmother passed away, this phone book cover was returned to me. When I look at this special gift, I am reminded of my grandmother and how she appreciated me giving her a gift that was made from my heart. (112 words)

Chapter 4 – “City Life”

Journal 3.3 – Catastrophe

Block Quote:

Laura wrote: ‘The ground looked like a honeycomb it was so full of the little round holes where the grasshoppers had laid their eggs.’ When the eggs hatched in summer 1876, the prairie was devastated once again. Throughout Dakota

Territory and Minnesota, farms and businesses were ruined by the marching, munching army of grasshoppers. Many pioneers lost everything they had. (Stone 35)

Journal Prompt:

What significant catastrophe that has happened within your country is memorable to you? What kind of help did the people receive that were affected by this catastrophe?

Journal Response:

In late August of 2005, Hurricane Katrina hit the Gulf Coast of New Orleans and more than 1,800 people lost their lives. I can remember watching this story on the news and I was saddened by the devastation of people's lives, homes and businesses. Today, the aftermath of the devastation is still evident by the many people still out of work and the many homes that were vacated by those that moved elsewhere. As some of the people of New Orleans have received some assistance with food and housing, through the U.S. government, many people decided to move and never return. The aftermath of this tragedy continues to be evident even almost 10 years after the devastation. It is important to always remember those people who lost their lives on that sad day in August during this catastrophe. (138 words)

Chapter 4 – “City Life”

Journal 3.4 – Inspirational Teacher

Block Quote:

Laura was doing well at school and improving her math skills, an accomplishment of which she was very proud. And she and Mary liked their reading teacher, Mr. Reed, very much. Laura later wrote: ‘I have always been grateful to him for the training I was given in reading.’ (Stone 39)

Journal Prompt:

Who has been an inspirational teacher to you? What did they teach you? How did they inspire you and encourage you to be where you are today?

Journal Response:

While attending Eastern Washington University in 2009, I had a wonderful professor named Marilyn Carpenter. Within her class, we were required to read over 50 children's books and write a review of each book. As I began this assignment, I started to appreciate the beautiful illustrations within each book along with appreciating each story. Before this time, I did not frequently read because in high school I was required to read books that did not interest me. In doing this reading assignment, I began to appreciate books again. Marilyn Carpenter inspired and encouraged me to be where I am today at Eastern Washington University teaching university students and I am forever grateful to her for inspiring me to become a teacher. (121 words)

Chapter 5 – “Welcome Back to Walnut Grove”

Journal 4.1 – Disability

Block Quote:

But that winter, Mary suddenly became very sick. She had a horrible pain in her head and a high fever. Laura later remembered: ‘One morning when I looked at her I saw one side of her face drawn out of shape. Ma said Mary had had a stroke.’ Although Mary got better, her eyesight suffered. The nerves in her eyes had been permanently damaged, and she was going blind. (Stone 43-44)

Journal Prompt:

Who do you know that has a disability? What has this person done to overcome their disability? Why is this person significant to you and how do they inspire you?

Journal Response:

About 18 years ago, my best friend was involved in a tragic car accident in which her youngest son died. After this incident, she was found to have a mild brain injury which impaired her memory. She began to attend therapy sessions to help her overcome her injury and to try to regain her ability to remember things. Additionally, she attended training to help her gain employment after her brain injury. My best friend inspires me as I see the strength that she has in overcoming the loss of her son and the loss of her memory. Her courage and strength inspires me to continue to pursue my goals and to not give up. (114 words)

Chapter 5 – “Welcome Back to Walnut Grove”

Journal 4.2 – First Journey

Quote:

“When it was time to go, the Ingalls girls and Ma made the first part of the journey by train. This was their first train ride, and it took them to Tracy, Minnesota, where the rails stopped” (Stone 45).

Journal Prompt:

What exciting first journey have you traveled by plane, train, bus, or other public transportation? Who traveled with you? Why was this journey memorable to you? What do you remember most about this trip?

Journal Response:

I can remember my first airplane trip to Hawaii with both of my parents and my grandmother. As we boarded the plane, I was both excited and scared at the same time. When we took off, I was amazed by the beautiful sights that I could see from thousands of miles up in the air. Cars looked like miniature toys and the beautiful blue sky with the puffy white clouds looked like a sea of pillows! During the trip, we ate delicious food

and we were able to watch movies while we drank soda and ate snacks. All of the airline stewardesses were really nice and gave us pillows and blankets to make our trip more comfortable. This trip will always be memorable to me because of the wonderful time that I spent with my family on my first airplane journey. (141 words)

Chapter 6 – “On to De Smet”

Journal 4.3 – Memorable Age

Block Quote:

She was 13 now, and more aware of boys. On the way to school one day, one boy in particular caught her attention. Edward “Cap” Garland was a nice, outgoing young man. Laura later wrote that he was “tall and quick and he moves as beautifully as a cat. His yellow hair was sun-bleached almost white and his eyes were blue.” (Stone 52)

Journal Prompt:

In the U.S. turning certain ages such as 13, 16, 18, and 21 are significant. What significant birthdays do you celebrate in your country? What is the name of this special day? What do you remember about turning a certain age? What did you become more aware of?

Journal Response:

My most memorable birthday was when I turned 16. In the U.S. this is called a “Sweet Sixteen” birthday. It is a celebration where you are able to have a huge party and have many of your friends over to celebrate this special day. At my “Sweet Sixteen” party I was able to have many of my close friends over for wonderful food, birthday cake, and we played fun games. My mother had decorated our house with pink and white balloons and streamers. When I turned 16, my parents allowed me to start dating, so I was more aware of boys, like Laura. Turning 16 will always be memorable to me because of the wonderful memories of family and friends celebrating with me as I became “Sweet Sixteen.” (128 words)

Chapter 6 – “On to De Smet”

Journal 4.4 – Preparing for the Weather

Block Quote:

The trains, which carried crucial supplies as well as people, started having trouble getting through to De Smet as early as November. The last one to make it arrived in early January 1881. By that time, food and fuel were already running low throughout the town. The grocery store had nothing left to sell. People had to make do with whatever they had managed to save that would keep through the winter – mostly foods such as potatoes or preserves. (Stone 53)

Journal Prompt:

Winters were harsh in De Smet, South Dakota and people had to prepare ahead of time to have enough food for the winter months. What do people in your country do to prepare ahead for winter or extreme weather? Who taught you these skills? Why do you think that it is important to learn how to prepare ahead for extreme weather?

Journal Response:

Several years ago, I lived in the country and spent many difficult winter months. We lived far away from any stores so we would grow vegetables in the garden and pick apples from our apple trees. Preparing for the winter was difficult, as I had to take time to preserve the vegetables and apples by canning and freezing them. I would look for meat on sale at the store, or we would go hunting for venison and pheasants. My grandmother taught me the skills of preserving food, as she grew up on a farm in the country during the early 1900s. She was an avid gardener and enjoyed growing her own fruits and vegetables. One time, she told me a story about when she even had to butcher a whole deer by herself! I am so grateful to my grandmother who taught me the skills of preserving and preparing for the winter months. It is important to know these skills so that I can teach them to my children because one can never know when things may become unavailable due to harsh weather. (183 words)

Chapter 7 – “Bessie and Manly”

Journal 5.2 – Courtship and Dating

Block Quote:

In November, after a prayer meeting at the new church in town, Almanzo wilder asked if he could walk Laura home. Although she accepted, she wrote, ‘to be perfectly truthful, I was noticing Cap.’ Almanzo was almost 10 years older than Laura, but he was a respectable young man with a homestead of his own, and Pa liked him. He walked her home several more times after that. (Stone 57)

Journal Prompt:

Dating in the 1800’s was very different than how people date today. There were certain traditions or customs to follow. What age do people generally start to date? What types of dating customs do you have in your country? What types of rules are there in regards to courtship and dating in your country?

Journal Response:

In the United States, usually people start to date when they turn 16 years old. At this time, it is respectful if the parents are asked if they can begin to date one another. Going out to the movies with friends on a group date is common where the parents may drive if neither person has their driver’s license. As the couple continues to date, they usually will start going out on dates by themselves to dinner or rollerskating. A promise ring or necklace is sometimes given to each other to symbolize the “promise” of their courtship to each other. The rules of courtship and dating may depend on their religious convictions and their parent’s request. (116 words)

Chapter 7 – “Bessie and Manly”

Journal 5.3 – Nicknames

Block Quote:

On these long trips across the cold prairie, Laura and Almanzo got to know each other well. They even discussed what nicknames they should use for one another. Almanzo had a sister named Laura, so decided to call his friend “Bessie” as a nickname for Laura’s middle name, Elizabeth. When Almanzo told Laura his brother Roy called him “Mannie,” she thought he said “Manly” – and that suited her fine. And Manly didn’t mind at all! (Stone 59)

Journal Prompt:

What does your name mean? Where does your name come from? Were you ever made fun of because of your name? What nicknames do you have? What feelings do you have about your nicknames?

Journal Response:

My name “Kelly” means bold and a warrior. The name originated in Ireland. My parents are not Irish, however, but they chose this name because they liked the meaning. I can remember when I was about 7 years old in elementary school, children would tease me because of my name and they would call me “Kelly Belly” which really hurt my feelings. The only nickname that I have been called is “Kel” which I really do not like. The name “Kelly” is special to me as I like what my name means. I am thankful to my parents for giving me such a wonderful name. (105 words)

Chapter 7 – “Bessie and Manly”

Journal 5.4 – Marriage

Quote:

“One night, after a carriage ride across the prairie, Manly asked Laura to marry him...Laura and Manly were married August 25, 1885. She wore a black cashmere dress and insisted the word obey be removed from their wedding vows. The two entered into an equal partnership from the start”
(Stone 59).

Journal Prompt:

Where does a wedding generally take place in your country? What wedding traditions does your country have? What clothing will the bride and groom usually wear for the wedding ceremony? What takes place during the wedding ceremony and reception?

Journal Response:

A traditional wedding in the United States generally takes place in a church which is dependent on the couple's choice and their religion. Typically, the groom will not see the bride on the wedding day until she walks down the aisle accompanied by her father. The bride usually wears a long white dress that may have beautiful sparkling sequins and beads sewn on it. The groom will usually wear a rented tuxedo suit with a bowtie. During the ceremony, wedding vows and rings are exchanged and the promises that are made are sealed with a kiss. After the wedding ceremony, a reception takes place where family and friends are invited to celebrate with the newly married couple with food and drinks, music, and dancing. (124 words)

Chapter 8– “Hard Times”

Journal 6.2 – Special Ability

Quote:

“She hadn't necessarily wanted the life of a farmer's wife, but she loved Manly, so that was that. And she was capable of all sorts of tasks. She later said: 'I learned to do all kinds of farm work with machinery. I have ridden the binder, driving six horses.' Besides, Manly had been raised for this job, so he was a good partner to have” (Stone 63).

Journal Prompt:

What is your special ability? How did you learn this skill? What did learning this skill teach you about life?

Journal Response:

My special ability is being able to play the piano. When I was about 8 years old, I started taking piano lessons to learn how to read and play classical music. Additionally, my piano teacher taught me about music theory and writing music. These piano lessons and recitals continued until I was about 12 years old. At that time, I was able to play many classical pieces. I can remember my mother would make me practice the piano 30 minutes a day and she would also answer any questions that I would have while playing. Learning to play the piano taught me discipline and perseverance to not give up, to keep practicing in order to obtain a special ability. (119 words)

Chapter 9– “A New Page”

Journal 6.4 – Homelessness

Block Quote:

Laura wanted to sweep the floors clean before they slept in their new home, so they planned to start cleaning out the cabin and spend their first night on the wagon. But when Manly lit the lantern, he found a strange man inside the house. The man was hungry, and was looking to find food – or work so he could buy food – for his wife and five children. Even though there was little to spare, Manly

gave the man some salted pork and cornmeal and told him to come around the next day to help chop wood (Stone 63).

Journal Prompt:

When *The Panic of 1893* hit there was a severe state of nationwide depression and homelessness. Many people had lost their jobs as railroad companies went out of business and farmers were affected as the price of wheat dropped dramatically. What happens in your country when people are out of work and have no food or shelter? What types of help is available from the family or the government? What are your personal feelings about the issue of homelessness?

Journal Response:

Homelessness has been a concern for many people in the United States for quite some time. Many people have been affected by natural disasters or have lost their jobs which have caused them to lose their homes. The U.S. government has specific programs set up such as F.E.M.A. (Federal Emergency Management Agency) and housing and food programs to help those people in need. Sometimes homeless people may be homeless due to a drug or alcohol addiction in which family members may choose not to help them financially. My personal feelings about homelessness is that sometimes I wish that I could help more and that there were more programs to help them recover from their loss or addictions. I believe that there should be an increase in funding for counseling and mental health programs to help the homeless rebuild their lives. (140 words)

Journal 7.2: Sony de Paula- “I was tired of giving in.”

“.....*the only tired I was, was tired of giving in.*” (*Rosa Parks I*)



What did Rosa Parks mean by “I was tired of giving in”?

Rosa Parks was born on February 4, 1913. She grew up in a system controlled by the Jim Crow Laws called segregation – a racist system that separated blacks and whites in southern states. The Jim Crow Laws prohibited African Americans from sharing public facilities such as bathrooms, schools and buses with whites.

According to the Jim Crow Laws, the front seats of the buses were reserved for whites while African Americans had to sit on the back. If white passengers had nowhere to sit, they had the right to sit anywhere available, even if it was in the African American sitting section. In this case, the African Americans would have to give up their seat to the white passengers. Rosa Parks usually took the bus to go home after work, one day, when her bus arrived at the station, she entered through the front door, paid for her ticket, and left to re-enter through the back door. The Jim Crow Laws also prohibited African Americans from entering the bus through the front door. When Rosa got on the back of the bus, she found an empty seat on the front section reserved for African Americans. A white male passenger stood by her side; he did not have a place to sit in the front of the bus reserved for whites. Noticing through the mirror that the white male was standing by Rosa, the bus driver walked towards her and ordered her to give the man her seat. Rosa refused to obey the bus driver’s order, even though he threatened to call the police. Instead, she did not give her seat to the white male, she preferred to be arrested. She was tired of giving in.

What are you tired of giving into? What makes you feel like that?

I was born in Sao Paulo, Brazil, in a predominantly white population. Segregation was in the hearts and minds of many white Brazilians, especially in the 60’s and 70’s. From elementary to high school I was mistreated by white kids, and adults for being ‘Afro-Brasileira’ (African-Brazilian). In some occasions, name-calling such as ‘macaca’ (monkey), ‘urubu’ (vulture), echoed like an unpleasant melody in my ears. In others, I

was offered a banana, spitted on, even stoned while walking in the streets. I couldn't change the color of my skin. I cried! Tired of being bullied, I learned self-defense - MMA and Krav Maga which I currently practice. Stopping people from verbally abusing me wasn't possible, but I was determined to not let them hurt me physically anymore. There was also another battle I had to overcome, the self-petty-victim battle. Along with self-defense, I started writing and painting. I was tired of being mistreated, tired of feeling like a victim. I was tired of giving in. (170 words)

Chapter 10– “Life on Rocky Ridge”

Journal 7.4 – Generations

Quote:

“In the summer of 1902, Charles Ingalls – Laura’s Pa – was dying. Laura took the train back to De Smet to see him one last time. He died on June 8, 1902. Pa’s fiddle had played the soundtrack of Laura’s childhood, and when he died he left her the beloved instrument” (Stone 81).

Journal Prompt:

Family was very important to Laura Ingalls Wilder in the 1800’s. What significant memory or piece of past family history is important to you? Why is this important to you? When you look at this piece of family history what are you reminded of?

Journal Response:

Before my grandmother passed away, she gave me a picture of her family who had migrated to the United States from Germany. According to my grandmother, the picture was taken in Flint, Michigan before her great-grandmother and great-grandfather and their 7 children headed west. This picture is the only picture that I have of my grandmother’s ancestors, so this picture is very precious to me. When I look at this picture, I am reminded of the stories that my grandmother would tell me. She would tell me about all of the struggles and challenges that her father had to face as they began a new life in the western part of the United States in 1898. (116 words)

Chapter 12– “Rose Returns to Rocky Ridge”

Journal 8.4 – Women and the Right to Vote

Quote:

“The equality of women was another issue on people’s minds at the time. In many parts of the country, there were marches and parades in support of the cause. Of course, Laura believed in the equal partnership between a man and a wife, and this theme often cropped up in her writing” (Stone 96).

Journal Prompt:

Before 1920, women were not allowed to vote. They participated in protests to stand up for “their right to vote” which was later called The Women’s Suffrage Movement. Many women were put into jails and were poorly mistreated during this time. After this movement, “The Nineteenth Amendment finally prohibited the government from denying any citizen the right to vote due to gender” (Stone 97). Women were finally allowed to vote.

How do you think women must have felt having these restrictions placed on them? Are there any restrictions placed on women in your country?

Journal Response:

During the 1900’s and earlier women must have felt very angry to be told that they were not allowed to vote. I would feel as if I did not have an important place in my community or society to have a “voice” on certain issues and I may have felt angry. It must have been difficult to see others voting and to not be able to participate. In the U.S., an example of a restriction on women is when a woman wants to participate in a specific sport that is meant for men. For example, the National Football League (NFL) does not allow women football players to participate in the sport. (111 words)

Chapter 13– “A Mother – Daughter Arrangement”

Journal 9.3 – Overcoming Failure with Success

Quote:

“Rose sent Laura’s book to her agent, who in turn submitted it to publishers in hope of a book deal. While it received praise from some publishers, the nonfiction manuscript was rejected by all of them...Rose soon hired a new agent, George Bye...he submitted it to publishers. Once again, it was rejected” (Stone 103).

Journal Prompt: When has there been a time when you overcame failure with success? Who encouraged you to not give up? What did you do to help you succeed and not become discouraged?

Journal Response:

In 2009, I was attending Eastern Washington University taking classes towards my Bachelor’s degree in Elementary Education. I was required to take specific math classes for my degree. When I was in high school, I did not take higher level math classes, so I did not feel prepared to take a college level math class. The first quarter taking math, I failed. Quickly, I became discouraged and felt like giving up and not finishing my degree. My husband encouraged me to not give up and I enrolled for the class a second time. After the second attempt, and many visits to the math tutoring lab, I finally succeeded in passing the class! To this day, I am so thankful that I did not give up and that I was able to overcome my failure with success. (136 words)

Chapter 13– “A Mother – Daughter Arrangement”

Journal 9.4 – Strong Family Connection

Quote:

“However, there is no doubt that there was a strong connection between Rose and Laura. And as historian Stephen Hines notes, ‘It is a testimony to the strength of family ties that mother and daughter came through their six or seven years of close proximity, collaborating and competing over the same material, with their relationship still intact’” (Stone 106).

Journal Prompt: Who do you have a strong connection to within your family? Be sure to mention if this person is from your past or present. What special memories do you have of spending time with them?

Journal Response:

About 16 years ago, my grandmother Gladys passed away. She was very special to me because she was always there for me and I could talk to her about anything. The special memories I have of her are when I would spend the weekends at her house. We would spend time together in her beautiful garden where she grew a large variety of vegetables, flowers, and delicious strawberries. After picking fresh strawberries, we would sit on her back porch, overlooking the woods, and would have fresh strawberries with sugar and cream. We would talk and laugh about everything that was going on in our lives. The memories I have of my grandmother Gladys are very important to me, as these memories remind me of the strong family connection I had with her. (132 words)

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Valid through June 2015
Certificate of National Service – AmeriCorps – Received July 2013

PRESENTATIONS:

The Great Spokane Fire of 1889
Institute for Extended Learning – Spokane Valley, WA – 2012
Museum of Arts and Culture - Spokane, WA - 2010
The Importance of Literacy
AmeriCorps Community Service Day –
Downtown Spokane Public Library –2010

WORK EXPERIENCE:

Graduate Student Instructor **September 2013 – June 2015**
English Composition

Eastern Washington University, Cheney, WA

- Developed curriculum for multilingual writers
- Prepared daily lessons for English composition course
- Graded student exams and written student essays
- Provided feedback student progress through student conferences
- Maintained Canvas class web page with supporting documents for instruction and grades
- Participated in team collaboration quarterly meetings

**AmeriCorps Volunteer Coordinator
Employment Specialist
English Tutor**

September 2012 – August 2013

AmeriCorps – Spokane Service Team, Spokane, WA

- Tutored ESL, GED and Life Skills Adult Learners at the Institute for Extended Learning through Spokane Community Colleges
- Conducted weekly technology-integrated job skills workshops which consisted of creating resumes' and cover letters, assistance in completing job applications, interview techniques and job search follow-up skills
- Created and implemented technology-integrated workshops for students to successfully pass the Food and Beverage Workers' Permit test
- Assisted students to prepare for the written Washington State Drivers' written test
- Supervised five ESL AmeriCorps volunteers and organized their placement into non-profit organizations and assisted them with accurate time sheet completion

1st and 2nd Grade Elementary Teacher

2011 – June 2012

Pre-Kindergarten/Kindergarten Elementary Teacher

2010 – June 2011

Cornerstone Christian Academy, Spokane, WA

- Planned grade-level lessons adhering to Washington State Standards
 - Taught daily themed lessons including Bible, reading, writing, spelling, math, science, social studies, art, music and physical education
 - Produced weekly classroom newsletter to maintain open communication with parents
- Conducted parent/teacher conferences to review student's progress reports
 - Implemented classroom teamwork building activities which included classroom management
 - Collaborated with other teachers, staff members and principal in school year planning of activities

AmeriCorps Volunteer

January 2008 – April 2010

Eastern Washington University Student Teacher

Kindergarten and 3rd and 4th Grade

Grant Elementary, Spokane, WA

- Completed over 1000+ hours of classroom teaching and student contact experience
- Planned age-appropriate lessons and classroom activities aligned with district and state standards for full-day Kindergarten students
- Integrated early childhood practices, ongoing assessments, classroom management and maintained a safe classroom environment with established routines