

Moving Beyond a Single Story: Standards Addressed in Each Option of this Module

We designed this module with your needs and the needs of your students in mind. We know that students love to make choices within units and that, sometimes, this can be difficult to arrange and plan for when teaching. Thus, we've selected a number of compelling stories from various time periods and cultures with the hope that these stories connect to or pique the interests of your students. These options can be used to differentiate within the classroom for a variety of learners. You could also use more than one of the options and assign them without students having choices. Each option is presented as a slideshow for this reason. There is no need for students to have access to the whole progression, unless you'd like them to.

Additionally, each final product in this series is different. Students can choose the story they'd like to pursue based on the topic or based on their interest in creating the final product. Again, this is a way to differentiate for the learners in your classroom.

Maine's [Guiding Principles](#) and this Module

Though each of the options for study and completion in this module meets different standards within different disciplines, each of the options will help students to show that they are mastering each of the guiding principles.

Specific Standards Addressed in Each Option

Standards for Option One: The Story of Japanese Internment

Final Product: Short Story in Graphic Novel Form

Standard ELA.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Standard ELA.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Standard ELA.R.12: Read with sufficient accuracy and fluency to support comprehension

Social Studies History Standard (SSH1): Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

Visual and Performing Arts: B1 Media Skills: Students choose multiple suitable *media, tools, techniques, and processes* to create a variety of original art works.

Standards for Option Two: The Quilters of Gee's Bend, Alabama

Final Product: Traditional or Non-Traditional Quilt Square

Standard ELA.R.12: Read with sufficient accuracy and fluency to support comprehension

Visual and Performing Arts: A. Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes. **A2 Elements of Art and Principles of Design:** Students evaluate all the features of *composition*.

Visual and Performing Arts: B1 Media Skills: Students choose multiple suitable *media, tools, techniques, and processes* to create a variety of original art works.

Standards for Option Three: The Story of Immigration

Final Product: Slam Poem

Standard ELA.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Standard ELA.R.12: Read with sufficient accuracy and fluency to support comprehension

Standard ELA.SL.4: Adapt speech to a variety of contexts, audiences, and communicative tasks.

Standard ELA.W.3: Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose

A. Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes. **A3 Media, Tools, Techniques, and Processes:** Students compare the effects of *media* and their associated *tools*, *techniques*, and *processes*, using *elements*, *principles*, and expressive qualities in *art forms* and *genres*.

Standards for Option Four: The Story of Angel Island and the Chinese Exclusion Act

Final Product: An Infographic

Standard ELA.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Standard ELA.R.11: Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).

Standard ELA.R.12: Read with sufficient accuracy and fluency to support comprehension

Standard ELA.SL.3: Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

Standard ELA.W.1: Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

Standard ELA.W.2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

Social Studies History Standard (SSH1): Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

Standards for Option Five: The Story of the Enslaved and Their Descendants

Final Product: A Found Poem

Standard ELA.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Standard ELA.R.11: Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).

Standard ELA.R.12: Read with sufficient accuracy and fluency to support comprehension

Standard ELA.W.2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

Social Studies History Standard (SSH1): Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

Standards for Option Six: The Story of a Holocaust Survivor

Final Product: A Podcast

Standard ELA.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Standard ELA.R.11: Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).

Standard ELA.SL.4: Adapt speech to a variety of contexts, audiences, and communicative tasks.

Standard ELA.W.1: Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

Standard ELA.W.2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

Visual and Performing Arts: BI Media Skills: Students choose multiple suitable *media, tools, techniques, and processes* to create a variety of original art works.

How the Stories We Included Were Selected

It is daunting, to say the least, to think about which stories to include and which to leave behind when creating a module of this type. Ultimately, some threads that were less developed were left on the editing floor. Honestly, there could really be hundreds of options in this module. Not including some of these ideas in our final presentation is a little heartbreaking, but I am hopeful that many of you will be inspired to share more stories--perhaps ones that include some of your own history or the histories of your students or ones that exist in the texts you use in your classroom.

An option I toyed with for some time was a 'create-your-own' thread. I could not formulate exactly how this could be accomplished in the time that I had to work on this project, but the idea is one I'd like to share in case one of you ever has the idea bring this thought to fruition.

Perhaps one of the dangers of storytelling is that once you get started listening to others' stories, you'll realize just how many unique and fascinating ways there are of being in this world.

