

Lesson Plan 9: Elders' Storytelling Sessions

Grade Level: 9-12

Subject: Ethnic Studies / English Language Arts

Duration: 2-3 sessions

Standards

- **Ethnic Studies**

Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity, and gender. Apply these understandings to one's own social identities and other groups living in Minnesota

Benchmark: Investigate the connection between language and power and how it has been used for and against various racialized and ethnic groups. **(9.5.23.3)**

- **English/Language Arts** (Please see sample "[Conversations with Somali-American Leaders](#)" Community Leader Booklet to understand how the pieces come together in this writing process. Note that this booklet may be compiled from interviews across several schools.)

Writing: Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.

Benchmark: Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication. **(9.2.3.1)**

Writing: Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

Benchmark: Formulate self-generated questions that guide inquiry to solve a problem, generating additional questions for further research and investigation. **(9.2.7.1)**

Unit Overview:

These lessons build on the three guest speakers the students have already interviewed. Taken together, they provide the primary source material for a booklet on Somali American Leaders in the community. ([See example.](#))

Students engage with guest speakers from the Somali community who arrived in the U.S. as refugees. Through interviews, students gather personal narratives, analyze their content, and summarize the experiences shared, developing, editing, and laying out a booklet to be printed and distributed by the school/school district to capture the stories of these immigrants.

Learning Objectives:

By the end of the unit, students will: (Please share with students.)

- Understand the historical and cultural context of the Somali refugee experience.
- Conduct respectful and effective interviews with elders who serve as primary sources, applying their knowledge of journalistic basics.
- Summarize, draft, revise and layout these personal narratives in booklet format suitable for publication.
- Reflect on the significance of these stories in the context of ethnic studies.

Materials Needed:

- Audio recorders and/or smartphones for capturing photos and conversation.
- Notebooks and pens for note-taking.
- T-chart graphic organizers for note-taking. (Copies for each student – OR journal with T-charts to be drawn on pages).
- Access to computers for writing and summarizing.
- Projector for showing documentaries
- Storytelling handout
- Profile article on Rep. Ilhan Omar from Time magazine
- Scrap paper for exit tickets
- Editing Review Forms
- Access to ebook "Conversations with Somali-American Leaders"

Lesson 1.9: Introduction to the Somali Refugee Experience

Note: "DOK" throughout refers to Dept of Knowledge questions (Level 1: recall; Level 2: skills and concepts; Level 3: strategic thinking; Level 4: extended thinking)

Estimated Time	Content	Materials
15 mins. DOK 4	Introduction ("Ignite") & Turn & Talk <ul style="list-style-type: none"> • Ask students how many have had the chance to conduct an interview (i.e. talk directly with a primary source) before. • Have students turn and talk with a partner about their thoughts on WHY Somalis might have a largely oral culture? • Share info from the "<u>Backgrounder</u>" on the "whys" of the orality of Somali culture. 	Copies of <u>existing booklet</u> " <u>Conversations</u> " or ability to project it.

5 mins.	<p>Exit Ticket: (“Review”) Ask students to think about the role of storytelling in a culture that was an oral tradition until the language was first transcribed in the early 1970s.</p> <p>Ask if they have a preference for what role they play in the booklet – and to record it on the exit ticket. Remind them that they will need at least 2 photographers (not more) at least 2 editors of the full booklet (they will not also serve as writers), and at least 2 graphic designers, to lay-out the booklet in either Googleslides or Canva (or another program of their choosing).</p>	Scrap paper
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(Note: Assessments noted on following lesson plan.)

Lesson 2.9: Guest Speaker Session

Note: “DOK” throughout refers to Dept of Knowledge questions (Level 1: recall; Level 2: skills and concepts; Level 3: strategic thinking; Level 4: extended thinking)

Estimated Time	Content	Materials
5 mins.	<p>Prep for Guest: (“Ignite”)</p> <ul style="list-style-type: none"> • Ensure that students know their roles and have their supplies (graphic organizers for note-taking; cameras, etc.) • Ensure that students have plan for question-posing (whether ALL pose questions and in what order, or two interviewers at front of room) 	<p>Comfortable chair and water for guest.</p> <p><u>Graphic organizers for note-taking.</u></p>
35 mins.	<p>Guest Speaker (“Chunk”)</p> <ul style="list-style-type: none"> • Either student or teacher welcomes and introduces guest. • Students pose questions, allowing time for follow-up questions if there are unanswered details or points of confusion. • Leave time for guest to ask questions of students. • Share plan for upcoming booklet, ensuring that guest is willing to review draft of profile. • Thank guest and have a student escort them out of building. Offer a small gift if possible – OR a copy of the eventual booklet. 	
5 mins. DOK 3 DOK 4	<p>Debrief (“Chew”)</p> <ul style="list-style-type: none"> • As a class, discuss what went well. • Also ask if there are things that could be done differently to help the conversation flow? 	
10 mins.	<p>Draft Profile (“Review”)</p> <ul style="list-style-type: none"> • Have students review their notes, highlighting any direct quotes they captured. • Have them begin drafting their profile pieces, focusing on the question(s) they posed and the guest’s answers. Note that the class editors will pull together these pieces into a full profile. 	
Home-work	Completion of Mini Profiles	Differentiation by student capacity.

Note that this lesson can expand to include more community members depending on available time.

Assessment: The “[Do Your Part](#)” assessment can be used as a formative assessment for the students’ preparation for and engagement with the speaker.

Lesson 3.9: Editing Profiles/Writers' Workshop

Note: "DOK" throughout refers to Dept of Knowledge questions (Level 1: recall; Level 2: skills and concepts; Level 3: strategic thinking; Level 4: extended thinking)

Estimated Time	Content	Materials
10 mins.	<p>Introduction of Writing Workshop ("Ignite")</p> <ul style="list-style-type: none"> ● Idea that writing is a PROCESS. It's not "one draft and done". ● Point out that this portion of the class addresses English Language Arts standards such as: <ul style="list-style-type: none"> ○ Summarize, draft, revise and layout these personal narratives in booklet format suitable for publication; ○ Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; ○ incorporate feedback to develop and strengthen writing through revision, editing and publication. ● Remind students that everyone needs an editor – even authors like J.K. Rowling, who wrote the <i>Harry Potter</i> series, needs editors. That is because we all need audiences for our writing – to ensure that we are conveying what we mean to share, clearly. ● So ALL are authors AND editors in this class. Most will have preferences for one or the other role, but both are important to the final product. ● Students will be assessed for roles as each. 	Students' first drafts of profiles
5 mins. DOK 2	<p>Intro to Editing Process ("Chunk")</p> <ul style="list-style-type: none"> ● Pair students (or have students pair themselves). ● Explain that the first step is reading the paragraphs aloud to one another. This is because often the author can self-edit once they hear their writing aloud. ● Then share writing with partner. ● Use the form to guide the review of the writing, focusing first on content and secondly on technical issues. ● Have students review form and ask questions. 	<p><u>Editing Review forms</u></p> <p>Possibility to differentiate via teacher pairings.</p>
30 mins.	<p>Pair Editing ("Chew")</p> <p>At the same time as the pairs are working, pull aside the class editors of the booklet and the graphic designers.</p>	Differentiation of roles based on student strengths: writers and

	<p>At this point, roles become differentiated because the booklet editors will select the pieces to be included and will edit them into full profiles of each guest, pulling from the pieces the students submit. They will also write the introduction to the booklet, explaining the process. This is something they can begin during this time.</p> <p>The graphic designers will also meet to discuss their preferred software. The ultimate product will be a designed PDF that contains approximately six profiles. They will want to establish the template for the booklet at this point.</p>	<p>editors, photographers, and layout/designers</p>
<p>10 mins.</p> <p>DOK 2</p>	<p>Debrief (“Review”)</p> <p>Have students discuss what is working, what is not, and what their questions are at this point.</p>	

Note that these Writing Workshops can also expand to the amount of time/number of sessions available.

Formative and Summative Assessments:

- **Participation:** Engagement in guest speaker sessions and discussions (the [“Do Your Part”](#) assessment).
- **Interview Summaries:** Quality of written summaries based on interviews. ([Interviewing/Writing Assessment](#), [Community Expert](#))
- **Peer Feedback:** Constructive feedback provided during peer review. (Use the [Editing Review Form](#) for basic check, check-plus, check-minus assessment).
- **Reflection Piece:** Evaluation of insights and personal development articulated in the final reflection. Consider having students explore ...
 - What does an oral culture provide that is different from a “written” culture? What has been lost, and are these lost attributes concerning?
 - What does oral culture offer in terms of belonging and identity? What do people seek in “belonging”?
 - How do these assets differ from what comes through social media and tech-driven communication?