



Inquiry Project

Fulbright Distinguished Awards in Teaching Program for International Teachers (DAI)

**Building a Culture of Self-efficacy and Motivation in our Classrooms:**

**Exploring Thinking Routines in Mayflower Primary School, Singapore**

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## Acknowledgments

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Last but not least, I am thankful for the love and support from my new-found family, the 20 FDAIs from 14 different countries. Listening to your perspectives, your fervour, and your passion has made me even more determined and resolute to do my utmost for my students back home and to keep our connections going strong while we persevere to create the best learning experiences for our learners of tomorrow as nurture them across different parts of the world!

This project is dedicated to my colleagues in Singapore and to the fraternity of educators who will benefit from enacting thinking routines in their own classrooms. It is my hope that we start listening more to our little ones and facilitating their learning and thinking dispositions that will hold them in good stead, long after they leave the protective shelter of our love and guidance because “We are Better Together!”

## **Autobiography**

I am a Senior Education Officer with the Ministry of Education, Singapore and hold a MA in Applied Linguistics from the National Institute of Education, Nanyang Technological University of Singapore. I take on the following management role in school:

- Lead of the Student Development Team
- Year Head from Primary 5 and 6 levels
- Steering Committee member in the Curriculum, Pedagogy & Assessment Team

I am a firm believer in lifelong learning, and I investigate evidence-based approaches on how to increase students' self-efficacy and motivation by exploring the use of thinking routines so that all students can and will continue learning regardless of where their starting points are.

## **Executive Summary**

Self-efficacy, which is the belief a student has in his or her ability towards any given task, plays an important role in helping students regulate their learning (Stempien, 2022). When students feel a sense of confidence and belief in their own ability to deal with tasks assigned to them, it would naturally motivate them in their learning. Motivation is defined by Fulmer and Frijters (2009) as consisting of factors, including biological, physiological, social, and cognitive, that control behavior.

Some students are effective in making their thinking visible by concretizing their thoughts through various modalities. Given the diversity of students in our classrooms and the dynamic nature of any meaningful classroom interaction, there is a need for educators to provide opportunities that will help make students' thinking visible, so that they can achieve deeper learning and become agents of learning for each another.

In this project, I explore the use of questioning and thinking routines to help deepen students' learning in the classroom. When students are interested in what they learn, their levels of self-efficacy and motivation increase, resulting in positive learning behaviours. This is further supported by Pintrich (1999) who posits that adopting mastery and relative ability objectives can help with self-regulated learning, whilst positive self-efficacy and task value views can help with self-regulated behaviour.

Based on the research carried out, I proposed certain enhancements to a Grade 5 English Language Arts (ELA) lesson on Close Reading (see Appendix A). As part of the lesson enhancement, I framed the narrative that students have been reading against a larger theme: Unfairness. Questions were intentionally designed and structured discussion platforms to facilitate visible student thinking, both within smaller groups and the entire class.

Subsequently, after collecting feedback from my partner teacher and the students on their thoughts on how they felt the lesson went, I customized a facilitation plan (see Appendix B) for a professional development sharing session that is contextualized for English Language educators in Singapore.

The workshop is designed to provide an opportunity for participants to understand the rationale behind the enhancements that I made to the Grade 5 ELA lesson and to be immersed in the process of deep learning through discussions that they have with others.

I believe that the successful enactment of this strategy ultimately hinges on the willingness of the teacher to plan and allow for discussions to take place in the classroom. However, for teachers not to lose control of the discussion, they will need to structure intentional discourse. Whilst planning, platforms for students to make their thinking visible must also be provided in order for deeper learning to take place. With deep learning, it is my hope that students can then transfer the skills they have learned to other domain areas, both within and outside of English Language learning.

## **English Language Learning in Singapore's Context**

English is used as the main medium of instruction in the classroom in Singapore. The English Language Syllabus 2020 for the Primary level (Ministry of Education Singapore, 2020, p.6) gives foci on the development, reinforcement, and extension of language skills in primary years through an enjoyment of the language with one of the aims of developing an independent use of the language. The syllabus goes on to lay out the importance of being linguistically and communicatively competent, adaptable, and flexible in the use of the language.

The syllabus document posits that creative self-expression, affective engagement, interaction, and positive attitudes and behaviours are all pillars of language learning. It further emphasizes how students should be given opportunities to develop their metacognition to be able to think critically, introspectively, flexibly, and creatively whilst being socially respectful and confident in forming their own opinions and perspectives. Facilitating such discussions through social interactions within a classroom would greatly incentivize the students' learning and promote respectful and confident exchanges. All these are not just tied to language learning but also to develop our learners to have life-long competencies that will help them thrive in the volatile, uncertain, complex, ambiguous world long after they leave our educational institutions.

Therein lies a few critical questions: how do teachers in the Singapore classroom enhance students' motivation to learn something? What structures should we as educators put in place to help students feel motivated to want to not just learn, but also to learn more? How can we help students connect the dots in all that they have learned? Does student efficacy have a bearing on their motivation and regulation?

I personally believe that the way forward is in structure and routines in the classroom. Being intentional about the structures and routines we put up in a classroom will be a positive

catalyst in driving students' learning. This is encouraged by Ritchhart and Church (2020) who suggest that cultivating engaged students entail structuring processes and providing platforms that help them see the relevance of what they learn and at the same time allow them to take the driver's seat in directing their own learning.

To plan instruction efficaciously, we must first learn to slow down and listen to our students' voices (Ritchhart & Church, 2020). Listening to our students' voices enables us to better understand their thought processes, conceptions, and misconceptions, which will then allow us to design instruction that best caters to their learning needs. Some of the questions that will guide us, as educators, in the quest to develop better instructional material are – what do the students know? Where did they derive their sources of information from? Are their knowledge bases and ideas sound? How do we go about facilitating re-learning if needed, and what can we do to further stretch and deepen their thinking?

All the questions above, I believe, can be achieved if we encourage students to make their thinking visible through the structuring of intentional dialogues to meet the intended learning outcomes of our lessons.

### **Intentional Dialogues: Key to Enhanced Learning Experiences**

For the students to be capable of applying what they have learned across different contexts does not happen by chance. As teachers in the classroom, we need to engineer for it to happen. The provision of routines and structures that promote discussion must be intentionally engineered by the teachers for deep learning to occur. Deep learning is defined as “the process through which an individual becomes capable of taking what was learned in one situation and applying it to new situations (i.e., transfer)” (Solvik & Glenna, 2021, p. 345), as quoted from the National Review Council.

van Loon, et al. (2021) studied how teachers' classroom instructions are connected to children's metacognition and learning in elementary school. They found that the teaching of

skills for students to tap into their cognition was positively correlated with their performance and accuracy in their self-monitoring abilities. Results from this study suggested that “the content of teacher instructions affects children’s strategy knowledge, strategy use, and performance” (van Loon et al, 2021, p.625). This means that it would be important for us, as educators, to be intentional in the provision of handles to students that will enable them to tap into the powers of their metacognitive skills. One way to do so would be to structure intentional dialogue to help them further build upon their own understanding of the topic being discussed.

This idea of intentionality is further reiterated by McTighe and Silver (2020) that simply giving students instructions and answers is insufficient. Instead, it would be important that students are taught how to apply knowledge learned in different contexts via the use of higher-order thinking skills. Dialogues that are intentionally structured to allow students to think about their own thinking whilst allowing others to provide input to their thinking, help make learning purposeful and meaningful.

As educators, we all know the importance of getting students to think about their own thinking. However, being constantly assailed by multiple expectations, and being compounded by the limitation of instructional time in the classroom, how do we make a deliberate effort and choice to provide students with the ability to think about their thinking? How can we structure curriculum instruction so that the students become agents of one another’s learning which will eventually lead to deep learning?

For such conversations to be able to take place in the classroom, teachers must design the learning space such that students feel that it is safe and conducive for them to do so. This is further reiterated by Solvik & Glenna (2021) where research showed that the promotion of strong teacher-student relationships is commonly associated with the students’ “affective and cognitive outcomes” (p. 346). When students feel safe to speak up and are generally positive



in their learning, they are then able to tap into the inter and intra-personal abilities of collaboration and communication and become more motivated as learners (Ritchhart & Church, 2020). These competencies are demonstrated by the students embodying the goals of deep learning (Solvik & Glenna, 2021). Mercer and Littleton (2007) who study the effects of talk on students' learning further espouse that the talk that occurs when students are actively engaged in collaboration with their peers in learning plays an important role in their personal cognitive development.

Thus, I surmise the importance of two key considerations when planning our lessons within any given classroom:

- the importance of having strong teacher-student relationships with our students, and
- structuring meaningful and intentional dialogue that affords students the platform to articulate their thinking.

I am convinced that classroom interaction quality is critical in helping students deepen and enhance their learning. When our students' learning is enhanced, they can then build their knowledge bases and in turn their self-confidence. When the students are confident, their self-efficacy will in turn also increase, which would naturally motivate them in their own learning.

### **Making Connections for Purposeful Learning**

With the finite amount of time, we have in the classroom with our learners, it is important for us to revisit how we best make use of it. By considering what is critical for our learners, the responsibility is vested in us, as educators, to make every second count in our classrooms.

One way is to ensure that we are purposeful in teaching our students the skills to be able to transfer their learning across different contexts. In fact, I believe that this is one of the key success indicators of a well-designed and well-enacted lesson. Once such skills are developed, they will be able to connect discrete learning into larger contextual frames.

Learning should not be mere rote memorization. With the technology infrastructure of today and an abundance of information that is made readily available at the click of a button, there is no immediate urgency for our students to learn things through memorization. Instead, it becomes critical that students develop the skills to decipher which information best serves their learning and can discern if it is reliable and helpful for their learning. Hence, I strongly believe that there is a greater need to develop thinking routines and dispositions in our students so that they can continue to thrive in an ever-changing world.

This ability to make connections to larger ideas will hold our students in good stead way after they leave the educational institutions and into the real world. Such attributes will also in part, develop our students' grit and resilience. Duckworth (2016) sums it up aptly when she shares that such skills can be developed through developing a myriad of experiences for the learners in our classroom.

### **Promoting Motivation and Regulation in Students' Learning**

When students have the ability to connect their learning with prior experiences, they will see value in what they learn. When this value is made apparent to the students, I truly believe that they would then be self-motivated and regulated in their own learning.

When students believe in their own abilities, they will be more likely to be motivated to take their learning further. This is further supported by Pintrich (1999) who opined that students who perceived that they had the ability to perform a task and understand its relatable value, were more likely to be self-regulated and motivated in their learning.

There are many achievement and motivation constructs in the field of educational psychology, and I particularly believe that motivation is instrumental in helping our students learn. My belief is further supported by Eccles & Wigfield (2000) because they opine that motivation plays in influencing a learner's choice, persistence, and performance toward any given task.

Thus, if we provide students with the handles to think about what they are learning and connect the different dots in their learning and give them the platform to become agents of one another's learning, we would be helping them grow their self-efficacy beliefs which would, in turn, result in them being more motivated and regulated in what they do. These handles would be the strategies we deliberately engineer into our lessons, through the exploration of structured dialogue and platforms for them to be heard and to hear.

### **The Rationale behind the Suggested Changes to the ELA Lesson**

Taking reference from all the readings I have done, I made recommendations to further enhance a close reading lesson conducted with two Grade 5 English and Language Arts (ELA) classes.

The original Core Knowledge Language Arts (CKLA) Scope and Sequence (Amplify Education, Inc., 2017a) document (see Appendix C) required the teacher to teach the students how to identify the evidence within a text to support a certain point of view. The students had to respond to the close reading questions and identify evidence that the protagonist - Rosa Parks, brings out in the narrative to support her point that segregation was unjust. The original deck of PowerPoint slides that would be used to teach this lesson can be found in Appendix D.

Looking at the lesson as mapped out in the deck of PowerPoint slides, I thought that it would be imperative to anchor the lesson on a concept-based curriculum design, as suggested

by McTighe and Silver (2020), where we were encouraged to “frame curriculum and instruction around important ideas” (p.167).

The suggested enhancements to the lesson which I had proposed to my partner teacher were framed against the broader theme of “Unfairness.” The additional questions and activities designed for this close reading lesson were aimed at helping students make connections to this broader theme. As the notion of unfairness would not be alien to the students, I wanted them to be able to draw connections to what this theme meant to them. Consequently, one of the other aims would be to facilitate the lesson such that the students would be able to draw the links between their own experiences with that of the intent the protagonist had wanted the readers to connect with via the narrative in the CKLA reader (Amplify Education, Inc., 2017b) in Appendix E.

The details of the lesson plan can be found in Appendix A. The rationale behind the introductory activity was to offer a platform for the students to share their thoughts. At the same time, the conversations would help us, as teachers, to have the opportunity to hear what the students have to say based on what they perceive to be unfair. This will also help us to understand if there may be misconceptions in the students’ understanding. If the students had a clear notion of what unfairness looked, sounded, and felt like, we could then continue to delve deeper into the narrative and get students to make justifications as to why they felt there was the notion of unfairness.

You will also find in Appendixes F and G, the summarised feedback provided by the students and the teacher after this lesson had been concluded.

### **Limitations of the Inquiry Project**

There is always room for growth in any research. To contextualize the entire inquiry process, I would like to set forth its limitations:

- I only had the opportunity to conduct the lesson in 2 different ELA classes. As the lesson was only conducted once, and with the aim of providing the students with opportunities to make their thinking visible to deepen their learning, I am unable to study the correlation of the efficacy of questioning routines with the student's ability to transfer that learning to other domain areas.
- Curriculum design is hinged upon the administration standards espoused by the different states and districts. More often than not, even when planned in the best interests of the students, such standards may lead to unintended outcomes of developing passive learners due to how lessons are designed.
- I do not have sufficient data points to track and observe how implementing such questioning techniques would indeed lead to the type of learner's behaviour that I hope to promote: self-motivation, efficacy, and regulation.

Had there been more time to co-plan and co-teach with my partner teacher, I would have been able to better observe if the purposeful and intentional structuring of lessons would indeed meet the outcome of promoting students' agency to think about their own thinking and applying it to different contexts which embody the essence of deep learning. Additionally, more time would have allowed students to answer the question of whether such learning structures would indeed raise their self-efficacy and motivation.

That said, I still want to advocate for my students' learning and encourage the larger faculty to be intentional about making learning meaningful and purposeful for our learners. Every second within the classroom is precious. Let us ensure that we use each in a such way that provides only the best to our learners. We owe it to our students to do a good job.

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## Appendix A

### Suggested English Language Arts Lesson Plan and Accompanying Resources for Grade 5 to Partner Teacher

Time/Duration	To Do	Documents and/or Remarks	Rationale for Activity
1. 15 min	<ul style="list-style-type: none"> <li>- Prior to the start of the actual close reading lesson, I am suggesting, for your consideration, to screen parts of a youtube video that would help students connect with the earlier segments of the Rosa Parks story that they would have read about.</li> <li>- We will screen the video and stop at “0:38 and ask:               <ul style="list-style-type: none"> <li>i. Based on what we’ve read so far about Rosa Parks, what do you think was viewed as fair or unfair from two different lenses?                   <ul style="list-style-type: none"> <li>A. What would the people of colour view as unfair? Why?</li> <li>B. What would the whites view as unfair? Why?</li> </ul> </li> </ul> </li> </ul>	<p><a href="https://www.youtube.com/watch?v=kGisA_Q0w1c">https://www.youtube.com/watch?v=kGisA_Q0w1c</a></p> <ul style="list-style-type: none"> <li>- For this segment, we will get students to work with the group to discuss their perception of unfairness from 2 different points of view.</li> <li>- As students discuss, they will fill in their group’s response in the worksheet – “Notion of Unfairness” – <b>Appendix H</b></li> <li>- The teacher will walk around the class, group to group, to facilitate the discussion and to listen to what the students are sharing.</li> <li>- Get groups to volunteer their responses to be shared with the class. Peers from the class can</li> </ul>	<ul style="list-style-type: none"> <li>- This activity helps us to understand the students’ perception of unfairness. This will allow us as educators to check if students are on common ground and if further unpacking might be necessary.</li> <li>- Such questioning techniques allow us as educators to better understand the thoughts of our students. This will help us in the packing of the CKLA reader and also decide how much</li> </ul>



Time/Duration	To Do	Documents and/or Remarks	Rationale for Activity
		agree or add to their group's responses.	deeper we could delve into the narrative.
2. 10 min	<ul style="list-style-type: none"> <li>- Following the discussion above, we will resume the YouTube video and pause it at "0:39".</li> <li>- We will then ask the question:               <ul style="list-style-type: none"> <li>i. What are some of the perceptions you have that you feel are fair/unfair practices in school? Why do you say so?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- In this segment, we will allow for a free flow of sharing. As we listen to the responses of the students, we will look for opportunities to connect them to the emotions that come with the experiences of the students.</li> </ul>	
3. 20 min	<ul style="list-style-type: none"> <li>- Based on what we have read about Rosa Parks thus far, the central theme seems to be revolving around the notion of fair/unfair practices.</li> <li>- For today's close reading activity, the focus will be on one incident on board the bus that led to Rosay Park's arrest.</li> <li>- As we read aloud pages 41- 42 of the CKLA reader to the students, we want students to mark next to the parts of the text with an "!" which they felt seemed unfair to Rosa Parks and the other persons of colour on board the bus with her.</li> </ul>	<ul style="list-style-type: none"> <li>- As we discuss the text with the students, we want to hear how they feel about the treatment of Rosa Parks based on what they have read thus far. We also want to understand the evidence they can come up with evidence that points</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be informed that there are neither right nor wrong responses in this segment. They will be required to justify their reasoning with sound</li> </ul>

Time/Duration	To Do	Documents and/or Remarks	Rationale for Activity
	<ul style="list-style-type: none"> <li>- We will ask students:               <ul style="list-style-type: none"> <li>i. Based on what we have read thus far, how do you think Rosa Parks and other persons of colour were treated during that time period?</li> <li>ii. How might they feel about it?</li> <li>iii. Why do you say so?</li> </ul> </li> <li>- We also want to give focus to the other characters mentioned in the story – the other side characters. This is important as they add ideas into the narrative and also inform us of the feelings or emotions of the other characters e.g. the other passengers on board the bus together with Rosa Parks, Rosa Parks’ grandfather, the bus driver, etc.</li> <li>- We will continue to read pages 43 – 44 of the CKLA reader to the students and continue with the questions below:</li> </ul>	<p>toward the notion of unfairness. We also want the students to be able to see events unfolding from the perspective of the protagonist – Rosa Parks.</p> <ul style="list-style-type: none"> <li>- We will distribute a worksheet (<i>Appendix I</i>) for students to think about how the different characters in the narrative might be feeling and to look for evidence within the text to support their responses. The final row in this worksheet will give students an opportunity to fill in a quote from any part of the narrative that they might have felt strongly about and note down how that character might have been feeling at that point in time and</li> </ul>	<p>evidence from the narrative that informs them as such.</p> <ul style="list-style-type: none"> <li>- This activity allows us to hear the voices of the students and help us to understand what they are thinking. As this is a relatively new activity to the students, we would need to scaffold their learning and get them used to questioning their own thinking and rationalizing it with evidence from the text.</li> </ul>

Time/Duration	To Do	Documents and/or Remarks	Rationale for Activity
	i. Based on what we have read thus far, what would be some evidence that helps inform you of the impression(s) you might have of the sentiments or emotions of the characters? Why might you say so?	suggest evidence from the text which informs them so.	
4. 5 min	- We will round up the lesson by debriefing the students on the following points: <ul style="list-style-type: none"> <li>i. What makes a narrative compelling is the fact that the author writes in accordance with a larger theme;</li> <li>ii. The author gives specific examples the protagonist within the narrative went through that expand on the larger theme – in this instance – unfair/unjust treatment;</li> <li>iii. The author also provides further examples through the lens of the supporting characters within the narrative to give emphasis to the central theme that is being discussed in the narrative; and</li> <li>iv. Link this lesson to the subsequent lesson that the students will be learning in Social Studies about Segregation.</li> </ul>		

## Appendix B

### Facilitation Plan for Professional Development Workshop – Teachers’ Conference 2023

<b>Title of Session:</b>	Building a Culture of Self-efficacy & Motivation in our Classrooms – Exploring Thinking Routines
<b>Full Name of Presenter:</b>	Au Yard Wah
<b>Full Name(s) of Co-presenter(s) (max. four):</b>	N.A.
<b>Preferred Modality:</b>	<input checked="" type="checkbox"/> Seminar (Onsite session with manipulatives or interactivity)  <input type="checkbox"/> Workshop (Online session with breakout rooms)  <input type="checkbox"/> Webinar (Online session; lecture-style)
<p><b><u>Synopsis</u></b></p> <p><b>Title:</b></p> <p>Building a Culture of Self-efficacy &amp; Motivation in our Classrooms – Exploring Thinking Routines</p> <p><b>Purpose:</b></p> <p>This session focuses on how teachers develop questioning routines and dispositions to make students thinking visible. This provides learners an opportunity to build upon the ideas and knowledge of one another, to develop great self-efficacy and motivation resulting in them becoming better learners.</p>	

**Approach:**

A mini project was conducted with an elementary school in the USA to study the students' responses to the use of questioning techniques in the classroom. Research has shown that concepts of understanding and thinking are core to the development of deep learning. Ritchhart and Church (2020) further posit that competencies that are demonstrated by learners who possess positive beliefs and attitudes become even more motivated as learners when they tap into inter and intra-personal abilities of collaboration.

**Miscellaneous:**

Such questioning techniques can also be applied across all other domains so that students become agents of their own learning.

**Objectives:**

*At the end of the session, participants will be able to:*

1. Make use of thinking visible routines through questioning techniques and dialogues in the classroom to deepen students' learning
2. Create a classroom that aims to increase the motivation of students via the intentional construction of learning activities

Time/Duration	Activities / Tasks	Purpose / Description	Resources
5 min	<ul style="list-style-type: none"> <li>- Participants to key in 3 keywords or phrases related to how they would get students to engage with different types of texts when enacting their language lessons</li> </ul>	<ul style="list-style-type: none"> <li>- Tuning in</li> <li>- Provides a sense of the strategies participants are using with their learners to</li> </ul>	<p>i. <b>Pre-reading Article</b>  <a href="https://www.learningsciences.com/blog/five-tips-for-engaging-students-in-a-close-reading-of-text/">https://www.learningsciences.com/blog/five-tips-for-engaging-students-in-a-close-reading-of-text/</a></p> <p>ii. <b>Mentimeter App</b>  Word Cloud Activity</p>

Time/Duration	Activities / Tasks	Purpose / Description	Resources
		engage them with the text that they are reading	
15 min	<p>Sharing the original lesson flow suggested by the Core Knowledge Language Arts (CKLA) and getting participants to think about and jot down:</p> <ul style="list-style-type: none"> <li>- What might be 1 change/enhancement they would like to make to the lesson design</li> </ul> <p><i>The following sequence would be how the group work/breakout room would be conducted:</i></p> <ul style="list-style-type: none"> <li>- <b>Firstly (5 min):</b> Participants will work individually and list down one aspect of the lesson that they may change/enhance and the rationalization behind it.</li> <li>- <b>Secondly (5 min):</b> Participants will pair up with another participant and together, they will decide whose idea, between both, is a better one. If they can, they could synthesize both ideas to further enhance their original ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- This process helps participants understand the value of conversations within a classroom – adding onto original ideas, seeing different perspectives, and even the possibility of synthesizing ideas by building upon other ideas.</li> <li>- The process by which the participants build upon one another’s ideas, by making it visible through dialogue, enacts a ‘live’ demonstration of what they might possibly do with their students in the classroom.</li> <li>- This activity is a modification to the “4-2-1” Summarize (Boutz et al, 2012) strategy. Instead of using it to summarize key facts, I am using it here to get the participants to work on their thinking collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>- The CKLA Scope and Sequence Document (<i>Appendix C</i>)</li> <li>- The Core Standards for State Education in US document <a href="http://www.corestandards.org/wp-content/uploads/ELA_Standards.pdf">http://www.corestandards.org/wp-content/uploads/ELA_Standards.pdf</a></li> <li>- The original lesson flow from the CKLA document as documented in a PowerPoint slide (<i>Appendix D</i>)</li> </ul>

Time/Duration	Activities / Tasks	Purpose / Description	Resources
	<ul style="list-style-type: none"> <li>- <b>Lastly (5 min):</b> The pair of participants will work jointly with another pair of participants. They will discuss the agreed-upon enhancements. The 2 pairs will then further decide whose idea, between each pair, is the better one. If possible, it would be best if they are able to synthesize their ideas to further enhance them.</li> </ul>	<p>(p.728 of the Teaching for Deeper Learning Text)</p> <ul style="list-style-type: none"> <li>- It is also a demonstration to the participants that when we are presented with tools and strategies, there is no stopping us from making enhancements to best suit the context and needs of our learners/audience.</li> </ul>	
10 min	<p><b>Debrief from the above activity</b></p> <ul style="list-style-type: none"> <li>- Call upon 2 – 3 groups of participants to share on:               <ol style="list-style-type: none"> <li>a. Final idea the group agreed upon</li> <li>b. How the experience was like for them</li> </ol> </li> </ul>		
5 min	Link what participants have done to the notion of metacognition and deep learning	<ul style="list-style-type: none"> <li>- Link to why questioning and getting students to think about their own thinking and building upon the ideas of one another is critical in the English Language Classroom</li> <li>- Also, impress on participants the transferability of the skills</li> </ul>	
10 min	<ul style="list-style-type: none"> <li>- Based on the enhancements that the participants have made – draw links to those that I have made in the original CKLA lesson flow and the rationalization behind it as well as</li> </ul>		<ul style="list-style-type: none"> <li>- Proposed changes I made to the lesson plan (<b>Appendix A</b>)</li> <li>- Accompanying worksheets created for the purpose of the lesson (<b>Appendixes H and I</b>)</li> <li>- Summarised feedback from Students</li> </ul>

Time/Duration	Activities / Tasks	Purpose / Description	Resources
	the feedback provided by my partner teacher and the students	<p>demonstrated across all domain areas in education.</p> <ul style="list-style-type: none"> <li>- Link to the literature reviews done, based on what the various researchers in their expert domains have studied.</li> </ul>	<p><i>(Appendix G)</i></p> <ul style="list-style-type: none"> <li>- Summarised feedback from Partner Teacher <i>(Appendix F)</i></li> </ul>
10 min	<ul style="list-style-type: none"> <li>- Link the entire presentation done thus far with the theories of motivation and self-regulated learning.</li> </ul>	<ul style="list-style-type: none"> <li>- To tie the entire presentation back to the objective of the presentation – that when we are intentional about our design in the classroom – helping students deepen their learning and tapping on metacognitive strategies, we can help students make connections and see the relevance in their learning – this, in turn, leads to an increase in their motivation and regulation which will lead to higher levels of self-efficacy.</li> <li>- To also allow participants to know that it takes courage to try and even if things do not go as per our original intent,</li> </ul>	NA



Time/Duration	Activities / Tasks	Purpose / Description	Resources
	<ul style="list-style-type: none"> <li>- Share the limitations of the inquiry project</li> </ul>	<p>we can always tweak and adopt a growth mindset to try to meet the initial intended outcomes of our study.</p>	

Each unit is comprised of:

- **Lessons**, including Reading, Writing, Grammar, Morphology, and Spelling activities.
- A **Unit Assessment** that evaluates students' reading comprehension, understanding and retention of academic and domain-specific vocabulary words, as well as the grammar and morphology skills targeted in the unit. A writing prompt is included, as is an optional fluency evaluation. The core content targeted in the domain is assessed in a separate Content Assessment. The results should guide review and enrichment offered during the end of unit Pausing Point.
- **Pausing Points** present opportunities to review, reinforce, or extend the content and skills taught.

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## Unit 1: Personal Narratives (19 Days)

### Reader: Personal Narratives

This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Students read five personal narratives, identifying and using the elements of the genre throughout the unit in writing a variety of their own personal narratives. These elements include a logical sequence of events, dialogue, vivid descriptive language, sensory details, figurative language, and images that accompany a written text. Examining the genre in this way will help students build their knowledge of descriptive writing. Some of the genre features are elements students may have studied in fiction-based units in earlier grades. This unit is unique, however, in that the authors of the narratives that students will read describe real events or experiences. Students make meaning from these texts by learning to read them critically and closely, improving their facility in literal comprehension and making text-based inferences. Moreover, examining and utilizing the features of the genre in composing works about their own lives should help students write with increased focus and clarity, and reflect on, as well as make meaning from, their own experiences.

**Note:** This unit also includes a Beginning-of-Year (BOY) assessment to help determine whether students have adequate preparation for Grade 5 CKLA instruction.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
<b>Lesson 1</b>		Introducing a Personal Narrative Students will work independently and collaboratively to compare personal narrative to other forms of writing. [SL.5.1b] Think as You Read After hearing the text read aloud, students will engage in collaborative discussions about conflict in "The First Real San Giving Day." [SL.5.1b]		Writing a Personal Narrative Students will write a one-paragraph narrative about a first-time experience. [W.5.3]
<b>Lesson 2</b>	Close Read Students will quote from the text in describing plot and making inferences. [RI.5.1]	Sharing and Commenting Students will comment on their classmates' narratives with feedback that is positive and specific to the language in the writing. [SL.5.1b]	Strong Verbs/Adjectives Students will write sentences using strong (specific and descriptive) verbs and adjectives. [L.5.5c]	
<b>Lesson 3</b>	Personification in the Reading Students will quote accurately from the text when identifying and describing personification. [RI.5.1]		Introduction to Personification Students will write using personification. [L.5.5]	Showing Not Telling (Actions) Students will write a narrative about a moment that includes "showing, not telling" details. [W.5.3]



<b>Lesson 4</b>	Introduction and Review Students will use dialogue in a text to analyze characters and their relationships with one another. [RI.5.3]		Guidelines for Writing Dialogue Students will use correct punctuation and capitalization when writing dialogue. [L.5.2]	Variety in Speaking Verbs Students will write a narrative that includes "showing, not telling" through dialogue. [W.5.3]
<b>Lesson 5</b>	Introduction to Theme Students will analyze and describe a theme in the text. [RI.5.3]			Interviewing the Author Students free write a paragraph about their own names and generate ideas for a more formal narrative. [W.5.4, W.5.5]
<b>Lesson 6</b>	Introduction and Read-Aloud Students will quote accurately from the text when stating facts and making inferences. [RI.5.1]	Introduction and Independent Work Students will describe how graphics from "Hello, My Name Is" enhance the text. [SL.5.1b]		Writing the Narrative Students will draft the first part of a narrative about their name. [W.5.3]
<b>Lesson 7</b>	Jennifer's Changing Point of View Students will compare and contrast the author's different points of view at different ages. [RI.5.1]			Writing with a Point of View Students will describe events from specific points of view and complete drafting their name narratives. [W.5.4, W.5.3]
<b>Lesson 8</b>	Supporting with Evidence Students will identify the evidence Rosa Parks brings to support her point that segregation was unjust. [RI.5.8]	Sharing Name Narratives Students will present (read out loud) their Name Narrative and display their graphic. Classmates will respond with positive and specific feedback. [SL.5.5]		Modeling Supporting with Evidence Students will write narratives containing evidence that supports points of view. [W.5.3]
<b>Lesson 9</b>	Whole-Class Reading Students will compare and contrast the tones of two texts. [RI.5.6]	Sharing Name Narratives Students will present (read aloud) Name Narratives with images. Classmates will respond with positive and specific feedback. [SL.5.5]		Defining and Identifying Tone Students will define tone and write in multiple tones. [W.5.4]
<b>Lesson 10</b>			Introduction to Similes and Metaphors Students identify similes and metaphors in a text and write using similes and metaphors. [L.5.5]	Sequencing Stories Students plan personal narratives by outlining a sequence of events. [W.5.5] Describing Music Students describe pieces of music using similes and metaphors. [W.5.4]

## Appendix C

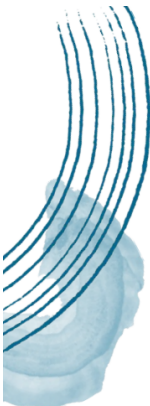
### Original Deck of Slides for Teaching Close Reading




# Unit 1, Lesson 11

## Close Reading

### Challenging Words



**manhandled**, v. physically mistreated



## Close Reading

### Read "You're Under Arrest" from *My Story*

Reader: page 40-45

What did Rosa Parks usually do before boarding a bus that she did not do on December 1, 1955?

➤ She usually check to see who the driver was.

### Rosa Parks: My Story

#### "You're Under Arrest"

by Rosa Parks with Jim Haskins

When I got off from work that evening of December 1, I went to Court Square as usual to catch the Cleveland Avenue bus home. I didn't look to see who was driving when I got on, and by the time I recognized him, I had already paid my fare. It was the same driver who had put me off the bus back in 1943, twelve years earlier. He was still tall and heavy, with red, rough-looking skin. And he was still mean-looking. I didn't know if he had been on that route before—they switched the drivers around sometimes. I do know that most of the time if I saw him on a bus, I wouldn't get on it.

I saw a vacant seat in the middle section of the bus and took it. I didn't even question why there was a vacant seat even though there were quite a few people standing in the back. If I had thought about it at all, I would probably have figured maybe someone saw me get on and did not take the seat but left it vacant for me. There was a man sitting next to the window and two women across the aisle.

The next stop was the Empire Theater, and some whites got on. They filled up the white seats, and one man was left standing. The driver looked back and noticed the man standing. Then he looked back at us. He said, "Let me have those front seats," because they were the

## Close Reading: Looking at Details

Detail Rosa Parks Included	Quote from Text	Infer Why the Detail Was Included
1. didn't check who the bus driver was	"I didn't look to see who was driving when I got on."	It explains why she got on a bus with a mean driver she had issues with before.
2.		
3.		

### Activity Page 11.1 (page 123)

Add at least two more details and infer why Rosa Parks included them in her story.

10:00



## Close Reading: Looking at Details

## Activity Page 11.2 (page 125)

I thought back to the time when I used to sit up all night and didn't sleep, and my grandfather would have his gun right by the fireplace, or if he had his one-horse wagon going anywhere, he always had his gun in the back of the wagon.

1. Rosa Parks does not tell the reader why her grandfather stayed up all night. Can you infer the reason?

Her grandfather was worried that racist whites might harm his family.

3. Why do you think Rosa Parks writes that she was not tired and not elderly when she refused to give up her seat?

She wants people to know that she remained seated to protest the injustice of segregation and not because she was tired.

2. Why do you think Rosa Parks thought about this memory of her grandfather at this moment? (Clue: Read the paragraph on page 42 that begins, "As I sat there, I tried not to think about what happened.")

She knew that she might be physically harmed as a result of her actions.

## Close Reading: Looking at Details

## Activity Page 11.2 (page 126)



4. Rosa Parks writes that she never criticized the black passengers in her row who did give up their seats. Why do you think she includes this detail in *My Story*?

She wants to emphasize that those who stood up were not cowardly or in favor of segregation.

5. This is how Rosa Parks describes conversation among passengers who remained on the bus: "What conversation there was, was in low tones, no one was talking out loud."

A. What kinds of conversations do you associate with "low tones"?

serious, secret

B. What can you infer about Rosa Parks's situation from this description of the conversation?

She might face serious trouble because of her actions. The other passengers took the situation serious.

## Appendix D

### CKLA Reader – Personal Narratives



## Rosa Parks: My Story

### How It All Started

by Rosa Parks with Jim Haskins

One of my earliest memories of childhood is hearing my family talk about the remarkable time that a white man treated me like a regular little girl, not a little black girl. It was right after World War I, around 1919. I was five or six years old. Moses Hudson, the owner of the **plantation** next to our land in Pine Level, Alabama, came out from the city of Montgomery to visit and stopped by the house. Moses Hudson had his son-in-law with him, a soldier from the North. They stopped in to visit my family. We southerners called all northerners Yankees in those days. The Yankee soldier patted me on the head and said I was such a cute little girl. Later that evening my family talked about how the Yankee soldier had treated me like I was just another little girl, not a little black girl. In those days in the South white people didn't treat little black children the same way as little white children. And old Mose Hudson was very uncomfortable about the way the Yankee soldier treated me. Grandfather said he saw old Mose Hudson's face turn red as a coal of fire. Grandfather laughed and laughed.



# Rosa Parks: My Story

## Not Just Another Little Girl

by Rosa Parks with Jim Haskins

I was about six when I started school. Sylvester started a year later, when he was around five. We went to the one-teacher black school in Pine Level, in a little frame schoolhouse that was just a short distance from where we lived. It was near our church, the Mount Zion A.M.E. Church, right in the churchyard. In many places the church was used as the school, but in Pine Level we had a separate schoolhouse on the church grounds. We had first grade to sixth grade, and there were about fifty to sixty children in the one room. We sat in separate rows by age, and at certain times the larger students would go up to read or recite and then at other times it was the smaller ones' turn.

My first teacher was Miss Sally Hill, and she was very nice. I remember she was a light-brown-skinned lady and she had really large eyes. When the children would tease me or say something to me about how small I was, I would start crying, and I would go up and sit with her. And sometimes she would call me up and talk with me.

I was already reading when I started school. My mother taught me at home. She was really my first teacher. I don't remember when I first started reading, but I must have been three or four. I was very fond of books, and I liked to read and I liked to count. I thought it was something great to be able to take a book and sit down and read, or what I thought was reading. Any books I found where I couldn't read the words, I made up a story about it and talked about the pictures.

At school I liked fairy tales and Mother Goose rhymes. I remember trying to find *Little Red Riding Hood* because someone had said it was a nice book to read. No matter what Miss Hill gave me to read, I would sit down and read the whole book, not just a page or two. And then I would tell her, "I finished this book." Then I started learning to write, making my letters.

I had Miss Hill for only a year. After that Mrs. Beulah McMillan was our teacher. We called her Miss Beulah. She had been a teacher for a long time and had taught my mother when she was a girl. My mother had a picture of this same little school with the students in front of the schoolhouse on the steps—in rows on the steps and down on the ground. The shorter ones and the boys were on their knees on the ground. My mother never wanted me to show it to anybody because it was a real battered-up old picture. But I liked it. I used to take my magnifying glass and look at the faces, which were very small.



I liked Miss Beulah, and I liked school. We had fun there. At recess, the girls would play what we called "ring games" like Little Sally Walker Sitting in the Saucer, Rise Sally Rise, and Ring Around the Roses. The boys would play ball. I don't think the girls played much ball at school. We used to play at home a little bit. My mother would buy us a ball, and we'd have to be very careful because pretty soon a rubber ball would be lost. It didn't last too long. We called what we played baseball. I wasn't too active in it, because if I tried to be active I'd fall down and get hurt. I wasn't very good when it came to running sports.

Some of the older boys at school were very good at running sports and playing ball. They were also the ones who were responsible for wood



at the school. The larger boys would go out and cut the wood and bring it in. Sometimes a parent would load a wagon up with some wood and bring it to the school, and the boys would unload the wagon and bring the wood inside.

They didn't have to do this at the white school. The town or county took care of heating at the white school. I remember that when I was very young they built a new school for the white children not very far from where we lived, and of course we had to pass by it. It was a nice brick building, and it still stands there today. I found out later that it was built with **public money**, including taxes paid by both whites and blacks. Black people had to build and heat their own schools without the help of the town or county or state.

Another difference between our school and the white school was that we went for only five months while they went for nine months. Many of the black children were needed by their families to plow and plant in the spring and harvest in the fall. Their families were sharecroppers, like my grandparents' neighbors. Sharecroppers worked land owned by plantation owners, and they got to keep a portion of the crop they grew. The rest they had to give to the owner of the plantation. So they needed their children to help. At the time I started school, we went only from late fall to early spring.

I was aware of the big difference between blacks and whites by the time I started school. I had heard my grandfather's stories about how badly he was treated by the white **overseer** when he was a boy. My mother told me stories the old people had told her about slavery times. I remember she told me that the slaves had to fool the white people into thinking that they were happy. The white people would get angry if the slaves acted unhappy. They would also treat the slaves better if

they thought the slaves liked white people.

When white people died, their slaves would have to pretend to be very sorry. The slaves would spit on their fingers and use it to wet their cheeks like it was tears. They'd do this right in front of the little slave children, and then the children would do the same thing in the presence of the grieving white people.

I was glad that I did not live in slavery times. But I knew that conditions of life for my family and me were in some ways not much better than during slavery.

I realized that we went to a different school than the white children and that the school we went to was not as good as theirs. Ours didn't have any glass windows, but instead we had little wooden shutters. Their windows had glass panes.

Some of the white children rode a bus to school. There were no school buses for black children. I remember when we walked to school, sometimes the bus carrying the white children would come by and the white children would throw trash out the windows at us. After a while when we would see the white school bus coming, we would just get off the road and walk in the fields a little bit distant from the road. We didn't have any of what they call "**civil rights**" back then, so there was no way to protest and nobody to protest to. It was just a matter of survival—like getting off the road—so we could exist day to day.





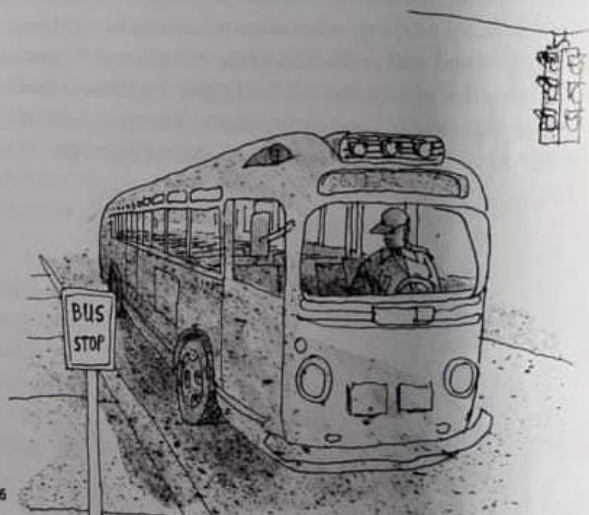
# Rosa Parks: My Story

We Fight for the Right to Vote

by Rosa Parks with Jim Haskins

The second time I tried to register to vote, I was put off a Montgomery city bus for the first time. I didn't follow the rules.

Black people had special rules to follow. Some drivers made black passengers step in the front door and pay their fare, and then we had to get off and go around to the back door and get on. Often, before the black passengers got around to the back door, the bus would take



off without them. There were thirty-six seats on a Montgomery bus. The first ten were reserved for whites, even if there were no white passengers on the bus. There was no law about the ten seats in the back of the bus, but it was sort of understood that they were for black people. Blacks were required to sit in the back of the bus, and even if there were empty seats in the front, we couldn't sit in them. Once the seats in the back were filled, then all the other black passengers had to stand. If whites filled up the front section, some drivers would demand that blacks give up their seats in the back section.

It was up to the bus drivers, if they chose, to adjust the seating in the middle sixteen seats. They carried guns and had what they called police power to rearrange the seating and enforce all the other rules of segregation on the buses. Some bus drivers were meaner than others. Not all of them were hateful, but segregation itself is vicious, and to my mind there was no way you could make segregation decent or nice or acceptable.

The driver who put me off was a mean one. He was tall and **thickset** with an **intimidating** posture. His skin was rough-looking, and he had a mole near his mouth. He just treated everybody black badly. I had been on his bus as a passenger before, and I remember when a young woman got on the bus at the front and started to the back and he made her get off the bus and go around to the back door. One day in the winter of 1943 the bus came along, and the back was crowded with black people. They were even standing on the steps leading up from the back door. But up front there were vacant seats right up to the very front seats. So I got on at the front and went through this little bunch of folks standing in the back, and I looked toward the front and saw the driver standing there and looking at me. He told me to get off the bus and go to the back door and get on. I told him I was already on the bus and didn't see the need of getting off



and getting back on when people were standing in the stepwell. How was I going to squeeze on anyway? So he told me if I couldn't go through the back door that I would have to get off the bus—"Get off the bus," he called it. I stood where I was. He came back and he took my coat sleeve; not my arm, just my coat sleeve.

He didn't take his gun out. I was hardly worth the effort because I wasn't resisting. I just didn't get off and go around like he told me. After he took my coat sleeve, I went up to the front, and I dropped my purse. Rather than stoop or bend over to get it, I sat right down in the front seat and from a sitting position I picked up my purse.

He was standing over me and he said, "Get off my bus." I said, "I will get off." He looked like he was ready to hit me. I said, "I know one thing. You better not hit me." He didn't strike me. I got off, and I heard someone mumble from the back, "How come she don't go around and get in the back?"

I guess the black people were getting tired because they wanted to get home and they were standing in the back and were tired of standing up. I do know they were mumbling and grumbling as I went up there to get myself off the bus. "She ought to go around the back and get on." They always wondered why you didn't want to be like the rest of the black people. That was the 1940s, when people took a lot without fighting back.

I did not get back on the bus through the rear door. I was coming from work, and so I had already gotten a transfer slip to give the next driver. I never wanted to be on that man's bus again. After that, I made a point of looking at who was driving the bus before I got on. I didn't want any more run-ins with that mean one.

# Rosa Parks: My Story

"You're Under Arrest"

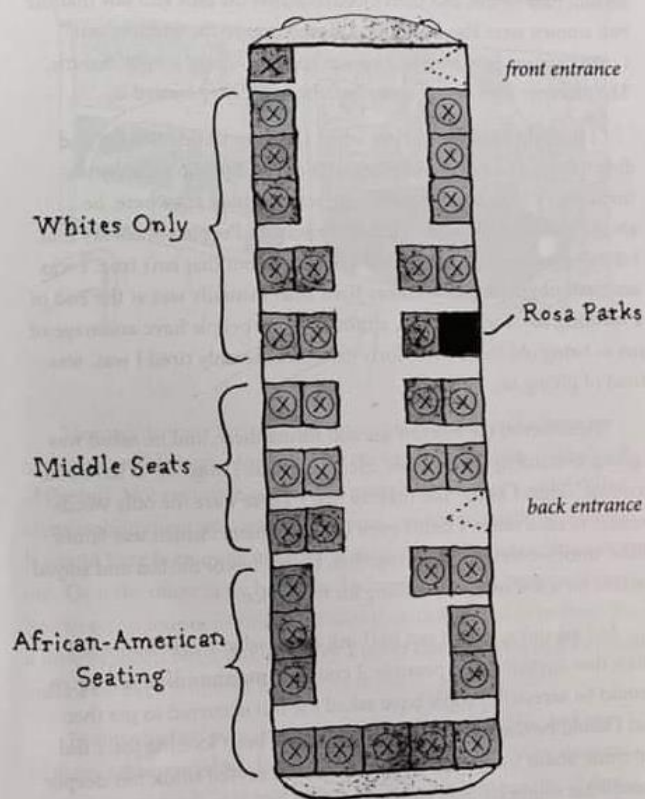
by Rosa Parks with Jim Haskins

When I got off from work that evening of December 1, I went to Court Square as usual to catch the Cleveland Avenue bus home. I didn't look to see who was driving when I got on, and by the time I recognized him, I had already paid my fare. It was the same driver who had put me off the bus back in 1943, twelve years earlier. He was still tall and heavy, with red, rough-looking skin. And he was still mean-looking. I didn't know if he had been on that route before—they switched the drivers around sometimes. I do know that most of the time if I saw him on a bus, I wouldn't get on it.

I saw a **vacant** seat in the middle section of the bus and took it. I didn't even question why there was a vacant seat even though there were quite a few people standing in the back. If I had thought about it at all, I would probably have figured maybe someone saw me get on and did not take the seat but left it vacant for me. There was a man sitting next to the window and two women across the aisle.

The next stop was the Empire Theater, and some whites got on. They filled up the white seats, and one man was left standing. The driver looked back and noticed the man standing. Then he looked back at us. He said, "Let me have those front seats," because they were the

SEGREGATED SEATING ON A MONTGOMERY, ALABAMA BUS (1955)





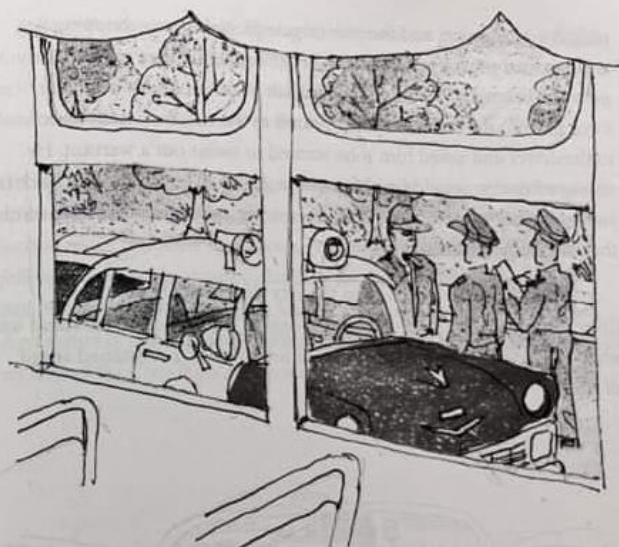
front seats of the black section. Didn't anybody move. We just sat right where we were, the four of us. Then he spoke a second time: "Y'all better make it light on yourselves and let me have those seats."

The man in the window seat next to me stood up, and I moved to let him pass by me, and then I looked across the aisle and saw that the two women were also standing. I moved over to the window seat. I could not see how standing up was going to "make it light" for me. The more we gave in and complied, the worse they treated us.

I thought back to the time when I used to sit up all night and didn't sleep, and my grandfather would have his gun right by the fireplace, or if he had his one-horse wagon going anywhere, he always had his gun in the back of the wagon. People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in.

The driver of the bus saw me still sitting there, and he asked was I going to stand up. I said, "No." He said, "Well, I'm going to have you arrested." Then I said, "You may do that." These were the only words we said to each other. I didn't even know his name, which was James Blake, until we were in court together. He got out of the bus and stayed outside for a few minutes, waiting for the police.

As I sat there, I tried not to think about what might happen. I knew that anything was possible. I could be **manhandled** or beaten. I could be arrested. People have asked me if it occurred to me then that I could be the test case the NAACP had been looking for. I did not think about that at all. In fact if I had let myself think too deeply about what might happen to me, I might have gotten off the bus. But I chose to remain.



Meanwhile there were people getting off the bus and asking for transfers, so that began to loosen up the crowd, especially in the back of the bus. Not everyone got off, but everybody was very quiet. What conversation there was, was in low tones; no one was talking out loud. It would have been quite interesting to have seen the whole bus empty out. Or if the other three had stayed where they were, because if they'd had to arrest four of us instead of one, then that would have given me a little support. But it didn't matter. I never thought hard of them at all and never even bothered to criticize them.

Eventually two policemen came. They got on the bus, and one of them asked me why I didn't stand up. I asked him, "Why do you all push us around?" He said to me, and I quote him exactly, "I don't know, but the law is the law and you're under arrest." One policeman

picked up my purse, and the second one picked up my shopping bag and escorted me to the squad car. In the squad car they returned my personal belongings to me. They did not put their hands on me or force me into the car. After I was seated in the car, they went back to the driver and asked him if he wanted to swear out a warrant. He answered that he would finish his route and then come straight back to swear out the warrant. I was only in custody, not legally arrested, until the warrant was signed.

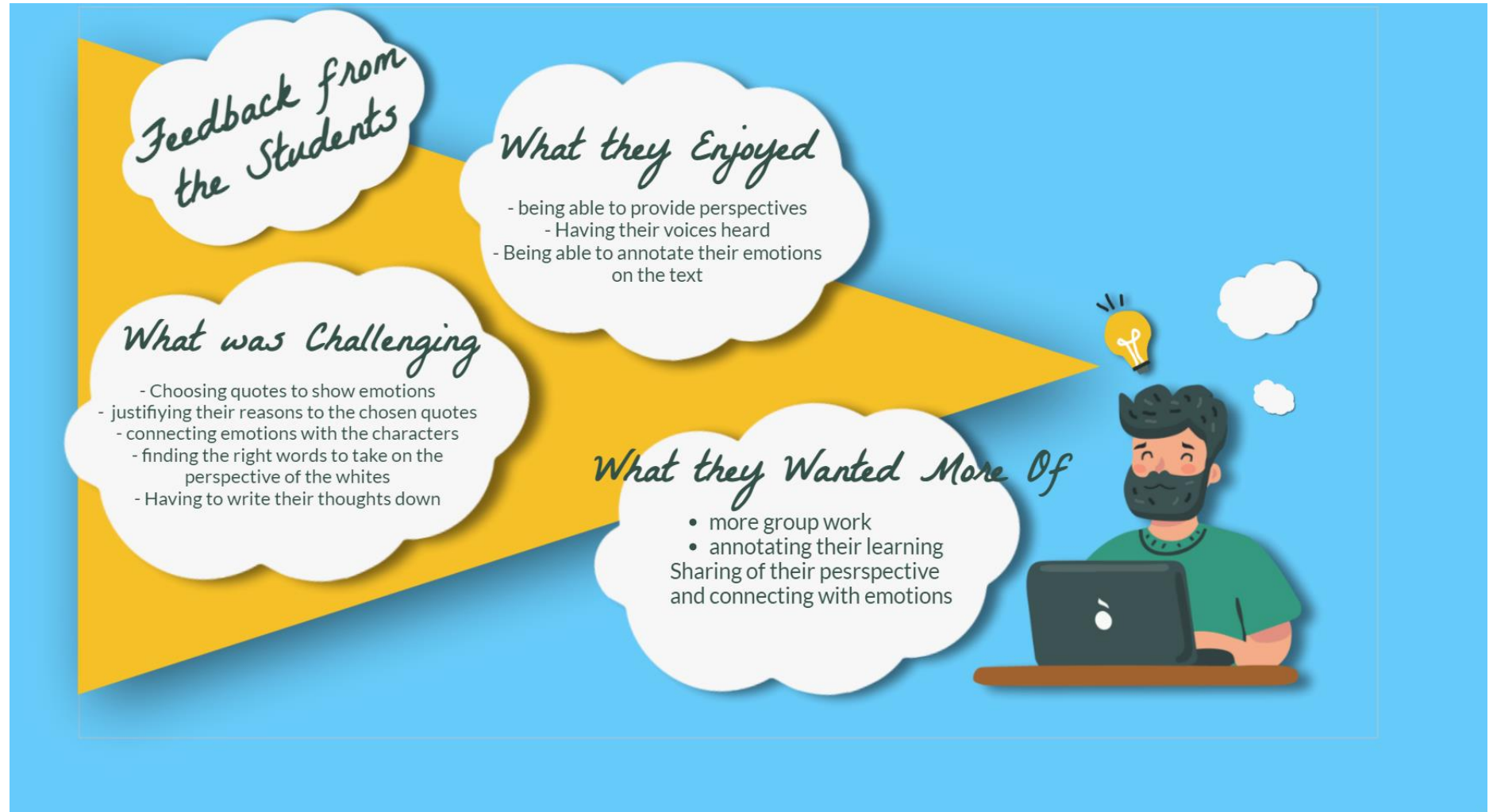
As they were driving me to the city desk, at City Hall, near Court Street, one of them asked me again, "Why didn't you stand up when the driver spoke to you?" I did not answer. I remained silent all the way to City Hall.

Rosa Parks was born in Tuskegee, Alabama on February 4, 1913. Known as "the first lady of civil rights," Parks was a lifelong civil rights activist and a member of the NAACP, where she worked as a youth leader, and then as secretary to the NAACP president.

On December 1, 1955 in Montgomery, Alabama, Parks refused to give up her seat on a public bus for a white passenger after the whites-only section of the bus filled up. She was arrested, and the legal case that followed became the starting platform for the citywide Montgomery Bus Boycott, which would then launch a nationwide effort to end the segregation of public facilities. Parks died in 2005, and is remembered as an icon of the Civil Rights movement.



## Appendix E





### Appendix F

S/N.	Question	Response rephrased
1.	<b>What did you think was the highlight of today's lesson?</b>	The teacher felt that all the students were actively engaged throughout the lesson and the discussion that occurred was rich and cantered around the narrative of Rosa Parks' and the feelings that came through from it.
2.	<b>How do you think the students responded to your lesson?</b>	<p>The teacher observed that the students enjoyed the discussion and how they were able to put themselves into the shoes of the protagonist and other characters.</p> <p>The teacher also felt that the time given for the discussions and for the students to voice their thoughts, opinions, and feelings were important.</p>
3.	<b>Do you think that you would conduct more lessons of this nature? Why or why not?</b>	The teacher would like to consider incorporating more student-led discussions based on the stories they are reading so that they would take greater ownership of their own learning.
4.	<b>What were some 'aha' moments for you as you were conducting the lesson?</b>	The teacher observed how it was interesting how students made connections to what had happened with Rosa Parks during her time to what was possibly still happening in today's context.
5.	<b>What do you think might be limitations for you in conducting lessons of such nature?</b>	The teacher shared that the current curriculum did not quite give them the opportunity to veer too far from it. Though it was shared that there might be certain challenges in adapting the worksheets to help students deepen their learning, the teacher is open to adopting questioning techniques through the discussion of texts with students.
6.	<b>Any other personal thoughts on today's lesson?</b>	The teacher felt that the lesson was very successful and allowed students to have a deeper understanding of the text. It was also observed that this understanding was demonstrated in the students' ability to better able to handle the end-of-story assessment.

**Appendix G****Notion of Unfairness**

<b><u>Perspectives From a Person of Color</u></b>	<b><u>Why?</u></b>	<b><u>Perspectives From a Person Who is White</u></b>	<b><u>Why?</u></b>

## Appendix H

### Looking for Details

<u>Quote</u>	<u>What do you think might be some emotions/sentiments felt by Rosa Parks and other characters</u>	<u>Why do you say so?</u>
““Let me have those seats,” because they were the front seats of the black section.”	Sense of _____ by Rosa Parks, the gentleman and the two women.	
“...the man in the window seat next to me stood up. ... saw that the two women were also standing.”	Sense of _____ by the man and the two women.	
“...my grandfather would have his gun right by the fireplace, or if he had his one-horse wagon going anywhere, he always had his gun at the back of the wagon.”	Sense of _____ by Rosa Parks grandfather.	
	Sense of _____ by _____ _____	

