



EXPEDITIONARY
LEARNING

Grade 7: Module 2B: Unit 1: Lesson 6

Drawing Inferences: “My Own True Name”



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)
I can determine the central ideas in informational text. (RI.7.2)
I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)
I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)

Supporting Learning Targets

- I can make and share accurate inferences about “My Own True Name” in discussion with my peers.
- I can determine the central idea of “My Own True Name.”
- I can analyze the interactions between individuals, events, and ideas in “My Own True Name.”

Ongoing Assessment

- Identity anchor chart
- Reader’s Notes: “My Own True Name”



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Identity Journal Entry Task/Unpacking Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Text-Dependent Questions: “My Own True Name” (18 minutes) B. Written Conversation: Inferences in “My Own True Name” (13 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Returning Mid-Unit 1 Assessment (4 minutes) B. Reviewing Identity Anchor Chart/Learning Targets (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Correct the Mid-Unit 1 Assessment and complete Reader’s Notes: “My Own True Name.” 	<ul style="list-style-type: none"> • In this lesson, students begin to explore the idea of self-worth as a facet of identity. This particular idea features prominently in <i>Pygmalion</i> in Unit 2, so it is important for them to understand it. • The text “My Own True Name” is a first-person narrative from the perspective of a Mexican American college student. Consider ahead of time how seventh-grade students may or may not identify with the college experience and/or the multicultural background of the author and plan to address any misconceptions by helping them understand the world of the author. • As in other lessons, students analyze the chosen text via a combination of text-dependent questions and Reader’s Notes. From this point on, a new requirement will appear on the Reader’s Notes, asking students to use the “quote sandwich” at least once. This is to give them extended practice in the quoting skills they learned in Lessons 3 and 4. • This lesson introduces a new protocol, the Written Conversation, to facilitate discussion about drawing inferences from text. This is a challenging task for students of this age, and multiple opportunities to practice it are beneficial. Throughout the unit, students have been practicing scaffolded inferring through their Reader’s Notes; this lesson is the launch into a more independent approach. This skill will be assessed in the end of unit assessment in Lesson 9. • In advance: <ul style="list-style-type: none"> – Review: Reader’s Notes: “My Own True Name,” Close Reading Guide: “My Own True Name,” Written Conversation protocol (see Appendix). – Consider how you will handle some predictable challenges with the Written Conversation. Students will tend to shift into oral conversation when they pass papers. Be ready to remind them to “Keep it in writing” during the transitions. Then, even with the best instructions, some students will write two words and put their pens down. Keep stressing, “We write for the whole time.” If necessary, provide additional prompts to the class or individuals to help them keep going. Finally, after you call students back to order at the end, when they are talking out loud with their partners, you might find it hard to get them back. Happily, this shows you that students are connecting to each other and the material. • Post: Learning targets.



Lesson Vocabulary	Materials
self-worth, inference; ROTC, internalize, monopolize	<ul style="list-style-type: none">• Identity journals (begun in Lesson 1; one per student)• “My Own True Name” (one per student)• Text-Dependent Questions: “My Own True Name” (one per student)• Close Reading Guide: “My Own True Name” (for teacher reference)• Reader’s Notes: “My Own True Name” (one per student)• Reader’s Notes: “My Own True Name” (answers, for teacher reference)• Diversity Discussion Appointments handout (from Lesson 4)• Identity anchor chart—student version (begun in Lesson 1; one per student)• Identity anchor chart (begun in Lesson 1)• Sample Cultural Identifiers anchor chart (from Lesson 1)



Opening	Meeting Students’ Needs
<p>A. Identity Journal Entry Task/Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Have students open their identity journals to the Entry Task, Lesson 5, and briefly review some of the answers they gave.• Direct students’ attention to the Lesson 6 task:<ul style="list-style-type: none">* “What does the term <i>self-worth</i> mean to you? How is it different from being “stuck up” or “conceited”?* “When someone has a sense of self-worth, what might it look like?”* “How can self-worth play a role in someone’s identity?”• After a few minutes of writing, have students switch journals with a partner. Ask partners to read and comment verbally on each other’s entries for 1 minute. Time this carefully.• As students are commenting, circulate and choose two entries you would like to discuss as a whole class. Ask the students’ permission to share them, and then do so.• Refer students to the learning targets. Ask them to read the targets aloud.• Have students turn again to their partners and discuss:<ul style="list-style-type: none">* “How might the topic of our journal entry and these targets be related?”• Cold call two or three students for their answers. Listen for them to say something like: “We might be reading a text about self-worth that we will need to analyze,” or “Maybe someone in our text today interacts with the idea of self-worth.”	



Work Time	Meeting Students' Needs
<p>A. Text-Dependent Questions: “My Own True Name” (18 minutes)</p> <ul style="list-style-type: none">• Hand out “My Own True Name.” Ask students to turn and talk:<ul style="list-style-type: none">* “Predict what this article might be about, given the title and what we have been learning about identity so far.”• Cold call two or three students for their answers.• Tell students they now will closely read an article called “My Own True Name” to analyze how the text deals with the idea of self-worth.• Note that this text shares similarities with the text “The Border”—both were written by teenage girls with a Mexican heritage. But do not give too much away.• Ask the students to raise their hands if they have a sense of how the title—“My Own True Name”—might relate the idea of self-worth. Wait for most of them to raise their hands and then call on one to explain. Listen for ideas such as: “It’s the author’s true name, so maybe it represents her true self, a self she values,” or “She says it’s her name—my own—not anyone else’s. She has a sense of self-worth because she values having her own unique name.”• Set the students up in pairs.• Distribute the Text-Dependent Questions: “My Own True Name” and the Reader’s Notes: “My Own True Name.” Use the Close Reading Guide: “My Own True Name” to guide students through the reading and text-dependent questions related to the excerpt.	



Work Time (continued)	Meeting Students' Needs
<p>B. Written Conversation: Inferences in “My Own True Name” (13 minutes)</p> <ul style="list-style-type: none">• Ask students to locate their Diversity Discussion Appointment handout and find their Red Hands partner for a Written Conversation.• Explain that students will be writing simultaneous notes to one another about the reading selection, swapping them every 3 minutes at the teacher’s command, for a total of three exchanges, keeping quiet along the way.• They are to write for the whole time allotted for each note, putting down words, phrases, questions, connections, ideas, wonderings—anything related to the passage—or responding to what their partner has said, just as they would in an out-loud conversation. Spelling and grammar do not count.• Set the purpose:<ul style="list-style-type: none">* “What is an important <i>inference</i> you can make from the parts of this article we’ve read so far? Remember that ‘inference’ means ‘an idea you can draw from the hints and clues in a piece of text—the text does not give you the answer.’ When you write your note, be sure to include what evidence you’re using to make the inference. Remember too that we’re looking for important inferences—inferences that help you understand what is going on in the story. ‘I can infer that her boyfriend liked the military’ might be a true inference, but it’s irrelevant—it’s not all that important to understanding the text.”• Ask the class to begin, with both students in each pair writing a note (e.g., “Dear Jack, I can infer that it must have been difficult for the author to break up with her boyfriend, even though she was ready to move on, because she changed colleges just to be with him at first”).• After 3 minutes, ask students to exchange notes.• Remind them:<ul style="list-style-type: none">* “Read what your partner said, then take 2 minutes to answer just as if you were talking out loud. You can write responses, feelings, stories, make connections of your own, or ask your partner questions—anything you would do in a face-to-face conversation.”• After the planned three-note exchange is complete, say:<ul style="list-style-type: none">* “OK, now you can talk out loud with your partner for a couple of minutes.”• You should notice a rising buzz in the room, showing that students have plenty to talk about.	<ul style="list-style-type: none">• Consider pairing students beforehand to meet their needs: proficient writers with emergent writers, quiet students with more outgoing ones, or homogeneously.• See the Teaching Notes for some suggestions on how to handle challenges inherent in this activity.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Next, conduct a short whole-class discussion. This should be engaged and productive, because everyone will have fresh ideas about the topic. Ask a few pairs to share one highlight or thread of their Written Conversations as a way of starting the discussion.• Use the whole-class discussion to give feedback to the students about what a strong inference looks and sounds like (e.g., “Wow—I can tell you really used your evidence to back that inference up!”) and how to improve weaker inferences (e.g., “Where did you draw that inference from in the text? Let’s look at it again together”)	
Closing and Assessment	Meeting Students’ Needs
A. Returning Mid-Unit 1 Assessment (4 minutes) <ul style="list-style-type: none">• Return students’ Mid-Unit 1 Assessments, with wrong answers indicated but not corrected.• Tell students that part of their homework is to correct their assessments. For answers they got wrong, they should circle the correct answer and also add a note explaining why it is the correct answer.	
B. Reviewing Identity Anchor Chart/Learning Targets (5 minutes) <ul style="list-style-type: none">• Have students turn to the Identity anchor chart—student version in their identity journals and copy down your writing while you record class thinking on the posted Identity anchor chart. Refer to the Sample Cultural Identifiers anchor chart as needed.• Ask students to volunteer answers to these questions:<ul style="list-style-type: none">* “Where does self-worth fall on our Sample Cultural Identifiers anchor chart?”• Listen for: “It’s a category listed on its own.”<ul style="list-style-type: none">* “How does self-worth fit into our working definitions of identity?”• Listen for such answers as: “People with self-worth have a strong sense of identity” or “People who honor all the aspects of their identity have strong self-worth.”	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Correct your Mid-Unit 1 Assessment and complete Reader’s Notes: “My Own True Name.”	



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Supporting Materials



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“My Own True Name”

Chocolate for a Teen’s Spirit

My boyfriend of three years had lost his college ROTC scholarship, and when his parents said, “You have to come home,” we decided I should come home too. At the time, it sounded like a good idea. Our social life at the university in Austin, Texas, had been tied to the ROTC students, and if he wasn’t in the program, I didn’t feel the university had much to offer us.

So we both enrolled at the smaller university in our hometown, San Antonio. He seemed to want things to go on as they did before, but something inside me wanted something different. He stayed with his business major, but since the new university didn’t have a speech department, I chose to become an English major.

In Austin, we had taken many classes together. Now in our third year, we were both taking courses in our majors. We only saw each other between classes, or if we rode together in his car or mine to the university.

Besides English classes, I enrolled in a Texas history class. The professor would take roll by reading out an entire name. It was something about the way he said, “Diane Theresa Gonzales,” putting in all the Spanish accents on my names that made me feel so proud of myself as a Mexican American. That first day he called my name, he also added, “And what does a person named *Diana Teresa Gonzalez* plan to do with her life?”

At the time, I could only shrug and say, “I’m not sure yet.”

My history class was filled with interesting people who had significant life experiences that fascinated me. Many of them were “older” students who had returned to college to finally earn their degree. My self-confidence grew as my history professor welcomed my visits to his office, answered my questions about wrong answers on a test, and suggested ways to expand my topic for a research paper. In my English courses, teachers recognized the way I listened to them. I internalized their ideas and added my own. In my major courses, I wasn’t made to feel like I didn’t know what I was doing, or that my thoughts didn’t matter.

That’s not what I remember about the big university in Austin, and taking classes with my boyfriend. The classes were so big that no professor knew my name. If my boyfriend was in the class, he monopolized my time, and we spent time outside of classes with his ROTC friends and no one else.

Who was this person, Diane Theresa Gonzales? When my Texas history professor asked me to take the next class he was teaching, I enrolled, even though history wasn’t my major. By the end of the spring semester, I became a double major and loved every minute of my courses in English and history.

By then I knew I wanted to be a teacher. I started to take an active role in my education and enrolled in courses that interested me. Unfortunately, my courses didn’t fit into my boyfriend’s schedule. We took our own cars to the university the following year. Sometimes we saw each other at lunch. He was working for my father by then, so we saw each other after work or school.



“My Own True Name”

Chocolate for a Teen’s Spirit

Coming back to San Antonio also set into motion other events that would change my life, too. The fall semester of my senior year, I met an old friend at church and continued to see him every Sunday. Eventually, I ended my relationship with my old boyfriend and started dating the man I would eventually marry.

I imagine that some people think that going away to college, only to return two years later, could be a failure of sorts. However, returning to my hometown, to a brand-new university where the students were anxious to learn, not party, gave me a chance to discover who I was.

As I remember this time of life, I see that my identity had formed as an individual. I became a person separate from my parents, my family, and my boyfriend. I realize now that a person doesn’t have to leave home for college to “separate” and become an individual. We become individuals when we make the time to discover our own true name, and learn to say it proudly.

From CHOCOLATE FOR A TEEN’S SPIRIT by Kay Allenbaugh

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Text-Dependent Questions:
“My Own True Name”

Name: _____

Date: _____

Questions	Answers
Use your Reader’s Dictionary in Questions 3 and 4.	
1. What evidence do we have so far that the author is beginning to change her perspective on what she wants from life?	
2. How does this paragraph serve as evidence that the author’s sense of self-worth is becoming stronger?	
3. The paragraph states that the author <i>internalized</i> the professors’ ideas. What does this mean? How can you use context clues to find out?	
4. This paragraph discusses how the author’s time was <i>monopolized</i> by her boyfriend. The prefix “mono” means “singular,” or “only.” Knowing this, what do you think <i>monopolized</i> means? Rephrase the sentence to have the same meaning without the term <i>monopolized</i> .	



Close Reading Guide:
“My Own True Name” (for Teacher Reference)

Total time: 18 minutes

Questions	Answers
Use your Reader’s Dictionary in Questions 3 and 4.	
1. What evidence do we have so far that the author is beginning to change her perspective on what she wants from life?	<p>(10 minutes)</p> <ul style="list-style-type: none">• Say to students:<ul style="list-style-type: none">* “Read in your heads while I read aloud.”• Read the text through the first paragraph on page 60.• Pause.• Ask the first question. Allow students to work with their partners to find answers.• Ask for volunteer answers. Listen for: “The author wants something different from her boyfriend” or “The author enrolls in a history class even though she is an English major.”• Read the second paragraph on page 60 and pause.• Ask the second question. Allow students to work with their partners to find answers. <p>Ask for volunteer answers. Listen for: “She is adding her own ideas to others,” “She is being listened to,” or “She is being made to feel that she has something to contribute.”</p>
2. How does this paragraph serve as evidence that the author’s sense of self-worth is becoming stronger?	



Close Reading Guide:
“My Own True Name” (for Teacher Reference)

Total time: 18 minutes

Questions	Answers
Use your Reader’s Dictionary in Questions 3 and 4.	
3. The paragraph states that the author <i>internalized</i> the professors’ ideas. What does this mean? How can you use context clues to find out?	(8 minutes) <ul style="list-style-type: none">• Reread the second paragraph on page 60. Pause.• Ask the third question. Listen for: “I can see the word <i>internal</i> in <i>internalize</i>, so that makes me think she is putting these ideas inside herself.”• Read the next two paragraphs. Pause.• Ask the fourth question. Listen for: “He wanted her to spend time only with him.” A rephrased sentence might look like this: “My boyfriend wanted me only to spend time with him.” Let students know they will read the rest of the text on their own for homework.
4. This paragraph discusses how the author’s time was <i>monopolized</i> by her boyfriend. The prefix “mono” means “singular,” or “only.” Knowing this, what do you think <i>monopolized</i> means? Rephrase the sentence to have the same meaning without the term <i>monopolized</i> .	



Reader's Notes:
"My Own True Name"

Name:

Date:

Article Title	Central Idea	Inferences	Identity	Interactions between individuals, events, and ideas
"My Own True Name"	<p>Jot down the central idea of the text.</p> <p>Then, use the "quote sandwich" to discuss a piece of evidence that supports the central idea of this passage.</p>	<p>Write down the strongest inference you and your partner made today in your Written Conversation.</p>	<p>We discussed the relationship of this text to "self-worth" today. What other Sample Cultural Identifiers would fit with this text?</p>	<p>How did the author's teachers affect her decisions later in the text?</p> <p>How did the author's first boyfriend's treatment of her affect her decisions later in the text?</p>



Reader's Notes:
"My Own True Name"

Reader's Dictionary

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
ROTC	59	Reserve Officers' Training Corps, a military program that exchanges college scholarships for service in the armed forces			
internalize	60				
monopolize	60				
Other New Words					



Reader's Notes: "My Own True Name"
(Answers, for Teacher Reference)

Article Title	Central Idea	Inferences	Identity	Interactions between individuals, events, and ideas
"My Own True Name"	<p>Jot down the central idea of the text. <i>The author learns to make her own identity based on what she cares about.</i></p> <p>Then, use the "quote sandwich" to discuss a piece of evidence that supports the central idea of this passage. <i>While the author was at school, she came across a professor, who said: "And what does a person named Diana Theresa Gonzales want to do with her life?" She considered that question very thoughtfully and finally made decisions to become her own person, not anyone else's.</i></p>	<p>Write down the strongest inference you and your partner made today in your Written Conversation. <i>Inferences here can vary, but they should all be rooted firmly in evidence from the text.</i></p>	<p>We discussed the relationship of this text to "self-worth" today. What other Sample Cultural Identifiers would fit with this text? <i>Geographic/regional identity</i> <i>Language</i> <i>Ethnicity</i></p>	<p>How did the author's teachers affect her decisions later in the text? <i>It was in the history class that the author first realized she could be her own person; other teachers' support gave her the confidence to follow her own academic path.</i></p> <p>How did the author's first boyfriend's treatment of her affect her decisions later in the text? <i>He monopolized her time and did not step beyond his comfort zone. The author eventually felt that this treatment stifled her.</i></p>



Reader's Notes: "My Own True Name"
(Answers, for Teacher Reference)

Reader's Dictionary

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
ROTC	59	Reserve Officers' Training Corps, a military program that exchanges college scholarships for service in the armed forces			
internalize	60	make (attitudes or behavior) part of one's nature			
monopolize	60	to acquire or have complete control over			
Other New Words					