

**AAVED TEACHER PROFESSIONAL DEVELOPMENT
LESSON PLAN TEMPLATE: TEACHING HISTORY FROM DIVERSE PERSPECTIVES**

LESSON TITLE: Write to Me

GRADE LEVEL(S): Third Grade

LESSON AUTHOR(S): Sandra Lira-Santiago

AUTHOR AFFILIATION (SCHOOL): International Community School

LESSON RATIONALE/TRANSDISCIPLINARY CONNECTION/BIG IDEA:

This lesson is intended for third grade teachers to incorporate into their literary unit on craft and structure in literature as a single class session. This lesson aligns with the reading standards surrounding literary craft and structure. This lesson allows students to practice literary reading strategies associated with determining a character's point of view and distinguishing their own points of view.

Transdisciplinary connections made in this lesson include connections to writing standards for narrative writing. Students will compose messages to each other based on their point of view on the context of "Write to Me" by Cynthia Grady.

SUBJECT AREAS AND STATE PERFORMANCE STANDARDS ADDRESSED:

Reading

- ELAGSE3RL6: Distinguish their own point of view from that of the narrator or those of the characters.
 - *Learning Target: Students will be able to distinguish between the narrator's and their own points of view by identifying key textual evidence (ELAGSE3RL6).*

Writing

- ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - *Learning Target: Students will compose an opinion letter reflecting empathy and historical understanding (ELAGSE3W1).*

Math (Extension)

- 3.PAR.3.6: Solve practical, relevant problems involving multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models.

IB FRAMEWORK CONNECTION (optional):

- Open-minded - we consider and respect new perspectives.
- Communicators - we express ourselves in many different ways.

K-12 ASIAN AMERICAN FRAMEWORK EMPHASIS (optional):

- **Reclamation & Joy:** Creative Expression
 - Although Japanese Americans were relocated to incarceration camps, it allowed for the community to come up with creative ways to continue maintaining relationships between community members.
- **Community & Solidarity:** Resistance & Solidarity
 - Although Japanese Americans were forcibly removed to incarceration camps, it did not stop the sense of community between community members. Writing made it possible to continue friendships.

GLOBAL CONNECTION (optional):

INSTRUCTIONAL TIME OR CLASS SESSIONS REQUIRED: 2 sessions (60 minutes each)

CONTENT BACKGROUND

This lesson incorporates cultural history and raises awareness about the effects of Executive Order 9066 which resulted in the forced relocation of Japanese Americans in 1942. Executive Order 9066 was enacted by President Franklin D. Roosevelt in response to the attack on Pearl Harbor. During this time, there was a sense of high distrust against the Japanese American communities in the United States. This executive order resulted in Japanese Americans being forcibly moved from their homes, severing connections and bonds.

Among those affected were countless children who had to leave behind their friends, schools, and neighborhoods. Clara Breed, a compassionate American librarian, recognized the injustice and sought to offer comfort. She provided children with postcards and books, encouraging them to write to her from the camps. Clara's correspondence with these children became a lifeline of hope and connection during a dark period in their lives.

This narrative non-fiction book, "Write to Me" by Cynthia Grady, shares the messages sent from Katherina Tasaki to her librarian, Clara Breed.

Book : "Write to Me" by Cynthia Grady

- Katherin Tasaki tells her librarian, Clara Breed, that all Japanese Americans living on the West Coast are being forcibly moved into incarceration camps. It's 1942, just after Japan attacked Pearl Harbor during WWII. Miss Breed gives her young patrons penny postcards, asking them to write to her. And they do, back and forth over three long years.

Reading: Point of View

- In this lesson, students will determine the character's point of view by reading their letter to Asian American Voices for Education – 2024 Georgia Educator Fellowship Cohort

Miss. Breed. Students must be able to identify positive and negative words, analyze the context, and determine the character’s feelings about the topic. Students will then compare their own viewpoints to that of the character.

Writing: Opinion Writing

- In this lesson, students are asked to share their own point of view on the book “Write to Me”. Students will be tasked to answer the following prompt: “Clara Breed helped children in the camps by sending them books and postcards. Do you think she made a big difference in their lives? Why or why not? Use examples from the story to explain your point of view.”

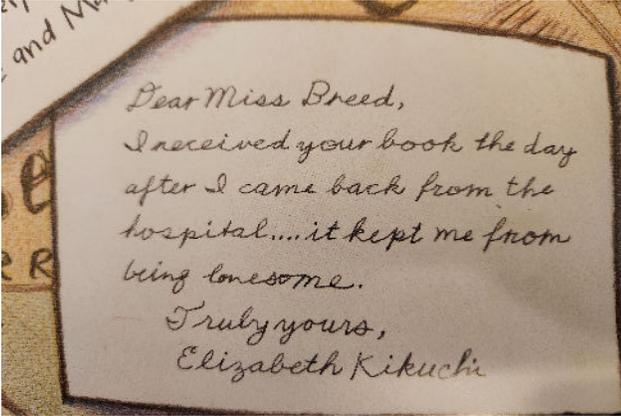
Math: Multiplication Fundamentals

- In this lesson (extension), students will use their multiplication facts and fluency to determine the hidden messages for Miss Breed.

ACTIVITIES/LESSON OUTLINE:

Prior to Lesson (<i>real-aloud</i>): Read “Write to Me” by Cynthia Grady (10 minutes)		
Session 1 (50 minutes)		
Lesson Segment	Description	Teacher Note
Connection (10 minutes)	<p><i>Mystery Illustration</i> Students will look at 3 different zoomed in image points of the following illustration:</p>  <p>Without revealing the entire illustration or book author information, students must determine the context of the illustration. At each image point, ask students what they notice or observe.</p>	Do not reveal book author information. Probe students to analyze and discuss. To gain a better sense of Mystery Illustration, see slides 2-6 in lesson slides .

	<p>Discuss these observations as a whole group and actively prompt for more information.</p> <p>As we progress through this activity, students should be able to determine some book information.</p> <p>The illustration captures Miss Breed reading a postcard from Margaret Arakawa.</p>	
<p>Teach (10 minutes)</p>	<p>Reading Strategy Review the reading strategy for determining point of view in literary texts (see slide 7 for a kid-friendly version).</p> <ul style="list-style-type: none"> ● As you read, highlight opinion words or phrases. ● Answer: “How does the character or narrator feel about the topic?” ● Compare your opinion to the character or speaker. ● Write down your thinking on a sticky note using the sentence stem. <p>Teacher Think Aloud Teacher will model applying the reading strategy to message seen in the Mystery Illustration activity. Revisit Margaret Arakawa’s message and go through reading strategy step by step.</p> <ul style="list-style-type: none"> ● <i>A Sample Think-Aloud: “Alright, let’s take a moment to revisit Margaret’s message to Clara (display message). Let’s determine Margaret’s point of view in the letter that she writes to her favorite librarian (display reading strategy). First, we want to start off by identifying opinion words and phrases that we find. Let’s read the message fully once first (read message aloud). Aw, this sounds like a sweet and polite message - I have a feeling the point of view will be very similar. But now, we must prove it by rereading to identify the words and phrases that made it sound so sweet and polite (reread and highlight). So, students, looking at the words and phrases and thinking about the overall context, what is Margaret’s point of view here? I can say with confidence that Margaret has a positive point of view of her librarian visiting her at the depot. Now that we know Margaret’s point of view, let’s compare. Personally, I would also feel the same! I would be very delighted if my librarian came down to visit me from far away after moving - I would feel very special! Finally, it’s time to share and communicate our findings on the sticky note (jot down)”</i> 	<p>During your think aloud and model, it is most effective to display the message and reading strategy for students to refer to. This can be done through a document camera or by using the lesson slides.</p>
<p>Active Engagement (20 minutes)</p>	<p>You’ve Got Mail! In this collaborative activity, students will determine the point of view of their messages.</p>	<p>Student friendly directions in slide 10.</p>

	<p>Each pair of students will receive a postcard. Students must determine the point of view of the messenger and also compare their point of view with the messenger.</p> <p>Whole-Class Debrief Allow students to share their findings or experience(s) with their classmates. It is effective when students can share their messages and findings under the document camera.</p>	<p>Materials are required here: envelope, pencil, sample postcards, sticky note.</p>
<p>Mini-Lesson Practice (10 minutes)</p>	<p>Mini-Lesson Practice Students will now independently apply today's reading strategy on point of view with a message from the book.</p>  <p>Allow students 10 minutes to work independently.</p>	<p>Provide the appropriate accommodations for learners (e.g. read aloud for ELLs, sentence stems, etc...)</p>

<p>Session 2 (50 minutes)</p>		
<p>Connection (10 minutes)</p>	<p>Activate Prior Knowledge Hold a brief class discussion. Ask the class “readers, what do you know about point of view?” have students share their thoughts.</p> <p>Writing Introduction Hook: Ask, “Have you ever helped someone? How did it make them feel?” Briefly discuss how small actions can make a big difference.</p> <p>Explain the Goal: Share the prompt: “Do you think Clara Breed made a big difference in the children’s lives? Why or why not?” Tell students they’ll write their opinion and back it up with reasons.</p>	<p>Slides are available for this lesson. However, for the writing workshop, real-time modeling (preferably under a document camera) is most effective.</p>

<p>Model Writing (10 minutes)</p>	<p>Model the following under a document camera:</p> <ul style="list-style-type: none"> ● Step 1: Write an opinion paragraph together. Use a graphic organizer (like OREO: Opinion, Reason, Example, Opinion). Example: <ul style="list-style-type: none"> ○ Opinion: “I think Clara Breed made a big difference in the children’s lives.” ○ Reason 1: “She gave them books to help them feel less lonely.” ○ Reason 2: “She sent postcards so they could stay connected.” ○ Example: “In the book, Katherina wrote to Clara about her experiences, and it helped her feel better.” ○ Conclude: “This is why I think Clara really helped the children during a hard time.” <p>Write this on the board while explaining each part.</p>	<p>Use a graphic organizer of your choice (e.g. OREO)</p>
<p>Guided Practice (15 minutes)</p>	<p>Provide students with a graphic organizer.</p> <ul style="list-style-type: none"> ● Have students brainstorm their own reasons and examples using the graphic organizer. Provide sentence starters: <ul style="list-style-type: none"> ○ Opinion: “<i>I think Clara Breed ____.</i>” ○ Reason: “<i>One reason is ____.</i>” ○ Example: “<i>For example, ____.</i>” ○ Conclude: “<i>That’s why I think ____.</i>” 	<p>Teachers should be actively coaching.</p> <p>Provide writing buddies if needed.</p>
<p>Independent Writing (10 minutes)</p>	<p>Students write their own opinion paragraphs based on their organizer. Remind them to include at least two reasons with examples.</p>	<p>Teachers should continue to actively coach.</p> <p>Leave examples up for students to review.</p>
<p>Share and Reflect (5 minutes)</p>	<p>Invite a few students to read their paragraphs aloud. Celebrate their effort and discuss how their reasons supported their opinions.</p>	

Lesson Extension		
Extension	<p style="text-align: center;"><u>What's the secret message?</u></p> <p>Determine the secret message in the letter.</p> <p>Answer: DEAR MISS BREED THANK YOU FOR THE BOOKS IT MAKES OUR DAYS BETTER</p>	This can be used as a math warm-up or a math center activity.

**INSTRUCTIONAL SUGGESTIONS AND RESOURCES TO LINK TO STUDENT EXPERIENCES/
PRESENT DAY:**

Suggestions:

- Prior to the lesson, it is suggested to read this book during a read-aloud block.
- During the lesson, connect your own personal points of view to the messages in the book.

Resource(s)

- [Read Aloud Video](#) (YouTube) - "Write to Me" By Cynthia Grady
- [Lesson Slides](#) - Point of View_ Write to Me_ Lira-Santiago

Materials Required:

- Book ("Write to Me" by Cynthia Grady)
- Google Slides - [Lesson Slides](#)
- Envelopes
- Pencils
- [Postcard samples](#) for envelopes
- [OREO Graphic Organizer](#)
- Extension Activity - [Multiplication Secret Message](#)

OPTIONAL: ASSESSMENT OF STUDENT PERFORMANCE:

Students will compose an opinion piece answering the following prompt: Do you think Clara Breed made a big difference in the children's lives? Why or why not?. Students must include multiple reasons and evidence to support their responses.