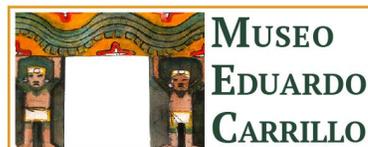


*Hablamos Juntos*  
**Creating Bridges:  
Personal Journeys  
into Art and Writing**

*An 8-10 week unit curriculum using  
contemporary Latinx art to inform Personal Narratives  
for middle and high school students*

*Developed by*



# Introduction to Creating Bridges Personal Journeys into Art and Writing

The curriculum *Creating Bridges - Personal Journeys into Art and Writing* has been developed for the Hablamos Juntos Project, a joint project between the Young Writers Program and Museo Eduardo Carrillo.

Designed to introduce students to the richness of American art, in particular contemporary Latinx art\*, the Hablamos Juntos project and accompanying curriculum is designed to encourage students to know themselves better by using art to trigger thoughtful writing. Looking carefully at art can open up ideas in unexpected ways. It can change minds and remove barriers to understanding.

This curriculum has been organized and written as inspiration for and guidance on the adventure into personal narrative writing. This unit connects art appreciation, language development, cultural understanding and writing skills in a 8-10 week course in conjunction with the Young Writers Program and Museo Eduardo Carrillo. The unit takes place twice a week over 8-10 weeks but can be modified for other time frames. Each lesson is based on an approximately 60-minute time period.

—Wendy Wesch Thompson  
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**Betsy Andersen** - Executive Director Museo Eduardo Carrillo

**Julia Chiapella** - Executive Director Young Writers Program

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*\* Because many of our artists and others are working to remove societal barriers to race and gender politics through language, we have elected to use the term Latinx throughout this curriculum in an aim to move beyond gender binaries and include the intersecting identities of Latin American descendants.*

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## —CURRICULUM OVERVIEW—

*Including links to student handouts. Lesson Plans begin on page 7.*

*PLEASE NOTE: This curriculum follows the Young Writers Program model, bringing writing mentors into the classroom to work with students. If you will be working without writing mentors, please plan accordingly.*

### **DAYS 1 and 2**

#### Introduction to Museo Eduardo Carrillo and the Young Writers Program

**Description:** In the first two introductory lessons, students will learn about the organizations involved in the project. They will also receive instruction on art terms and vocabulary and understand how writing can be inspired by art.

##### **A. Learning Goals for Students:**

1. Students will *understand* the missions of the two organizations.
2. Students will *understand* simple art terms.
3. Students will *understand* how art can inspire ideas and, subsequently, writing.

The first two days will cover:

- A short **introduction** to the Museo Eduardo Carrillo — show a slide show of the museum or, if high school students, the film [Eduardo Carrillo—a Life of Engagement](#) (You can show the [segment from 10:49-20:00](#) if time doesn't permit showing the entire film). [Museo Eduardo Carrillo website](#)
- Art Vocabulary [Adjective Vocabulary for Viewing Art](#)
- A short *explanation* of how art can trigger thoughtful writing.
- A short *review* of past projects and how the Young Writers Program will benefit each student in class, supporting them in becoming writers and art appreciators. [Young Writers Program website](#)

### **DAYS 3 and 4**

#### Art Lessons on *Creating Bridges:*

#### *Personal Journeys into Art and Writing*

**Description:** In two more introductory lessons, students will call upon visual literacy strategies as they study pieces of art from the Contemporary Latinx Broadside\* Project at Museo Eduardo Carrillo. Students will study each piece in depth through

\*Posters

*Direct instruction* including *spiral questioning techniques* from the teacher. Through *guided instruction*, students will be asked to also consider the *elements of art* within the pieces. The class will engage in a *visual analysis of the art* through *discussion* and *writing*. Students will be encouraged to *share* what each piece may evoke in them.

**A. Learning Goals for Students:**

1. *Understand* 6 basic key elements of art.
2. *Learn* about an artist's style through guided discussion.
3. *Recognize* that art may bring out a personal narrative for the viewer.
4. *Compare and contrast* personal reaction to the art with the reactions of others.
5. *Develop* an awareness and appreciation for Latinx art and artists within an evolving cultural context.

**B. Intended Outcomes/ Success Criteria:**

1. Students *will discuss* key art elements of art pieces presented in class.
2. Students *will describe* an art piece using the art vocabulary presented.
3. Students *will represent their own ideas and stories* about the work orally.
4. Students *will represent their own ideas and stories* about the work in writing.

**C. Teacher Resources:**

1. [Broadside of Angelina y Samuel by Manuel Santana](#)
2. [Broadside of Los Bucaneros by Eduardo Carrillo](#)
3. [Broadside of Friends No Matter What by Lorraine Garcia-Nakata](#)
4. Teacher lesson plans for GRR (Gradual Release of Responsibility) and examples of written Personal Narrative through Art. See the [Hablamos Juntos slideshow](#).
5. Artwork Analysis
  - a. Spiral Questioning Worksheet ( GRR)  
[Artwork Analysis: Learning to Look](#)
  - b. Writing Mentor Guided Question list  
[Mentor Guided Looking sheet](#)

**D. Supplies needed and Teacher Preparation**

1. Computer, document camera
2. Art vocabulary -  
Adjective Words That Connect us to Feelings  
[Adjective Vocabulary for Viewing Art](#) - Make sets of vocabulary cards for student teams. Use heavy paper and cut up the vocabulary cards. Put them in envelopes. Make a copy of the art vocabulary organizer, one for each team and provide 6 paper clips to each team.

3. Art conversation frames (oral and written strategies for “art talk”). These are embedded in the [Hablamos Juntos slideshow](#) and in the student worksheet titled, [Artwork Analysis](#)
4. If your students will be photographed as part of the project, be sure to create, distribute, and get signed photo releases back from all students.

## **DAYS 5 to 14**

### **Writing Lessons on Creating Bridges: Personal Journeys into Art and Writing**

**Description:** In the next 10 lessons students will learn to organize and write a personal narrative using Latinx art as inspiration. Students will be guided by the teacher and writing mentors in the writing adventure using the writing process of prewriting, writing, editing, revision and publishing. This section of the unit continues to connect art appreciation, language development, cultural understanding.

#### **A. Learning Goals for Students**

1. *Understand* the basic elements of personal narrative and the writing process.
2. *Learn* to write a personal narrative with a piece of art as the starting point.
3. *Recognize* that art can bring out a personal narrative in the viewer.
4. *Compare and Contrast* through conversation in writing groups personal reactions to the art pieces chosen.
5. *Develop an Awareness* and appreciation for Latinx art and artists. (This can be deepened by a short 5 minute intro every other day showing the History of the Mural Movement, Murals in the Mission District, Santa Cruz Beach Flats, etc.)

#### **B. Intended Outcomes**

1. Students *will discuss* how art helped to shape their personal narrative with their writing group and their writing mentor.
2. Students *will represent their own ideas and stories* about the work in writing.
3. Students *will practice* all parts of the writing process including prewriting, writing, revision, editing and publishing.

#### **C. Teacher Resources: Videos on Latinx art, artists and community murals**

1. *San Diego Tribune* video and article titled: [Chicano Park’s New Mural has Fans, Detractors](#)
2. Take a walking tour of the San Francisco Mission Street mural art on YouTube: [This week: Mission Street Art](#)
3. Watch the Santa Cruz, California Beach Flats’ murals get repainted:

[Repainting the Beach Flats Community Murals](#)

4. Terrific list of books by and for Latinx young people.  
(Start at 5:23) [Let's Talk: Being Hispanic and Latinx Books](#)
5. Denver Art Museum's *Mi Tierra* exhibition and the 10 Mexican American artists who contributed to it: [Artists illuminate Latino identity and life in the American West](#) - PBS NewsHour

**C. Supplies Needed /Teacher prep**

1. My Communities Worksheet [My Communities worksheet](#) ( Day #5)
2. 5-10 minute Free Write Directions [Free Write Directions](#)
3. *Themes and ideas - Concept Words* from NPR "This I Believe" ( Day #6)  
[Themes and Ideas - Concept Words](#)
4. Worksheet to organize thoughts on personal narrative (graphic organizer/mind map) (Day #8)  
[Personal narrative mind map](#)
5. Personal Narrative Peer Feedback Form (Day # 9)  
[Personal Narrative Feedback form](#)
6. Personal Narrative Learning Goals and Success Criteria (Day #8 on )  
[Learning Goals and Success Criteria](#)
7. Personal Narratives written with Art in Mind - Poster (Day # 8 on )  
[Personal Narrative poster](#)
8. Questions to Ask Yourself..... ( for Day #8)  
[Questions to Ask Yourself...](#)
9. Revision Questions ( for Day # 9-10)  
[The Art of Revision- Questions for Narrative Writing](#)
10. Editing through Word Choice ( for Day # 11-12)  
[Word Choice - Ordinary Vs Vivid Words](#)
11. Self and Peer Editing Checklist ( for Day # 11-12)  
<http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf>
12. Exit Slips ( for Day #7 on)  
[Personal Narrative Exit Slips](#)
13. Publishing Your Personal Narrative ( Day #13-14)  
[Publishing your Personal Narrative](#)

## —Lesson Plans—

### DAY 1

#### Introduction to Hablamos Juntos Writing Project

**Teacher Goals and Objectives:** Teacher introduces the Museo Eduardo Carrillo Project to class and shares past publications to engage students in this process.

Teacher Prep:

Preview

**Say:** Today we are going on a journey together into the world of art and writing. Our class is going to work with the Young Writers Program and the Museo Eduardo Carrillo to write our own personal stories with the help of contemporary Latinx artwork. I'd like to give you a brief glimpse into the Museo and the artist who influenced it.

**Show** a slide show of the museum or, if high school students, the film [Eduardo Carrillo - a Life of Engagement](#).

**Show** overview of the [Museo Eduardo Carrillo website](#)

**Say:** For the last few years the Young Writers Program and Museo Eduardo Carrillo have been coming into classrooms with this project in mind. Last year's book was titled *The Story in the Art: La Historia en el arte*.

**Review** past projects and how the Young Writers program will benefit each student in class as writers and art appreciators. Could show website if helpful. [Young Writers Program Website](#)

**Do:** Show the book and read an excerpt that may resonate with you and your students. (One suggestion is the piece by S. Nolasco on page 50 and 51). If possible, display the art on the overhead. Let students know they will become published authors by the end of this project! Because of a partnership between Google Arts & Culture, Museo Eduardo Carrillo, and the Young Writers Program, people around the world can view more than 50 contemporary Latinx artworks and teen writing from this project. Through this new exhibition, users will be able to see and hear a selection of the Latinx students reading their own writing. Visit the exhibition at the [Google Cultural Institute](#).

## DAY 2

### Introduction to Hablamos Juntos Writing Project (*cont.*)

**Teacher Goals and Objectives:** Teacher will encourage class participation in an art conversation using six elements of art and adjectives that describe them. Students will learn how art can trigger thoughtful writing.

#### Teacher Prep:

- Make art vocabulary cards out of heavy paper using [Adjective Vocabulary for Viewing Art](#) and put into packets - one packet for each pair or table group.
- Be ready to hand out the charts [Adjective Vocabulary for Viewing Art](#) to organize the adjectives that go along with the art vocabulary.

**Say:** Here are two wonderful quotes. The first is by Rufino Tamayo - "The fundamental thing is freedom! In art there are millions of paths - as many paths as there are artists." (Write on board.) And from art historian/scholar Diana Santillano: "We can appreciate the value of bringing all voices to the table and listening to each other's narratives, for therein lies the capacity to form kinship and community..." (Write on board.)

**Do:** Ask students to talk in their table groups or pair share about what these quotes means to them. Students share out and then teacher explains that art can trigger thoughtful writing in millions of ways and that understanding the basics of art might help them as writers to find a way to relate their own lives to the art they are looking at.

#### Art Vocabulary

**Say:** In order to be able to talk about the art pieces we will be using the next time we meet, there are a few basic elements of art we need to be familiar with. These are *shape, color/hue, line, texture, mood, image*.

**Do:** Pass out the vocabulary cards and have students practice saying them aloud in table groups or in pairs. After they are feeling comfortable with the vocabulary, pass out the chart to organize the vocabulary into the elements of art. Let students know that the words may fit more than one category and encourage them to talk about that. Have them paper clip them to the art element they described at the end of the period.

**Say:** Please make sure your vocabulary cards are paper clipped to the art element sheet [Adjective Vocabulary for Viewing Art](#) and hand them in to me. We will use them the next time we meet.

*Note: For classes with access to computers, this [art vocabulary words quizlet](#) is great for practicing art vocabulary as it has an audio option.*

## DAY 3

### *Creating Bridges - Personal Journeys into Art and Writing* Art Lessons

**Teacher Goals and Objectives:** Teachers will use spiral questioning techniques to draw students into a piece of art through visual analysis and writing.

**Teacher Prep:**

- Make front and back copies of [Artwork Analysis](#).

**Description:** In two introductory lessons, students will call upon visual literacy strategies as they study pieces of art from the Contemporary Latinx Broadsides Project at Museo Eduardo Carrillo. Students will study each piece in depth through *direct instruction* including *spiral questioning techniques* from the teacher. Through *guided instruction*, students will be asked to also consider the *elements of art* within the pieces. The class will engage in a *visual analysis of the art* through *discussion* and *writing*. Students will be encouraged to *share* what each piece may evoke in them.

**Say:** Remember the first day of this project when you saw the website/video of the museum? Today we will be looking at a particular piece of art from the Contemporary Latinx Broadsides Project at Museo Eduardo Carrillo. You will become experts at looking and relating to art. Hopefully, the art will evoke (help you to recall) something about you and your life!

**Do:** Pass out the worksheet [Artwork Analysis](#). Put the slideshow [Hablamos Juntos Slides](#) up and follow the prompts for slides one through seven. Whenever possible, embed the six art vocabulary words (*shape, color/hue, line, texture, mood, image*) into class conversation. Give vocabulary sheets back to table groups for reference.

**Examples for embedding the vocab words into class conversation:**

- What *colors* do you see in this part of the art piece? (direct observation)
- What *shapes* do you notice? (direct observation)
- Describe the type of *lines* that the artist uses. (direct observation)
- What *textures* are you reminded of when you look at this art piece? (inference)
- When you look at this piece of art what *mood/tone* do you think of? (inference, educated guess)
- What *images* do you think that you see? (direct observation and inference)

In addition to writing down their responses, have students pair share along the way and then share out with the whole group.

**Do:** Pick up the [Artwork Analysis](#) worksheets and review what parts of the lesson need more explanation and/or clarification for Day 4.

## DAY 4

### *Creating Bridges - Personal Journeys into Art and Writing (cont.)*

#### Art Lessons

**Teacher Goals and Objectives:** Teachers will review and practice with the class the spiral questioning techniques and continue to draw students into a piece of art through visual analysis and writing. Teacher will also guide students into making choices about the art piece they most want to use as the springboard for their personal narrative.

#### Teacher prep:

- Label 11 X 14 folders with student names
- Make two copies of each broadside 11 x 14 size - one for the student and one for the bulletin board.
- If possible, place the student copy in a plastic sleeve.
- Have post-its on hand for all students.
- Lay out the art piece poster choices provided for you by Museo Eduardo Carrillo. (Depending on the class size and teacher preference, students may get to choose their art piece or not. This lesson is designed around students getting personal choice.)

#### PART 1

**Say:** Today we will be looking at the second piece of art from the Contemporary Latinx Broadside Project at Museo Eduardo Carrillo. You will continue becoming young experts at looking and relating to art. After looking at the first set of papers from our last lesson I noticed that \_\_\_\_\_ (Give positive comments on what you noticed and give yourself and the students a goal for today's lesson. You may need to review or clarify part of the instructions or a vocabulary word. This will vary from class to class.)

*Note: If you are working with the Young Writers Program, this may be the first day the students have the writing mentors in class. If possible, explain to the adults what their role is for today before instruction begins. You may or may not have chosen their student groups so you will decide their role for today.*

**Do:** Pass out to students their worksheet titled Artwork Analysis [Artwork Analysis](#) and have them turn to the back side. Put the slideshow [Hablamos Juntos slides](#) up and follow the prompts for slides eight through twelve. In addition to the prompts on the slides, *embed* the six art vocabulary words (*shape, color, texture, line, tone/mood and*

*image*) into the class conversation as in Day 3. You may or may not need to give them their art vocabulary charts back.

In addition to writing down their responses, have students *pair share* along the way and *share out* with the whole group. Encourage students who are struggling with ideas to listen carefully to others and write down some “borrowed” ideas.

Pick up the *Artwork Analysis* worksheets and place in individual student folders after evaluating for student growth and understanding.

## **PART 2**

**Say:** I am excited to let you know that you will be choosing the art pieces from the *Museo Eduardo Carrillo Hablamos Juntos* project you will be using for your own personal narrative stories. You have already learned so much in just a few days. With the help and support of the Writing Mentors from the Young Writers Program we will be writing up a storm in the next few weeks!

I have laid out all the art choices for you on the table and I will give you three post-its. Write your name neatly now on all three post-its and number your post-its with Choice #1, Choice #2, and Choice #3. (You may want to write this on the board as an example.)

**Do:** Check to make sure that this has been completed by all students.

**Say:** Remember that you are looking for an art piece that attracts you or reminds you of something. It may remind you of a story you might like to write about yourself, your family or someone else. It may bring up a vivid idea in your mind! You will put your post-its on three art pieces. When everyone has finished choosing, I will pick the art up and let you know next time which piece has been chosen for you. I will do my best to give you one of your choices. Please know that sometimes one or two art pieces are attractive to more than one person. If that happens, I will have to decide who gets what art piece. Please trust me to do this fairly.

**Do:** Show and tell students how to walk around the table first and just looking. No talking with others - just looking and thinking. The second time around the table, they lay their post-its down at the edge of the art broadsides (not covering up the art). They must choose three pieces of art to put their post-its on. After they have done that, they may take a seat. Some students will take longer to choose. Remind students that there can be more than one student’s post-it on each piece of art, but it will be easier if all pieces of art have at least one student’s name on them. The teacher will have a much easier time making a final decision if that is what happens. Watch and guide students through this process.

**Say:** Fabulous! Your work is done for the day. If you need to speak to me about your choices, stay after class to chat. We will start our pre-writing next time

## DAY 5

### *Creating Bridges - Personal Journeys into Art and Writing*

#### Prewriting

**Teacher Goals and Objectives:** Teachers will explain the prewriting concepts of themes and ideas provide opportunities for students to search for their own personal themes through artwork analysis and identification of their own community circles.

#### Teacher Prep:

- If not already done, make sure you have your writing groups set with your Writing Mentors and have spoken to them about their groups.
- Make a class set of [My Communities worksheet](#)
- Put each student's broadsides into their folders.
- On a *Visual Word Wall* hang up the chosen art broadsides along with art vocabulary words and **themes and ideas**.
- Have post-its stuck on the inside of each folder for all students and a copy of [Themes and Ideas - Concept Words](#) for each student. Copy it on the back of the [My Communities worksheet](#). Place one in each folder.
- Make a second copy of the Artwork Analysis [Artwork Analysis](#) (one sided this time).
- Before class or during the 5 minute *free write* ([Free Write Directions](#)), explain to writing mentors the plan for today. (Note: Free Writes are periods of 5 minutes where the only requirements for the students in class is to write ANYTHING that they want in their journals and to be totally quiet while doing it! Make sure you have practiced this skill at least a few times before your Writing Mentors come into your room as this will be crucial to have enough time to review the writing plan with the Writing Mentors for the day!)

**Say:** Before I give you the art piece you will be using for your inspiration in writing, I'd like you to look at your life and the people who are in it for a few moments. This is called pre-writing.

**Do:** Pass out the [My Communities worksheet](#) and read the directions together. Fill out a portion of the Community wheel yourself as an example, then allow students (and Writing Mentors) time to fill it out on their own. Go around the room encouraging students to identify the people in their lives and where they fit in the community wheel. They may ask about animals and that is up to you to decide - so many pets ARE family

members!!! Remind the class that the more pre-writing they do, the easier the actual writing will be.

**Say:** Please set your pencils down as now is the time for you to find out what art pieces you will be working with to write your own personal narrative. I have a folder for each one of you with your art piece inside. You will be looking at it every class so keep it in good condition. The folder will also be the place where you keep all of your pre-writing, idea sheets and drafts. Please put your name on everything that is inside now!

**Do:** Pass out the folders. At the same time, give students the Artwork Analysis sheet [Artwork Analysis](#) for their own art piece. Expect some chat and comparisons of the art pieces in the class. This is a good way for students to interact as they will be peer writing advisors for each other in their small writing groups.

**Say:** Please place your art broadside (a large piece of paper) next to the Artwork Analysis sheet. Side by side. Now follow along with me as I remind you of the ways to look at your art piece. (Depending on the class, you may have to go over this question by question. Writing mentors should be with their groups if possible.) Please ask for help if needed, but not until you have used your own eyes, brains and reactions first. Remember, the goal is that this piece of art will trigger a memory or story that you can write about.

Please make sure all of your work is placed back in your folder for next time. Be thinking about what personal narrative you might want to begin writing next time we meet.

## DAY 6

### *Creating Bridges - Personal Journeys into Art and Writing* **Writing**

**Teacher Goals and Objectives:** Teachers will continue to guide students through pre-writing and encourage the class population to collaborate on finding themes for narratives. Teachers will clarify for the class what structural elements are needed for a personal narrative.

#### **Teacher Prep:**

- If possible, put student folders on desks or tables before class begins.
- Create enough copies of the [Personal Narrative poster](#) for all students to have one and make a large one for the bulletin board.

**Do:** Give students their 5 minutes of free writing [Free Write Directions](#) in their journals as you let the Writing Mentors know what is happening during this class time today. If it fits your class environment, play quiet music to set the tone. (A sample - One hour of [Latin instrumental guitar music](#))

**Say:** Today we will begin the hour with helping each other out. Open up your folders and pull out your post-its and the paper titled: [Themes and Ideas - Concept Words](#). It is on the back of your *My Communities* paper. What we are going to do is look at the art pieces everyone is using for their writing and try to identify a *theme* (central idea) or concept word that will help the author write! Our goal is to try to have at least one post-it on every art broadside. First, let's read the list together. (Depending on your group, engage students with the words by *pair-share*, *whole class*, or by *table groups*.)

**Do:** Show the class (including the Writing Mentors!) how to write a theme word on the post-it with their name attached and then place it on the art broadside that seems to fit that concept. For instance, "kindness" is the first theme on the list. Put the word "kindness" on the post-it with your name and find an art piece to attach it to. This is not random! Demonstrate for them by saying: "I am choosing to put my post-it titled "kindness" on this art piece because....." This exercise is meant to help guide reluctant or emerging writers throughout their writing process. Let students or adult assistants know that if later on in the unit they come up with another theme idea for one of the art pieces, they can add more post-its OR writing mentors can speak directly to the author about it.

**Say:** Thank you to everyone for their community input. It is time now for a 10 minute quiet writing time. Look at your *My Communities* paper and your *Artwork Analysis*. Look at the theme idea/s that other people placed on your art. Is there a theme idea emerging for you? Remember to think and write, think and write. This is the work of writing. You are lucky to have a visual piece of art to help you dig deep and find your story.

**Say:** Thank you for your focus and quiet. I know it is early in your writing process, but turn to a partner or your table group and share your ideas. Remember to talk about how the art is leading you down a story path. (Give positive encouragement. Realize that some writers will still be in the idea/prewriting stage. Write a list of students who may be confused about the creative assignment.)

The last thing that I have for you today is a poster outlining what a Personal Narrative can look like.

**Do:** Pass out [Personal Narrative poster](#). Go over the elements piece by piece and have students highlight, underline, and draw symbols as you would any other explanatory set of instructions. It is important to note that because this is CREATIVE writing, student pieces may deviate from the prescribed form - and hurray for that. Let the magic of art and writing unfold.

**Say:** Please organize your work into your folders and hand your folders in. The next time we meet, your Writing Mentors will start to help and guide you with your writing.

*Note: some students will be eager to continue their work outside of class. Let them - just expect them to keep track of their work.*

**Do:** Excuse students. Have a quick post-meeting with Writing Mentors about the progress made today.

## DAY 7

### *Creating Bridges - Personal Journeys into Art and Writing* **Writing**

**Teacher Goals and Objectives:** Teachers will provide a positive writing environment for students writers and support Writing Mentors with clear, daily expectations of “Guided Looking” for them and their small writing groups.

#### **Teacher Prep:**

- If possible, put student folders on desks or tables before class begins.
- Make sure your Writing Mentors have received their [Guided Looking](#) sheet for each student in their group. If you are not working with Writing Mentors, consider making a guided looking sheet for students that are really struggling yourself or have pairs of students work together.
- Copy and have ready [Personal Narrative Exit Slips](#) for end of class today. Make 1 back to back copy for each student so they have a total of 4 exit slips to fill out.

**Do:** Give students their 5 minutes of free writing [Free Write Directions](#) in their journals as you let the Writing Mentors know what is happening during this class time today. If it fits your class environment, play quiet music to set the tone. (A sample - One hour of [Latin instrumental guitar music](#))

**Say:** For the next few times we meet, we will be looking at Latinx art that is being created in public places. This form of art is called murals (a painting or other work of art executed directly on a wall.) Often, these art pieces tell a story or are depicting a struggle of some kind.

**Do:** Show the clip of the Beach Flats murals in Santa Cruz, Ca.

[Repainting the Beach Flats Community Murals](#)

Have a short class conversation about what they saw - if there were any themes that came up and if there seemed to be a story being told.

**Say:** Now there will be a 10 minute silent writing time. Please stay quiet, respectful and focused. Look at your art piece and note sheets for inspiration. Please allow your Writing Mentors to meet with students individually at this time. They will be helping you with some guided looking.

**Do:** Teacher helps with the “Guided looking” process as needed. Encourage quiet writing. Writing Mentors begin interviews.

**Say:** That was a fast 10 minutes! Let’s review our [Personal Narrative poster](#) and determine where we are in the writing process. (Go over the poster again and, depending on the class, make recommendations on where they should be in their piece.)

**Say:** Now there will be another 10 minute writing time. Please stay quiet, respectful and focused. Look at your art piece and note sheets for inspiration. Please allow your Writing Mentors to meet with students individually at this time. They will be helping you with some guided looking.

**Do:** Teacher helps with the “Guided looking” process as needed. Encourage quiet writing. Writing Mentors continue with interviews.

**Say:** Great work today. Please show me (use whatever hand signs are part of your class routine) where you are with your writing after today. Also, fill out a short exit slip to help us help YOU next time.

**Do:** Pass out exit slips [Personal Narrative Exit Slips](#) and excuse students after they have been filled out. Have a quick post-meeting with Writing Mentors about the progress made today via conversation and checking exit slips.

## DAY 8

### *Creating Bridges - Personal Journeys into Art and Writing* **Writing**

**Teacher Goals and Objectives:** Teachers will continue to provide a positive writing environment for students writers and support Writing Mentors with clear, daily expectations of “Guided Looking” for them and their small writing groups. Teacher will also clarify daily writing goals for the class.

#### **Teacher Prep:**

- Preview the clip of the [Chicano Park’s New Mural Has Fans, Detractors](#)
- If possible, put student folders on desks or tables before class begins.
- Make copies of [Guided Looking](#) sheet for Writing Mentors
- Make a copy for each student of the [Learning Goals and Success Criteria](#) and display them on a poster in the classroom.
- Have copies of [Personal narrative mind map](#) and [Questions to Ask Yourself...](#) available for struggling students.

**Do:** Give students their 5 minutes of free writing [Free Write Directions](#) in their journals as you let the Writing Mentors know what is happening during this class time today. If it fits your class environment, play quiet music to set the tone. (A sample - One hour of [Latin instrumental guitar music](#))

Make sure your Writing Mentors have received their [Guided Looking](#) sheet for each student in their group. If you are not working with Writing Mentors, consider making a guided looking sheet for students who are really struggling or have pairs of students work together.

Make a copy of [Learning Goals and Success Criteria](#) for each student. Have the Learning Goals displayed on a poster in the classroom and be ready to show one on the overhead.

For students who seem to be struggling, consider providing them with [Personal narrative mind map](#) which may give them a structure to work with. Also, another question sheet for the struggling writer is [Questions to Ask Yourself...](#) Have these copies ready for any student or Writing Mentor that may ask for them today or later on in the program.

**Say:** Today we will be looking at Latinx art that was created and is being restored in San Diego, Ca. This form of art is called murals (a painting or other work of art executed directly on a wall.) Often these art pieces tell a story or are depicting a struggle of some kind.

**Do:** Show the clip of the *San Diego Tribune* video and article titled:

[Chicano Park's New Mural has Fans, Detractors](#)

Have a short class conversation about what they saw - if there were any themes that came up and if there was a story being told.

Pass out the [Learning Goals and Success Criteria](#) sheet. Have a brief conversation about the learning goals and let students know that they will be checking these off as they accomplish them. Remind students to constantly look back at their art piece for inspiration. Show them how to make a [viewfinder](#) out of their fingers to look more closely at a particular section of the art.

**Say:** Now there will be a 10 minute writing time. Please stay quiet, respectful and focused. Look at your art piece and note sheets for inspiration. Please allow your Writing Mentors to meet with students individually at this time. They will be helping you with some guided looking.

**Do:** Help with the “Guided looking” process as needed. Encourage quiet writing. Writing Mentors begin interviews. For students who seem to be struggling consider providing them with a [Personal narrative mind map](#) which may give them a structure to work with. Also, another question sheet for the struggling writer is Questions to Ask Yourself... . [Questions to Ask Yourself...](#) Today ALL students need to have the kernel of their story clear, so it is crucial to be aware of who needs further help finding their inspiration in the art.

**Say:** That was a fast 10 minutes! Let’s review our [Personal Narrative poster](#) and determine where we are in the writing process. (Go over the poster again and depending on the class make recommendations on where they should be in their piece.)

**Say:** Now there will be another 10-15 minute writing time. Please stay quiet, respectful and focused. Look at your art piece and note sheets for inspiration. Please allow your Writing Mentors to meet with students individually at this time. They will be helping you with some guided looking.

**Do:** Help with the “Guided looking” process as needed. Encourage quiet writing. Writing Mentors continue with interviews. For students who seem to be struggling consider

providing them with [Personal narrative mind map](#) which may give them a structure to work with. Also, another question sheet for the struggling writer is [Questions to Ask Yourself...](#) . Today ALL students need to have the kernel of their story clear, so it is crucial to be aware of who needs further help finding their inspiration in the art.

**Say:** Great work today. Please show me (use whatever hand signs are part of your class routine) where you are with your writing after today. Also, check off any learning goal you think you reached today.

**Do:** Excuse students after they have put everything back into their folders. Have a quick post-meeting with Writing Mentors as to the progress made today. As the lead teacher, make sure you know where each of your students is in the writing process. A student cannot begin revising if there isn't enough preliminary writing. If more time and instruction is needed, this is the time to add it in.

## DAY 9

### *Creating Bridges - Personal Journeys into Art and Writing*

#### Revision- Part 1

**Teacher Goals and Objectives:** Teachers will introduce the art of revision to the writing class and give tips on how to make quality revisions.

Teachers will track student progress and provide struggling students with additional materials and ideas to elicit writing.

#### Teacher Prep:

- Preview the clip [Mission Street Art](#).
- If possible, put student folders on desks or tables before class begins. Make copies of [The Art of Revision - Questions for Narrative Writing](#) and a front and back copy of [Personal Narrative Feedback form](#) for all Writing Mentors and students.
- Make copies of [Personal Narrative Exit Slips](#) for end of class today. Make sure they are back in student folders. If they are not, just pass them out at the end of class today.
- Make enough copies of [Personal Narrative Exit Slips](#) for all students.

**Do:** Give students their 5 minutes of free writing [Free Write Directions](#) in their journals as you let the Writing Mentors know what is happening during this class time today. If it fits your class environment, play quiet music to set the tone. (A sample - [One hour of Latin instrumental guitar music](#))

**Say:** Today we will again be looking at Latinx art but this time we will experience art being created in San Francisco, Ca. To review, this form of art is call murals (a painting or other work of art executed directly on a wall). Often these art pieces tell a story or are depicting a struggle of some kind.

**Do:** Show the clip of: [Mission Street Art](#). Have a short class conversation about what they saw - if there were any themes that came up and if there was a story being told. Remind students they can add more theme ideas to the art broadsides on the bulletin board whenever they get a new inspiration.

Review with students the [Learning Goals and Success Criteria](#) sheet. Have a brief conversation about the learning goals that have been tackled and what the goal is for today. Remind students they will be checking these off as they accomplish them.

Put the [The Art of Revision - Questions for Narrative Writing](#) on the overhead and pass out the [Personal Narrative Feedback form](#) to all students and Writing Mentors.

**Say:** When we begin our revision process your Writing Mentors and your writing peers will ask you some of these questions that you see on the overhead.

Now I would like you to work in your groups to look at these questions. Act on your answers today. This is called revision. By the end of today I would like to collect 2 versions of your story - what you began with today and what, after revision, you ended with. This means you will be writing your story or a part of your story again today. You have almost all of the rest of class to do this, but time will go by fast, so get going. Your writing group and your Writing Mentors will help you with this. Start filling in the [Personal Narrative Feedback form](#) as you work today. Please begin.

*Note: Some students will get through fewer revision questions than others. Plan accordingly.*

**Say:** Great work today. Make sure both of your writing pieces are in your folder today. Please show me (use whatever hand signs are part of your class routine ) where you are with your writing after today. Also, fill out a short exit slip to help us help YOU next time.

**Do:** Pass out exit [Personal Narrative Exit Slips](#) and excuse students once they have been filled out. Have a quick post-meeting with Writing Mentors as to the progress made today via conversation and checking exit slips.

## DAY 10

### *Creating Bridges - Personal Journeys into Art and Writing*

#### Revision - Part 2

**Teacher Goals and Objectives:** Teachers will continue with the art of revision and give tips on how to make quality revisions. Teachers will track student progress and provide struggling students with additional materials and ideas to elicit writing.

#### Teacher Prep:

- Preview the clip [Let's Talk: Being Hispanic and Latinx Books](#)
- If possible, put student folders on desks or tables before class begins.
- Make sure everyone has copies of [The Art of Revision - Questions for Narrative Writing](#) from the lesson given on Day 9.

**Do:** Give students their 5 minutes of free writing [Free Write Directions](#) in their journals as you let the Writing Mentors know what is happening during this class time today. If it fits your class environment, play quiet music to set the tone. (A sample - One hour of [Latin instrumental guitar music](#))

**Say:** Today we will be looking at another type of Latinx art and artist - authors writing books!

**Do:** Show the clip of: [Let's Talk: Being Hispanic and Latinx Books](#) (Start at 5:23) Have a short class conversation about what they heard - Have they read any of these books? Are they available to read in the library? Are they interested in reading any of these books?

Review with students the [Learning Goals and Success Criteria](#) sheet. Have a brief conversation about the learning goals that we have tackled and what our goal is for today. Remind students know that they will be checking these off as they accomplish them.

**Do:** Put [The Art of Revision - Questions for Narrative Writing](#) on the overhead.

**Say:** Today we will continue our revision process using the [Let's Explode This Sentence](#) activity. Your Writing Mentors and your writing peers will continue to assist you in answering the questions from [The Art of Revision - Questions for Narrative Writing](#)

I would like you to continue working in your groups to look at these questions. Act on your answers today. This is called revision. By the end of today I would like to collect 3 versions of your story: what you began with today and what, after revision, you ended with. This means you will be writing your story or a part of your story again today. You have almost all of the rest of class to do this, but time will go by fast, so get going. Your writing group and your Writing Mentors will help you with this. Please begin.

*Note: Some students will get through fewer revision questions than others. Plan accordingly.*

**Say:** Great work today. Make sure all of your art and writing pieces are in your folder labeled clearly as #1, #2, and #3. Please show me (use whatever hand signs are part of your class routine) where you are with your writing. In our next class we will begin the art of Editing.

**Do:** Excuse students after they have put all of their work in their folders. Have a quick post-meeting with Writing Mentors as to the progress made today.

## DAY 11

### *Creating Bridges - Personal Journeys into Art and Writing*

#### **Editing - part 1**

**Teacher Goals and Objectives:** Teachers will teach and practice with the class the editing tool “Word Choice: Ordinary vs. Vivid Words.” Teachers will remind students about what editing is and the editing expectations in the Readwritethink check off sheet.

#### **Teacher Prep:**

- If possible, put student folders out on desks or tables before class begins.
- Make sure [Personal Narrative Exit Slips](#) are in each student’s folder.
- Make sure everyone has copies of the [editing checklist](#) for self and peer editing from ReadWriteThink.
- Have a copy of [Word Choice - Ordinary Vs Vivid Words](#) available for the overhead, if needed.

**Do:** Give students their 5 minutes of free writing [Free Write Directions](#) in their journals as you let the Writing Mentors know what is happening during this class time today. If it fits your class environment, play quiet music to set the tone. (A sample - One hour of [Latin instrumental guitar music](#) )

**Say:** Today we are beginning the editing process. There are two exercises we will start today and finish in the time we have remaining with this project. Let’s look at our timeline now. (This will vary from class to class. It is a good idea to give students and Writing Mentors a heads-up at this point so they know when their projects must be completed.) For the next two times we meet, we will be working on our final edits. The last two times we meet we will be getting our pieces ready for publication. Our first mini-lesson for today is on *Word Choice: Ordinary Vs Vivid Words*.

**Do:** On the board or on the overhead draw a quick “T” chart or use the [Word Choice - Ordinary vs. Vivid Words](#) chart provided. If you use this chart, uncover the right side as you instruct the students how to change out “ordinary” words for “vivid” words. Note that the chart starts with substituting the word with a simple synonym, then the chart moves to a synonym and physical description, and lastly, a synonym, physical description and action. Depending on your class needs, go as deeply into this as is appropriate.

**Say:** So now that you know how to change ordinary words to vivid words, when you work in your writing groups today, find some ordinary words in your own writing you can transform into VIVID words. After you have finished improving your word choice with a partner or independently, it will be time for you to look at the editing checklist that I will give to you.

**Do:** Hand out [editing checklist](#) from the ReadWriteThink website.

**Say:** This checklist will help you decide whether you are ready to move on to your final draft for publishing. Ask a peer or your Writing Mentor to also fill out the editing checklist. Let's get editing!

*Note: Depending on your class, the teacher may have the final word on whether the student is ready to go on into the publishing stage.*

**Do:** Pass out [Personal Narrative Exit Slips](#) and excuse students after they have been filled out. Have a quick post-meeting with Writing Mentors as to the progress made today via conversation and checking exit slips.

## DAY 12

### *Creating Bridges - Personal Journeys into Art and Writing* **Editing - Part 2**

**Teacher Goals and Objectives:** Teachers will continue the editing process with students and Writing Mentors. Teachers will begin checking student process and editing expectations in the *Readwritethink* check off sheet.

#### **Teacher Prep:**

- If possible, put student folders out on desks or tables before class begins.
- Make sure everyone has copies of the [editing checklist](#) for self and peer editing from ReadWriteThink.
- Make plans for which students need more intensive help. This may be a time where Writing Mentors work with students they may not have worked with before so the process of editing for ALL students happens. Make sure all involved feel comfortable with this change.

**Do:** Give students their 5 minutes of free writing [Free Write Directions](#) in their journals as you let the Writing Mentors know what is happening during this class time today. If it fits your class environment, play quiet music to set the tone. (A sample - [One hour of Latin instrumental guitar music.](#))

**Say:** Today we are continuing the editing process. Remember the two exercises from last time about word choice and peer editing. Today is the day to finish this up, to read your piece out loud to more than one person and get their feedback. Refer back to your art piece and make sure the reader will be able to relate your story to the art that will be published alongside it. By the end of today, the goal is to be ready to get our pieces to the publication stage.

**Do:** Check in with students and Writing Mentors during this time. Make a list of students who need more intensive guidance and plan for that to happen before Day 13.

**Do:** Excuse students after they have organized their folders with the final planned edited draft on the top. Have a quick post-meeting with Writing Mentors as to the progress made today.

## DAY 13

### *Creating Bridges - Personal Journeys into Art and Writing* **Publishing - Part 1**

**Teacher Goals and Objectives:** Teachers will provide all student writers and Writing Mentors with the information needed to complete students' personal narratives and have them ready for publishing.

#### **Teacher Prep:**

- If possible, put student folders out on desks or tables before class begins.
- Make copies of [Publishing your Personal Narrative](#) guidelines for all students.
- Make sure everyone has their copy of the [Personal Narrative Feedback form](#) from Day 9 and their copy of [Learning Goals and Success Criteria](#). They will be filling these out with a peer editor or Writing Mentor by the end of Day 14.
- Make plans for which students need more intensive help. This may be a time where Writing Mentors work with students they may not have worked with before so the process of editing for ALL students happens. Make sure all involved feel comfortable with this change.
- Provide copies of the success criteria [Learning Goals and Success Criteria](#) for students to attach to their final writing.

**Do:** For the publishing part of the project, students will be working at computers. Give students their 5 minutes of free writing [Free Write Directions](#) in their journals as you let the Writing Mentors know what is happening during this class time today.

Pass out [Publishing your Personal Narrative](#) guidelines for students and Writing Mentors.

**Say:** Today is the day you will begin to type up and format your piece. Let's look at the requirements together on [Publishing your Personal Narrative](#) This is a day at the computers. You will be writing in a Google document (or however you want to receive final drafts). There are five parts to publishing your personal narrative. These parts are:

1. *Type* your story carefully using the guidelines below.
2. Have a peer or your Writing Mentor fill out the back of your [Personal Narrative Feedback form](#).
3. Make any *final edits* as needed.

4. *Fill out* your Learning Goals and Success Criteria [Learning Goals and Success Criteria](#) rubric.
5. *Type* up a short autobiography for the publication. (This may vary from class to class.)
6. Send to your teacher for final check and printing. Attach [Learning Goals and Success Criteria](#) rubric.

**Final drafts should be in the following format:**

- **Submitted in Google Docs (or Google Classroom)**
- **12 pt. double spaced Times New Roman or New Times Roman**
- **Student's name, first and last, spelled correctly, at top LEFT**
- **Title centered beneath name**
- **If a speaker tag is used, a comma goes inside closing speaker quotes. ("I had so much fun at the beach," sighed Laura.)**
- **Skip a line after your story and then type in the autobiography**

**Do:** Help and guide the class through the publishing process. Encourage students who finish early to help their peers. Keep track of who finishes in order to organize for the last day of the unit.

**Do:** Excuse students after they have organized their folders with the final edited draft on top. Have a quick post-meeting with Writing Mentors as to the progress made today.

## DAY 14

### Creating Bridges - Personal Journeys into Art and Writing

#### **Publishing - Part 2**

#### **Day 14 is a repeat of Day 13**

**Teacher Goals and Objectives:** Teachers will continue to provide all student writers and Writing Mentors with the information and supplies needed to complete students' personal narratives and have them ready for publishing.

**Do:** Repeat instructions from Day 13 and continue to support students through the final publishing of their piece. As students finish, they may support each other or consider the extension ideas below.

*Extension 1:* Look up the biography on the artist whose work helped to create their personal narrative. Find out who this person is, what other kinds of art pieces they have created. What is interesting about them? Would you like to contact them? Consider doing this with your teacher's approval.

*Extension 2:* Are you interested in murals after seeing the short videos we watched? Go online and research other murals that have been put on public places around the world. What is the history of murals? Historically, who are the most well known Latinx muralists? What is interesting to you about their work?

## THE CELEBRATION

Do not forget to celebrate student writing with a celebration! Here are some ideas:

1. Plan a public school or local library reading of *Creating Bridges - Personal Journeys into Art and Writing* narratives.
2. In class, invite the Writing Mentors back and enjoy small group sharing of stories with snacks, of course.
3. Around the school, safely hang the artwork and narrative side by side for the school community to enjoy.
4. Make podcasts of student narratives and create a slideshow using the art and student voice. (Could be in Spanish and English.)
5. Ask the local radio show to allow students to read their stories on air.
6. Ask a local art museum to showcase *Creating Bridges - Personal Journeys into Art and Writing*.
7. Ask the school's weekly newscasters to include personal narratives in the personal interest section.
8. Get student voices heard!
9. Invite artist to class or Skype/Facetime with artist.

# APPENDIX 1

## 8th grade ELA CCSS Writing Standards addressed in *Creating Bridges - Personal Journeys into Art and Writing*

### W8.3

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
    - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
    - b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
    - c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
    - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
    - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- 

### W8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

### W8.5

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

## APPENDIX 2

### Quotes

"Because the emphasis will be placed on the piece of art and not language as it is typically taught, students will feel a sense of freedom. Their writing will not necessarily be under the microscope. Their ideas about the piece will be. Students will also explore an artist's life, thus seeking answers through a biographic search using computer technology. The more opportunities my Spanish students have to experiment with language, the better their chances are at success with fluency and proficiency."

—Mary Lou L. Narowski

From *Using Art to Encourage Effective Speaking and Writing Skills with ESL Students*

"The fundamental thing is freedom! In art there are millions of paths - as many paths as there are artists."

—Rufino Tamayo

"We can appreciate the value of bringing all voices to the table and listening to each other's narratives, for therein lies the capacity to form kinship and community..."

—Diana Santillano, art historian/scholar

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