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**Advanced Level (CASAS reading scores of 221-236)**

## **MN Places of Interest Unit: Week 1 of 1**

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### **Unit Overview**

In this 1-week unit learners will discover that Minnesota is more than 10,000 bodies of water by reading about scientific, historical, and natural treasures that lie within its borders. Learners will expand their academic vocabulary base by using context clues and identifying appositives, explanations or synonyms off-set by commas or dashes, while reading. They will also develop evidence-based writing skills as they defend their preference toward a particular place of interest.

### **Focus of Week 1**

- Reading non-fiction articles about **local places of interest**
- Defining vocabulary **using appositives**
- **Using “would rather” or “prefer to”** to show preference
- **Using support** to defend one’s position

## MN Places of Interest Unit: Week 1, Monday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Literacy:</b> take notes on the grammatical rules for constructing questions/responses using “rather” and “prefer”</p> <p><b>Literacy:</b> read two articles about local places of interest</p> <p><b>Listening/speaking:</b> listen and ask questions in order to take effective notes on grammatical rules and examples concerning “rather” and “prefer”</p> <p><b>Transition &amp; Critical Thinking:</b> use appositives as a reading comprehension strategy; use word &amp; structure variety; take notes</p> <p><b>Grammar:</b> use “would rather” vs. “prefer to” to express preference</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Identifying Appositives</b></li> <li>• Handout: <b>The Bell Museum of Natural History</b></li> <li>• Handout: <b>The James J. Hill House</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• <u>Textbook:</u> <i>Grammar in Use Intermediate</i>, p.112</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• Sets of at least two different colored highlighters</li> </ul>

### Lesson Plan

#### Warm up for today’s Lesson

Description: in small groups, brainstorm what a museum of natural history might display and who James J. Hill was (a politician, an actor, author, etc.?) Put the two questions on the board to prompt discussion.

Materials/Prep: none

#### Review of Previous Lessons

Description: (not applicable on first day of new unit)

Materials/Prep: N/A

#### Activity 1: Literacy, Transitions & Critical Thinking

Description: learners read about appositives and practice identifying several

Materials/Prep: copies of **Identifying Appositives**

#### Activity 2: Literacy, Transitions & Critical Thinking

Description: learners read about Bell Museum of Natural History and James J. Hill House while identifying appositives to help define potentially new vocabulary within the text

Materials/Prep: copies of **The Bell Museum of Natural History** and **The James J. Hill House**

#### Activity 3: Listening/speaking, Transitions & Critical Thinking, Literacy

Description: introduce “rather” vs. “prefer”; describe how they can be used similarly and how they differ in structure; learners take notes

Materials/Prep: prepare some example questions and possible responses to demonstrate the difference btw hypothetical and present usage (see plan for a concrete example); **Grammar in Use Intermediate**, p. 112

#### Activity 4: Checking for Understanding

Description: learners ask each other one question using “rather” and one using “prefer” about the places of interest read today; respond using the same forms

Materials/Prep: none

**Teacher Directions:** Warm Up: Listening/speaking

Write two questions on the board before learners arrive:

- What does a natural history museum display?
- Who was James J. Hill?

Divide learners into pairs or small groups. Groups brainstorm the questions for 5 minutes. During the activity, float the room and listen to group members' suggestions.

After 5 minutes, have a spokesperson from each group report out. If any group "nails it," let them know. Otherwise, hold them in suspense until they complete the readings. Inform learners that they will be exploring places of interest in Minnesota.

Technology Option: Learners may compete in pairs using a common search engine (Google, Bing, etc.) to see who can find the answers first.

**Teacher Directions:** Activity 1: Literacy, Transitions & Critical Thinking -Materials: **Identifying Appositives**

### Step 1: Context

Tell learners that they are going to read about places of interest in Minnesota. The articles have some potentially new vocabulary, so they will begin by learning the reading skill of identifying appositives, one form of using context clues to understand new vocabulary or phrases when reading. (Nice appositive, no?)

### Step 2: Guided Practice

Read the handout **Identifying Appositives** aloud in pairs or as a class with individuals volunteering to read each point aloud. Discuss the example. In what way does the information provided after the comma help to define the word prior to the comma?

### Step 3: Independent Practice

Learners independently complete the practice problems following the instructions on the handout **Identifying Appositives**. They must think critically about whether each contains an appositive or not. Not all sentences containing commas contain appositives! Teacher should float the room and address questions only as needed.

As learners finish, turn to classmates to compare/check work. Finally, correct as a class.

### Identifying Appositives

- An appositive is a noun or noun phrase that immediately follows a noun or phrase in order to explain or restate it.
- Appositives may be set-off by commas, parentheses, or dashes.
- They are often used to explain academic language that may be new vocabulary to many readers.
- Sometimes they are used to explain jargon, language specific to a profession or hobby.

For example, in the sentence above "language specific to a profession or hobby" is an appositive phrase explaining "jargon".

Read the following example. Which word is the appositive explaining or restating?

Example:

Animals ran in fear just before the tsunami, a very large ocean wave, came crashing to shore.

**Appositive Exercise**

Directions: Circle the word or phrase being explained and underline the appositive in each sentence. Work independently. When you have finished, turn to a classmate and compare your answers. Some sentences may not contain any appositives. Do **not** underline anything if there are no appositives present!

**Teacher Directions:** Activity 2: Literacy, Transitions & Critical Thinking -Materials: **The Bell Museum of Natural History** and **The James J. Hill House** handouts, 2 different colored highlighters per learner

**The Bell Museum of Natural History**

[www.bellmuseum.umn.edu](http://www.bellmuseum.umn.edu)



Located at the southwest corner of 17<sup>th</sup> Ave and University Ave SW in Minneapolis, the Bell Museum of Natural History has served as "the cradle of innovation for science and culture at the University of Minnesota" for over 140 years.

The Bell Museum is home of the **ExploreOmniverse**, a theater of planetarium shows that takes you virtually anywhere in the universe.

"Big Thursdays at the Bell" are popular days for adults who love exploring the natural world. The website mentions, "whether you're a 'science buff' (lover of science/very knowledgeable about science) or simply curious...there are opportunities for you, including sketching (also referred to as drawing), films, expert-guided tours and more!

Many exhibits are of flora and fauna, or better known as plants and animals, remains; however, the Touch and See Discovery Room provides opportunities for interaction with live amphibians, reptiles, and invertebrates.

**The James J. Hill House**

<http://sites.mnhs.org/historic-sites/james-j-hill-house>



Located at 240 Summit Ave. in St. Paul, the James J. Hill House is a National Historic Landmark, an object of the land or a town that is easily seen and recognized from a distance.

James J. Hill was the builder of the Great Northern Railway, founded in 1890. This railway was the only privately funded transcontinental (crossing a continent) railway that succeeded in the U.S.

According to the Minnesota Historical Society, the mansion was built in 1891. It was "the largest and most expensive home in Minnesota" at that time. "It contained 36,500 square feet on 5 floors including 13 bathrooms, 22 fireplaces, and 16 cut-glass chandeliers (lights that hang down from the ceiling)." It also contains, "a two-story skylight gallery (receiving natural light from windows above), an 88-foot reception hall, and a profusion of elaborately carved oak and mahogany woodwork."

Today, visitors may take guided 75-minute tours of 4 floors of the house and explore the art gallery that holds changing exhibits.

**Step 1: Partner Reading**

Pair off learners. One learner reads the Bell Museum article aloud while his/her partner follows along. The other learner reads the Hill House article aloud while his/her partner follows along. Teacher may float the room and assist with pronunciation for improved reading fluency.

**The teacher should not define vocabulary or point out appositives at this point!**

**Step 2: Independent Literacy Skill Application**

Learners independently re-read the two articles and highlight any appositives. Use one color for the appositive and another color for the word that it explains or defines.

**Step 3: Reviewing Answers**

Learners re-meet with partners and compare/check appositive highlights. Teacher should announce at this point that **there are four appositives in each article.**

Project the articles and invite learners to come forward to highlight their final answers. If there is much dispute about the correct answers, discuss them as a class.

**Teacher Directions:** Activity 3: Listening/speaking, Transitions & Critical Thinking, Grammar-Materials: **Grammar in Use Intermediate**, p. 112 (Use text as teacher reference only; if sharing with learners, do **not** provide section D)

**Step 1: Context**

Tell learners that they are going to take notes on a grammatical structure that will be used to discuss places of interest in Minnesota. Inform learners that it is important to know these rules in order to demonstrate word choice and structure variety in conversation and academic writing.

## Step 2: Grammar Introduction

Learners take notes on the grammatical rules for constructing questions/responses using “rather” and “prefer”. Explain that “rather” is always used in the hypothetical, for unreal or future possible situations, but that “prefer” can be used for the hypothetical or for the present. In the present, “prefer” may be followed by an infinitive, gerund, or other noun. “Rather” is always used with “would” and followed by a bare base verb when its purpose is to show preference. For example,

- I **would rather watch** soccer than “American” football. (hypothetical or future possibility)
- I **would prefer to watch** soccer than football. (hypothetical or future possibility)
- I **prefer watching** soccer than football. (simple present—on any occasion)
- I **prefer soccer** to football. (simple present—on any occasion)

Concerning question formation, begin with “would” for hypothetical/future contexts, but “do” for simple present. For example,

- **Would you rather** watch soccer **or** football? (hypothetical/future possibility)
- **Would you prefer** to watch soccer **or** football? (hypothetical/future possibility)
- **Do you prefer** watching soccer **or** football? (present—any occasion)
- **Do you prefer** soccer **or** football? (present—any occasion)

Provide one or two more sets of examples if necessary. Use the board, so learners can accurately take notes on examples of the forms.

**Teacher Directions:** Activity 4: Listening/speaking, Grammar, Checking for Understanding

Learners form two questions, one using “prefer” and another using “rather,” concerning the interesting places texts read in class today. Pose the questions to classmates and practice responding using the same structures. Float and assist as needed.

**Note:** Keep this very interactive. This is not meant to be a lecture, but preferably Q & A around the grammar point.

**Note:** It is imperative that you NOT simply copy and paste the examples from the lesson to pass out to the learners! This lesson is already rich in reading activities and note-taking is the only writing activity for the day that requires transitions skills. If this aspect of the lesson is cut, it will hinder the acquisition of note-taking skills. Also, you know your learners best. Provide as much depth as appropriate for their level.

# Identifying Appositives

- An appositive is a noun or noun phrase that immediately follows a noun or phrase in order to explain or restate it.
- Appositives may be off-set by commas, parentheses, or dashes.
- They are often used to explain academic language that may be new vocabulary to many readers.
- Sometimes they are used to explain jargon, language specific to a profession or hobby.

For example, in the sentence above, “language specific to a profession or hobby” is an appositive phrase explaining “jargon”.

Read the following example. Which word is the appositive explaining or restating?

Example:

Animals ran in fear just before the tsunami, a very large ocean wave, came crashing to shore.

## Appositive Exercise

Directions: Circle the word or phrase being explained and underline the appositive in each sentence. Work independently. When you have finished, turn to a classmate and compare your answers. Some sentences may not contain any appositives. Do **not** underline anything if there are no appositives present!

1. Her parents lived in a yurt, a dome-shaped portable home, because they were nomadic.
2. Lake Calhoun is one of the largest, busiest, and most enjoyable lakes to visit in the Twin Cities!
3. Lakes Superior, Ontario, Michigan, Huron, and Erie are referred to as the Great Lakes.
4. Pneumonia, or inflammation of the lungs, can be caused by bacteria or a virus.
5. Valley Fair, a large amusement park, is located in Shakopee, Minnesota.
6. U.S. geographers usually identify seven continents, including Antarctica.

# The Bell Museum of Natural History

[www.bellmuseum.umn.edu](http://www.bellmuseum.umn.edu)



The Bell Museum of Natural History has served as “the cradle of innovation for science and culture at the University of Minnesota” for over 140 years. After more than a century in Minneapolis, the museum opened its new campus in 2018 on the corner of Larpenteur and Cleveland Avenues in St. Paul.

The new Bell Museum is home of the high-tech MacMillan Planetarium, a “seamless” digital theater of planetarium shows that takes you virtually anywhere in the universe, as well as inside the human brain.

“Minnesota Journeys” is the name for the museum’s permanent galleries, which include dioramas and exhibits organized around four themes: Life in the Universe, the Tree of Life, the Web of Life, and Imagining the Future.

The Touch & See Lab provides the opportunity to interact with a variety of natural history specimens, from 10,000 year-old fossils to living plants and animals to the honey bee hives outside the museum.

Outside the museum, the Learning Landscape includes a green roof with a telescope, gardens with native plants and wildflowers, and a geology exploration area with examples of Minnesota’s most common rock types.

# The James J. Hill House

<http://sites.mnhs.org/historic-sites/james-j-hill-house>



Located at 240 Summit Ave in St. Paul, the James J. Hill House is a National Historic Landmark, an object of the land or a town that is easily seen and recognized from a distance.

James J. Hill was the builder of the Great Northern Railway, founded in 1890. This railway was the only privately funded transcontinental, crossing a continent, railway that succeeded in the U.S.

According to the Minnesota Historical Society, the mansion was built in 1891. It was “the largest and most expensive home in Minnesota” at that time. “It contained 36,500 square feet on 5 floors including 13 bathrooms, 22 fireplaces, and 16 cut-glass chandeliers, (or lights that hang down from the ceiling).” It also contains, “a two-story skylit art gallery (receiving natural light from windows above), an 88-foot reception hall, and a profusion of elaborately carved oak and mahogany woodwork.”

Today, visitors may take guided 75-minute tours of 4 floors of the house and explore the art gallery that holds changing exhibits.

## MN Places of Interest Unit: Week 1, Tuesday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Literacy:</b> read two articles about local places of interest</p> <p><b>Literacy:</b> write clauses with appropriate appositives based on context</p> <p><b>Listening/speaking:</b> listen to dictated clauses so as to record them (using context clues and questioning for clarification strategies)</p> <p><b>Listening/speaking:</b> pose questions using the grammatical structures reviewed &amp; listen so as to respond using the same structure</p> <p><b>Transition &amp; Critical Thinking:</b> employ semantic chunking for improving memory and note-taking abilities</p> <p><b>Grammar:</b> use “would rather” vs. “prefer to” to express preference</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• <b>Textbook:</b> <i>Grammar in Use Intermediate</i>, p. 113 <i>(Note: cover up or completely cross out exercises 56.3 &amp; 56.4—these will not be covered!)</i></li> <li>• Handout: <b>The Bakken Museum (A &amp; B)</b></li> <li>• Handout: <b>Itasca State Park (A &amp; B)</b></li> <li>• Handout: <b>Defining Vocabulary Chart</b></li> </ul> <p><b>Copy Student A readings back to back and Student B readings back to back.</b></p> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2012, p. 59</li> <li>• Handout: <b>Appositives Walking Dictation Strips</b></li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A map of Minnesota, interactive maps of MN &amp; Itasca State park (optional)</li> </ul>

### Lesson Plan

#### Warm up for today’s Lesson

**Description:** in small groups, brainstorm 1) how long is the Mississippi River, and 2) what are at least 2 MN inventions. Put the two questions on the board to prompt discussion.

**Materials/Prep:** none

#### Review of Previous Lesson: Listening/speaking, Literacy, Transitions & Critical Thinking

**Description:** review appositives as well as Monday’s places of interest content with a special walking dictation

**Materials/Prep:** ESL Volunteer Tutor Manual, 2012, p. 59; Handout: **Appositives Walking Dictation Strips**

#### Activity 1: Literacy

**Description:** read about The Bakken Museum and Itasca State Park (cloze exercise)

**Materials/Prep:** Handouts: **The Bakken Museum** and **Itasca State Park (A & B)**

#### Activity 2: Grammar

**Description:** review “would rather” vs. “prefer to”

**Materials/Prep:** **Textbook:** *Grammar in Use Intermediate*, p. 113

#### Activity 3: Listening/speaking, Grammar, Checking for Understanding

**Description:** learners ask each other about their preferred Minnesota place of interest using “rather” and “prefer”

**Materials/Prep:** none

**Teacher Directions:** Warm Up: Listening/speaking  
Write two questions on the board before learners arrive:

- How long do you think the Mississippi River is?
- Can you name at least 2 things that were invented in Minnesota?

Divide learners into pairs or small groups. Groups brainstorm the questions for 5 minutes. During the activity, float the room and listen to group members' suggestions.

After 5 minutes, have a spokesperson from each group report out. If any group "nails it," let them know. Otherwise, hold them in suspense until they complete the readings. Inform learners that they will be exploring places of interest in Minnesota.

**Teacher Directions:** Transitions Skill Review: Appositives—Materials: ESL Volunteer Tutor Manual, p.59, Handout: **Appositives Walking Dictation Strips**

Appositives Walking Dictation Strips
Main clauses (round 1)
The <u>Exploradome</u> provides a unique experience at the Bell Museum.
Science buffs enjoy exploring the natural world at the Bell Museum.
Big Thursdays offer opportunities for sketching and watching films.
The James J. Hill House is a national historic landmark.
The Great Northern Railway was a privately funded transcontinental railroad.
The Hill House has five floors with 13 bathrooms, 22 fireplaces, and 16 chandeliers.

Step 1: Walking Dictation

Review appositives as well as Monday's places of interest content with a special walking dictation. Pair anyone who missed class yesterday with someone who was present and provide Monday's

handout, **Identifying Appositives**, as a reference. If an odd number of learners, the teacher will need to pair up with someone. First, tape main clauses in the hallway just outside of the classroom. Explain to the learners that one learner from each pair will need to leave the room, memorize (not write down!) each clause, return and dictate each to his/her partner. When all 6 have been completed, change the

Step 2: Partner Practice

When all 6 have been completed, change the walking dictators and the former write the newly posted clauses for random appositives. walking dictators and the former write the newly posted clauses to appropriate appositives, creating 6 complete sentences. Appositives will need to be properly positioned immediately after the nouns or noun phrases that they are explaining and offset by parentheses or commas.

Appositives (round 2)
<u>lights</u> that hang down from the ceiling
<u>crossing</u> a continent
<u>an object of the land or a town that is easily seen and recognized from a distance</u>
<u>a</u> planetarium theater
<u>or drawing</u>
<u>a</u> lover of science

The Mississippi River is 2,552 miles long. In contrast, the Nile River is 4,132 miles long.



Some well-known Minnesota inventions include:

- Water skies
- Masking & Scotch tape
- Wheaties cereal
- Bisquick
- Mars candy bars
- Green Giant vegetables
- The stapler
- Rollerblades

completed, change the Writers become dictators take a seat to appositives.

clauses and 6 together to match main

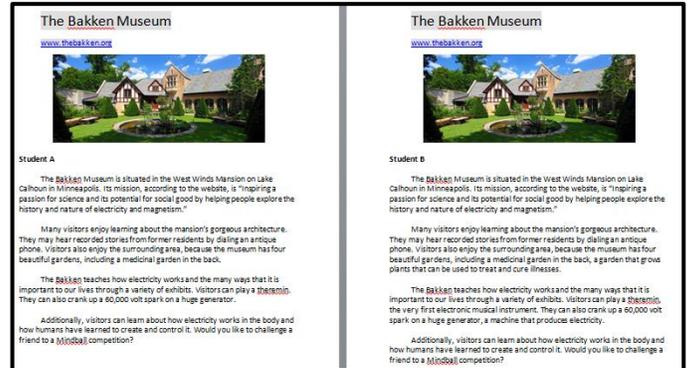
Step 3: Facilitated Corrections

Ask one person from each pair to write one of the completed sentences on the board as the teacher facilitates corrections in a whole class discussion format.

**Teacher Directions:** Activity 1: Literacy, Transitions & Critical Thinking –Materials: **The Bakken Museum** and **Itasca State Park** handouts (A & B); Handout: **Defining Vocabulary Chart**

Step 1: Independent Reading:

Pair off learners. One learner reads the **Bakken Museum article (A)** silently while his/her partner reads the **Bakken Museum article (B)** silently. The teacher should not define vocabulary or point out appositives at this point! The two articles are very similar, except that learner B has appositives within his/her text; whereas learner A’s version does not.



Word	Part of Speech	Definition
Medicinal		
Therein		
Generator		
Preserve		
Tandem		
Hostel		

Step 2: Peer Work

Ask pairs to sit together and pass out the **Defining Vocabulary Chart**. Pairs collaborate to define words listed on the chart. Learners with **Bakken Museum B** should find it easier to define the vocabulary listed. Those with **Bakken Museum A** should find a noticeable difference between the two texts when it comes to defining key vocabulary.

Repeat Steps 1 & 2 for Itasca State Park. This time learners with article A have appositives and those with B have appositives excluded from the text for a different reading experience. Again, peer work will be vital for successfully completing the vocabulary chart.

**Teacher Directions:** Activity 2: Grammar-Materials: *Grammar in Use Intermediate*, p. 113

Step 1: Briefly Review Structure

Explain that “rather” is always used in the hypothetical, for unreal or future possible situations, but that “prefer” can be used for the hypothetical or for the present. In the present, “prefer” may be followed by an infinitive, gerund, or other noun. “Rather” is always used with “would” and followed by a bare base verb when its purpose is to show preference. For example,

- I **would rather watch** soccer than “American” football. (hypothetical or future possibility)
- I **would prefer to watch** soccer than football. (hypothetical or future possibility)
- I **prefer watching** soccer than football. (simple present—on any occasion)
- I **prefer soccer** to football. (simple present—on any occasion)

Concerning question formation, begin with “would” for hypothetical/future contexts, but “do” for simple present. For example,

- **Would you rather** watch soccer **or\*** football? (hypothetical/future possibility)
- **Would you prefer** to watch soccer **or** football? (hypothetical/future possibility)

Step 2: Individual Practice

Learners complete exercises 1, 2, and 3 of Textbook: *Grammar in Use Intermediate*, p. 113

Correct together as a whole class with learners volunteering answers either orally or via projector.

**Teacher Directions:** Activity 4: Listening/speaking, Grammar, Checking for Understanding

Step 1: Structure Mingle

Write on the board:

- *“Would you rather visit \_\_\_\_ or \_\_\_\_? Why?”*
- *“Would you prefer to visit \_\_\_\_ or \_\_\_\_? Why?”*
- *“Would you rather take company/visitors to \_\_\_\_ or \_\_\_\_? Why?”*
- *“Would you prefer to take company/visitors to \_\_\_\_ or \_\_\_\_? Why?”*
- *“Would you rather further research \_\_\_\_ or \_\_\_\_? Why?”*
- *“Would you prefer to further research \_\_\_\_ or \_\_\_\_? Why?”*

Learners ask each other about their Minnesota place of interest preference using “rather” and “prefer”. Point out that questions and responses will only be hypothetical/future possibility type.

Float the room and listen to whether or not the correct structures are being used. If particular learners always use the same structure, encourage them to use word variety by trying the other form when they speak to the next classmate. Likewise, if particular learners are not providing any support or justification for their preference, encourage them to give at least one reason why they prefer one place over the other. Learners may consider any place they have learned about so far this week, but they must keep in mind that when they ask a question using “or,” they need to provide two options and *only* two options.

# Appositives Walking Dictation Strips

Main clauses (round 1)

The Exploradome provides a unique experience at the Bell Museum.

Science buffs enjoy exploring the natural world at the Bell Museum.

Big Thursdays offer opportunities for sketching and watching films.

The James J. Hill House is a national historic landmark.

The Great Northern Railway was a privately funded transcontinental railroad.

The Hill House has five floors with 13 bathrooms, 22 fireplaces, and 16 chandeliers.

## Appositives (round 2)

lights that hang down from the ceiling

crossing a continent

an object of the land or a town that is easily seen and recognized from a distance

a planetarium theater

or drawing

a lover of science

# The Bakken Museum

[www.thebakken.org](http://www.thebakken.org)



## Student A

The Bakken Museum is situated in the West Winds Mansion on Lake Calhoun in Minneapolis. Its mission, according to the website, is “Inspiring a passion for science and its potential for social good by helping people explore the history and nature of electricity and magnetism.”

Many visitors enjoy learning about the mansion’s gorgeous architecture. They may hear recorded stories from former residents by dialing an antique phone. Visitors also enjoy the surrounding area, because the museum has four beautiful gardens, including a medicinal garden in the back.

The Bakken teaches how electricity works and the many ways that it is important to our lives through a variety of exhibits. Visitors can play a theremin. They can also crank up a 60,000 volt spark on a huge generator.

Additionally, visitors can learn about how electricity works in the body and how humans have learned to create and control it. Would you like to challenge a friend to a Mindball competition?

# The Bakken Museum

[www.thebakken.org](http://www.thebakken.org)



## Student B

The Bakken Museum is situated in the West Winds Mansion on Lake Calhoun in Minneapolis. Its mission, according to the website, is “Inspiring a passion for science and its potential for social good by helping people explore the history and nature of electricity and magnetism.”

Many visitors enjoy learning about the mansion’s gorgeous architecture. They may hear recorded stories from former residents by dialing an antique phone. Visitors also enjoy the surrounding area, because the museum has four beautiful gardens, including a medicinal garden, growing plants that can be used to treat and cure illnesses, in the back.

The Bakken teaches how electricity works and the many ways that it is important to our lives through a variety of exhibits. Visitors can play a theremin, the very first electronic musical instrument. They can also crank up a 60,000 volt spark on a huge generator, a machine that produces electricity.

Additionally, visitors can learn about how electricity works in the body and how humans have learned to create and control it. Would you like to challenge a friend to a Mindball competition?

# Defining Vocabulary Chart

<b>Word</b>	<b>Part of Speech</b>	<b>Definition</b>
Medicinal		
Theremin		
Generator		
Preserve		
Tandem		
Hostel		

# Itasca State Park

[http://www.dnr.state.mn.us/state\\_parks/itasca/index.html](http://www.dnr.state.mn.us/state_parks/itasca/index.html)



## Student A

Established in 1891, Itasca State Park is Minnesota's oldest park. Its name comes from Latin; veritas + caput, meaning "true head". The park includes more than 100 lakes. It was established to preserve, or keep, the pine trees safe as well as the area around Mississippi River's source.

Visitors from all over the world enjoy walking across the shallow headwaters of the world's 3<sup>rd</sup> largest river. They do so by stepping from rock to rock until they have crossed from one shore to another.

Visitors may rent canoes, pontoons, paddleboats, and kayaks. They may also rent tandem (bicycles for two people) or electric bikes for the 16-miles of paved trail. Chester Charles II, a 141-passenger excursion boat, takes people for tours around Lake Itasca. Tours last about two hours.

There are many lodging options at Itasca State Park. Visitors may camp at the campgrounds, stay in a lodge, cabin, hotel, or hostel (a large building with shared space for travelers to stay at a reasonable price).

# Itasca State Park

[http://www.dnr.state.mn.us/state\\_parks/itasca/index.html](http://www.dnr.state.mn.us/state_parks/itasca/index.html)



## Student B

Established in 1891, Itasca State Park is Minnesota's oldest park. Its name comes from Latin; veritas + caput, meaning "true head". The park includes more than 100 lakes. It was established to preserve the pine trees safe as well as the area around Mississippi River's source.

Visitors from all over the world enjoy walking across the shallow headwaters of the world's 3<sup>rd</sup> largest river. They do so by stepping from rock to rock until they have crossed from one shore to another.

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There are many lodging options at Itasca State Park. Visitors may camp at the campgrounds, stay in a lodge, cabin, hotel, or hostel.

## MN Places of Interest Unit: Week 1, Wednesday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Literacy:</b> read an article about a local place of interest in order to summarize it for a classmate</p> <p><b>Listening/speaking:</b> ask and answer questions pertaining to the text</p> <p><b>Listening/speaking:</b> ask and respond to questions using “prefer” and “rather”</p> <p><b>Transitions &amp; Critical Thinking:</b> summarize text in order to answer classmate’s questions; provide evidence/support for choosing one writing sample over another</p> <p><b>Grammar:</b> use the structures “prefer to” and “would rather” to demonstrate personal preference</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Gibbs Museum of Pioneer and Dakota Life</b></li> <li>• Handout: <b>Voyageurs National Park</b></li> <li>• Handout: <b>Information Gap</b></li> <li>• Handout: <b>The Short Essay: Quality over Quantity</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2012, p. 82</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A beach ball or other soft ball</li> <li>• Laptop/s to explore Gibbs Museum &amp; Voyageurs National Park websites (optional—can be projected as literacy activity is presented or as teacher determines fits schedule)</li> </ul>

### Lesson Plan

#### Warm up for today’s Lesson & Review of Grammar

Description: “Would You Rather This or That?” Ball Toss

Materials/Prep: a beach ball or any soft ball

#### Activity 1: Literacy, Listening/speaking

Description: read about Gibbs Museum of Pioneer and Dakota Life and Voyageurs National Park as an info gap exercise

Materials/Prep: Handouts: **Gibbs Museum of Pioneer and Dakota Life; Voyageurs National Park; Information Gap**

#### Activity 2: Literacy, Transitions & Critical Thinking

Description: read and discuss the aspects of quality short essay writing on personal preference

Materials/Prep: Handout: **The Short Essay: Quality over Quantity**

#### Activity 3: Checking for Understanding

**Teacher Directions:** Warm Up: Listening/speaking, Grammar-Materials: beach ball

Before learners arrive, write on the board: “Do you prefer to hike or bike?” Arrange learners into a circle and demonstrate the activity by holding the beach ball and answering the question on the board. Then, pose a new question using the “rather” structure as you throw the ball to a random learner. Ask the learner who catches the ball to respond to your question using “rather” and to pose a new question using “prefer to” to a random classmate by tossing the beach ball to designate the next speaker. Continue like this until all learners have had a chance. The last learner to catch the ball should respond and then pose a question to the teacher, ending the warm-up/review. Content of this exercise does not need to be limited to places of interest within Minnesota.

**Teacher Directions:** Activity 1: Literacy, Transitions & Critical Thinking, Listening/speaking -Materials: Handouts: Gibbs Museum of Pioneer and Dakota Life, Voyageurs National Park, and Information Gap; ESL Volunteer Tutor Manual, 2012, p. 82

### Step 1: Context

Tell learners that they are going to read about one new place of interest in Minnesota and then need to share information about this new place with a partner. Remind learners that identifying appositives will aid them in answering questions on the information gap worksheet.

### Step 2: Independent Reading

Half the class reads the handout **Gibbs Museum** and the other half reads the handout **Voyageurs National Park** independently. Teacher may float the room and answer questions as they arise (e.g. pronunciation, critical thinking questions that go beyond the scope of the text, etc.)

<p><b>Gibbs Museum of Pioneer and Dakota Life</b> <a href="http://www.dfw.com/gibbs.html">http://www.dfw.com/gibbs.html</a></p>  <p>Jane DeBos and Itzag Gibbs met in Illinois, but Jane had grown up in Minnesota. She knew a lot about the Dakota people, because she was raised by missionaries, people who work to spread Christianity and help others using charity. The newlyweds (recently married couple) moved to Minnesota in 1849, the year it became a territory, and bought 160 acres of land, where the Gibbs farmhouse is still located today.</p> <p>In the beginning, they weren't so fortunate to have the farmhouse. Itzag and Jane started with a very small sod house, a house made of earth with grass growing on it. Visitors can see a replica of it.</p> <p>The Dakotas followed a trail from Lake Calhoun to Lake Bemis north that passed the Gibbs farm in St. Paul. The Dakotas used to stop and visit Jane on their way to collect wild rice, or rice that grows in this region annually from a tall grass-like plant.</p> <p>Visitors can receive a tour of the Gibbs family farmhouse, the Dakota medicine garden, the white barn, and the Steen one-room schoolhouse. The schoolhouse still has a jump organ, readers, and a school bell. Groups on field trips may request special activities such as ice cream making, candle dipping, or corn husk doll making for a minimal additional charge.</p>	<p><b>Voyageurs National Park</b> <a href="http://www.nps.gov/vnnp/index.htm">http://www.nps.gov/vnnp/index.htm</a></p>  <p>Voyageurs National Park is described as a mosaic because of its diversity in ecosystems and forest types. The park was formed mostly by earthquakes, volcanic activity and mountain building. The National Park Service explains that over the thousands of years of the area's existence "this ecosystem has been affected and altered by fire, wind, logging, and much more. The plant life in the park is spectacular and includes wildflower varieties of "orchids, ferns, shrubs, and an abundance of blueberries, to name a few."</p> <p>One of the biggest highlights of the park isn't found on land or water. It's the Aurora Borealis, or Northern Lights, which can be viewed in the sky. These amazing lights are caused by some interaction between solar wind and our planet's magnetic field.</p> <p>The park's superintendent, Mike M. Ward, shares an important and beautiful message with all potential visitors:</p> <p>To help inhibit the spread of invasive species, Voyageurs National Park allows only the use of "sanitized boats" and does not allow private watercraft on the interior waters. Also, as you are enjoying your evening campfire, please use the dead and downed firewood or wood from a vendor that is certified by the Minnesota Department of Natural Resources. I welcome you to the park in all seasons. We have programs for all ages, including ranger-led boat tours...hikes, snowshoes...and so much more! We hope you will find your own place in the park to experience the solitude that isn't so lonely, the darkness that lets you see the stars, and the silence where you will hear the landscape speak.</p>
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### Step 3: Information Gap Exercise

Pair learners so those who read about Gibbs Museum are working with those who read about Voyageurs National Park. If an odd number, teacher will need to participate. Pairs complete the Information Gap exercise without sharing any of their handouts. Learners should answer *all* questions. If a learner asks for a copy of his partner's reading, provide it only after the entire exercise has been completed and corrected. Ideally, during the info gap exercise the teacher is free to float and monitor that learners are not providing each other with the handouts, but instead are summarizing or retelling the information for their partners. Whenever necessary learners may look back to their own handout, but should *NOT* exchange handouts.

**Information Gap Worksheet**

**Directions:** Read all questions and answer those that you can after reading your article. Questions that are about a different topic will be answered by your partner when you meet to discuss the other article.

You should **summarize** your article for your partner. Do NOT re-read the article aloud.

You should **answer** questions that your partner has for you and you should ask questions to get information that you need.

You should **NOT** exchange any papers! This is a speaking/listening exercise. Only look at your own article.

- 1) In which season is Voyageurs National Park open? How do you know?
- 2) Can groups take a field trip to Gibbs Museum for free? How do you know?
- 3) What are two precautions taken at Voyageurs National Park to help preserve the conditions of the area?
- 4) Other than local history, what might a visitor learn about at Gibbs Museum? How did you infer this?
- 5) When the Gibbs family had a one-room schoolhouse on its property, the teacher lived in the Gibbs home. Approximately how many decades has it been since this practice was common?
- 6) The last sentence of Voyageurs' superintendent's message contains three examples of oxymoron, a figure of speech that seems a contradiction. What are they?

**Teacher Directions:** Activity 2: Literacy, Transitions & Critical Thinking -Materials: Handout: **The Short Essay: Quality over Quantity**

**The Short Essay: Quality over Quantity**

A long essay with perfect grammar and mechanics may not be the best essay; it may not even pass the GRE writing test or get someone a scholarship. How? Why? That doesn't seem fair! Well, before we judge, we need to know the criteria. How do people decide what excellent essay writing looks like in the U.S.?

First, remember that the following information is true for academic essay writing, not all genres, or types of writing. Second, remember that this is true for most academic situations in the United States. If you learned a different style of academic writing in a different culture, it doesn't mean that you learned incorrectly, only that you learned differently.

**Personal Checklist**

- Do you address the question/prompt directly? Do you avoid making irrelevant comments?
- Do you provide examples and support?
- Do you organize your ideas in a logic way? (intro, body, conclusion—regardless of length)
- Do you use word and sentence structure variety?
- Do you use grammar and mechanics that make your writing comprehensible?

**Paragraph A**

*I would rather visit Gibbs Museum because I don't like camping. Camping scares me and I don't like wild animals. Gibbs Museum sounds interesting so I would rather visit there. Maybe I can take my children. They will probably like it too.*

**Paragraph B**

*I would rather visit Gibbs Museum than Voyageurs National Park, because I don't enjoy camping or traveling far. I prefer learning about local history and the Dakota people. Gibbs Museum sounds interesting because my family and I can get a tour. For these reasons, I would rather visit Gibbs Museum in St. Paul.*

Nikki Carson-Padilla, Minnesota Literacy Council, 2013 © 2013 Advanced Places of Interest Unit

Step 1: Context

Discuss the handout **The Short Essay: Quality over Quantity** as a class.

Step 2: Independent Practice

Compare the two paragraphs provided on the **Quality over Quantity** handout and choose which the better short essay is.

Step 3: Pair Practice

Work with a partner to discuss specifically *why* one paragraph is better than the other. Find at least three reasons to support your choice.

**Teacher Directions:** Activity 3: Checking for Understanding

Pairs report out. Time-permitting, have volunteers come to a projector and highlight or circle specific evidence as they discuss it with the class (e.g. “Paragraph B is better than A because the writer uses more word variety,” and the learner can highlight advanced vocabulary or synonyms used.) If no one points out the irrelevant sentence in paragraph A, be sure that it is mentioned before learners are dismissed.

# Gibbs Museum of Pioneer and Dakota Life

<https://www.rchs.com/gibbs-farm/>



Jane DeBow and Heman Gibbs met in Illinois, but Jane had grown up in Minnesota. She knew a lot about the Dakota people, because she was raised by missionaries, people who work to spread Christianity and help others. The newlyweds (recently married couple) moved to Minnesota in 1849, the year it became a territory, and bought 160 acres of land, where the Gibbs farmhouse is still located today.

In the beginning, they weren't so fortunate to have the farmhouse. Heman and Jane started with a very small sod house, a home made of earth with grass growing on it. Visitors can see a replica of it.

The Dakota followed a trail from Lake Calhoun to lakes farther north that passed the Gibbs farm in St. Paul. The Dakota used to stop and visit Jane on their way to collect wild rice, or rice that grows in this region annually from a tall grass-like plant.

Visitors can receive a tour of the Gibbs family farmhouse, the Dakota medicine garden, the white barn, and the Stoen one-room schoolhouse. The schoolhouse still has a pump organ, readers, and a school bell! Groups on field trips may request special activities such as ice cream making, candle dipping, or corn husk doll making for a minimal additional charge.

# Voyageurs National Park

<http://www.nps.gov/voya/index.htm>



Voyageurs National Park is described as a mosaic because of its diversity in ecosystems and forest types. The park was formed mostly by earthquakes, volcanic activity and mountain building. The National Park Service explains that over the thousands of years of the area’s existence “this ecosystem has been affected and altered by fire, wind, logging,” and much more. The plant life in the park is spectacular and includes wildflower varieties of “orchids, ferns, shrubs, and an abundance of blueberries, to name a few.”

One of the biggest highlights of the park isn’t found on land or water, it’s the Aurora Borealis, or Northern Lights, which can be viewed in the sky. These amazing lights are caused by some interaction between solar wind and our planet’s magnetic field.

The park’s superintendent, Mike M. Ward, shares an important and beautiful message with all potential visitors:

To help inhibit the spread of invasive species...Voyageurs National Park allows only the use of “artificial bait” and does not allow private watercraft on the interior waters...Also, as you are enjoying your evening campfire, please use the dead and downed firewood or wood from a vendor that is certified by the Minnesota Department of Natural Resources. I welcome you to the park in all seasons. We have programs for all ages, including ranger-led boat tours...hikes, snowshoe...and so much more! We hope you will find your own place in the park to experience the solitude that isn’t so lonely, the darkness that lets you see the stars, and the silence where you will hear the landscape speak.

# Information Gap Worksheet

Directions: Read all questions and answer those that you can after reading your article. Questions that are about a different topic will be answered by your partner when you meet to discuss the other article.

- You should **summarize your article** for your partner. Do NOT re-read the article aloud.
- You should **answer questions** that your partner has for you and you should **ask questions** to get information that you need.
- You should NOT exchange any papers! This is a speaking/listening exercise. Only look at your own article.

- 1) In which seasons is **Voyageurs National Park** open? How do you know?
- 2) Can groups take a field trip to **Gibbs Museum** for free? How do you know?
- 3) What are two precautions taken at **Voyageurs National Park** to help preserve the conditions of the area?
- 4) Other than local history, what might a visitor learn about at **Gibbs Museum**? How did you infer this?
- 5) When the **Gibbs** family had a one-room schoolhouse on its property, the teacher lived in the Gibbs home. Approximately how many decades has it been since this practice was common?
- 6) The last sentence of **Voyageurs'** superintendent's message contains three examples of oxymoron, a figure of speech that seems a contradiction. What are they?

# The Short Essay: Quality over Quantity

A long essay with perfect grammar and mechanics may not be the best essay; it may not even pass the GED writing test or get someone a scholarship. How? *Why?* That doesn't seem fair! Well, before we judge, we need to know the criteria. How *do* people decide what excellent essay writing looks like in the U.S.?

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## Personal Checklist

- ✓ Do you address the question/prompt directly? Do you avoid making irrelevant comments?
- ✓ Do you provide examples and support?
- ✓ Do you organize your ideas in a logical way? (intro, body, conclusion)
- ✓ Do you use word and sentence structure variety?
- ✓ Do you use grammar and mechanics that make your writing comprehensible?

**Prompt: If you had to choose between an indoor or outdoor Minnesota place of interest that you read about in class, which would you choose to visit?**

### *Paragraph A*

*I want to visit Gibbs Museum because I don't like camping. Camping scares me and I don't like wild animals. Gibbs Museum sounds interesting so I choose there. Maybe I can take my children. I think they will like it too. They like museums because it's interesting to learn about the old places. We can take pictures and remember the old stuff.*

### *Paragraph B*

*I would rather visit Gibbs Museum than Voyageurs National Park, because I don't enjoy camping or traveling far. I prefer learning about local history and the Dakota people. Gibbs Museum sounds intriguing because my family and I can get a tour or learn how to make candles. For these reasons, I would rather visit Gibbs Museum in St. Paul.*

## MN Places of Interest Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Literacy:</b> write a short essay (1-3 paragraphs)</p> <p><b>Listening/speaking:</b> ask and answer questions about places of preference in a mingle format</p> <p><b>Listening/speaking:</b> orally share short essay as written (without ad lib) &amp; provide oral feedback/peer edit</p> <p><b>Transitions &amp; Critical Thinking:</b> apply word variety knowledge from synonym brainstorm practice to actual essay writing; give meaningful oral feedback to peer</p> <p><b>Grammar:</b> choose synonyms (words of same meaning and part of speech) in order to have word variety in short essay</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Place of Interest Mingle Grid</b></li> <li>• Handout: <b>Synonyms Brainstorm</b></li> <li>• Handout: <b>Graphic Organizers for Pre-writing</b></li> <li>• Handout: <b>Peer Edit Checklist (for first draft)</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>The Short Essay: Quality over Quantity</b></li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <p>Sets of dictionaries and/or thesauruses</p> <p><a href="http://freeology.com/graphicorgs/">http://freeology.com/graphicorgs/</a> (website with a variety of graphic organizers)</p>

### Lesson Plan

**Warm up for today's Lesson/Review of Previous Content**

Description: mingle

Materials/Prep: Handout: **Place of Interest Mingle Grid**

**Activity 1: Grammar, Transitions & Critical Thinking**

Description: synonym brainstorm to encourage word variety in writing

Materials/Prep: Handout: **Synonym Brainstorm**

**Activity 2: Literacy**

Description: write a short essay on personal preference of Minnesota place of interest

Materials/Prep: Handout: **Graphic Organizers for Pre-writing**

**Activity 3: Listening/speaking, Transitions & Critical Thinking**

Description: orally share short essay with partner and give oral edit feedback

Materials/Prep: Handout: **Peer Edit Checklist (for first draft)**

**Activity 4: Listening/speaking, Checking for Understanding**

Materials/Prep: Handout: **Place of Interest Mingle Grid**

**Teacher Directions:** Warm Up: Listening/speaking-Materials: Places of Interest Mingle Grid

Give each learner a mingle grid and ask him/her to speak to as many classmates as possible until rows 1-3 are completed. The teacher may also participate and for any place of interest on the grid for which the teacher is not highly knowledgeable, a learner can be called on to explain or give details.

Inform learners that row 4 will be completed as a culminating mingle at the end of class.

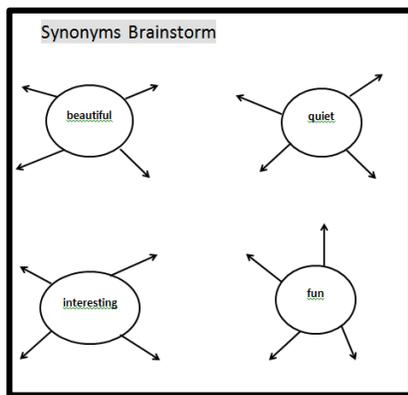
Questions	Bell Museum	Hill House	Bakken Museum	Itasca State Park	Voyageurs National Park	Gibbs Museum
Who has been to...?						
Who would like to work at...?						
Who would never visit...?						
Who chose as the place of preference for his/her essay?						

Nikki Carson-Padilla, Minnesota Literacy Council, 2013 p. 30 Advanced Places of Interest Unit

**Teacher Directions:** Activity 1: Grammar, Transitions & Critical Thinking  
-Materials: **Synonyms Brainstorm**, sets of Advanced English learners dictionaries or thesauruses

Step 1: Context

Explain to learners that they will be listing **synonyms** for common adjectives used to describe places. They are doing this exercise in order to expand their vocabulary and prepare for writing essays using word variety.



Step 2: Peer Practice

Pair off learners and give each learner a copy of the handout **Synonym Brainstorm**. Give each pair a dictionary or a thesaurus. Pairs should provide four or more synonyms for each central adjective provided. Synonyms must be of the same part of speech, in this case also adjectives, or words that describe. If some pairs finish much earlier than others, give additional synonym clusters on the board, being careful to choose adjectives that may be common and may be used to describe places in learners' writing.

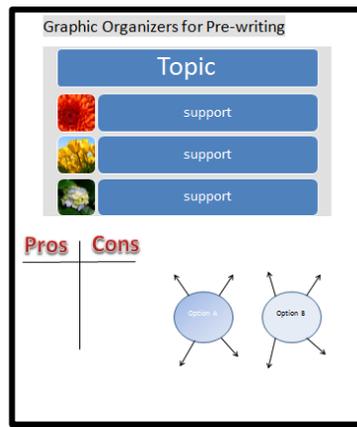
**Note:** If some pairs finish much earlier than others, give additional synonym clusters on the board, being careful to choose adjectives that may be common and may be used to describe places in learners' writing.

Step 3: Class Discussion/Corrections

As a class, discuss the many options learners have for using words other than those provided on the handout. If learners have used words that are not of the same part of speech, discuss this and provide a synonym that may be more appropriate. For example, if a learner lists “treasure” after the word “valued” suggest “treasured” and explain the difference. Use the two in sentences on the board to demonstrate:

- The pirate hid his treasure. (noun, thing that the pirate hid)
- Voyageurs National Park is a treasured park. (adjective describing “park”)

**Teacher Directions:** Activity 2: Literacy, Transitions & Critical Thinking -Materials: Handout:



Step 1: Brainstorm/Pre-write

Learners choose whether they prefer to brainstorm independently by making a list, graphic, or outline OR if they would rather brainstorm with a classmate by talking through content ideas. Either way, learners must be on task and ready to write in 10 minutes!

Take about 5 minutes to demonstrate listing or creating a graphic organizer as brainstorm methods. Show how either one can be used to organize one’s ideas or even choose a topic. Visit websites mentioned in lesson preview before class and print off a few examples to share with learners who favor this method, if you feel those provided in the lesson are inadequate.

Step 2: Essay Write

Write a short essay explaining a preference for **one** Minnesota place of interest over another. Remind learners to use the Checklist found on the bottom half of **The Short Essay: Quality over Quantity**. (Learners may write 1 or 3-paragraph essays depending on their abilities and time availability.) This is in-class work, NOT homework!

**Teacher Directions:** Activity 3: Listening/speaking, Transitions & Critical Thinking-Materials: **Peer-edit Checklist for First Draft**

## Step 1: Peer Share

Learners orally share their short essays with each other in pairs and ask clarification questions as necessary.

Peer-Edit Checklist (for first draft)
<input type="checkbox"/> Does the writer have a clear introduction?
<input type="checkbox"/> Does the writer stay on topic? If no, what sentences seem irrelevant to you? Why?
<input type="checkbox"/> Does the writer have support and examples? What are some that you feel are helpful or strong?
<input type="checkbox"/> Is the support presented in a logical order?
<input type="checkbox"/> Does the writer have a clear conclusion?
<input type="checkbox"/> Do you find word variety? Did the writer try to use synonyms or appositives to explain special vocabulary?

## Step 2: Peer Edit

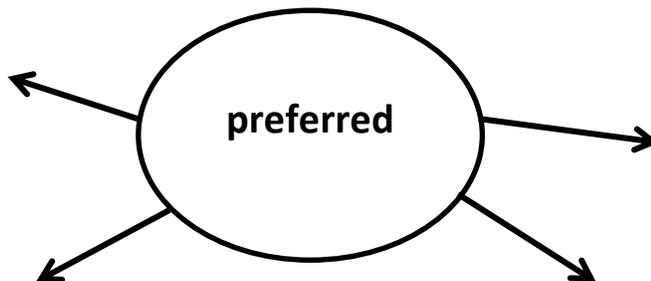
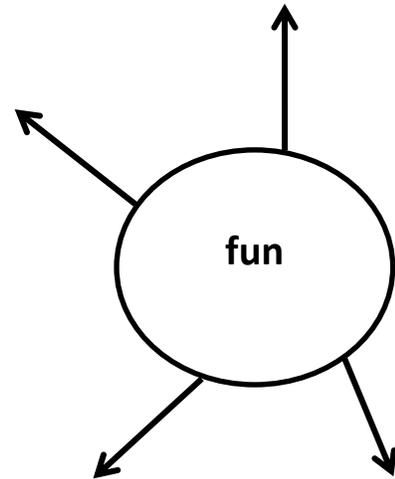
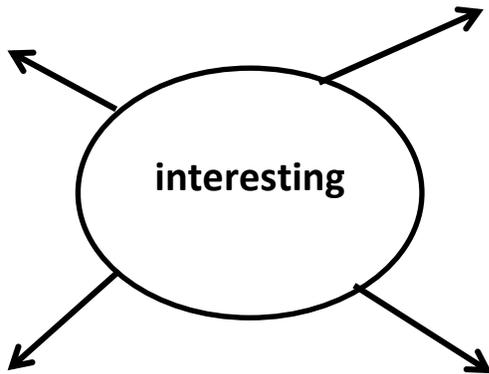
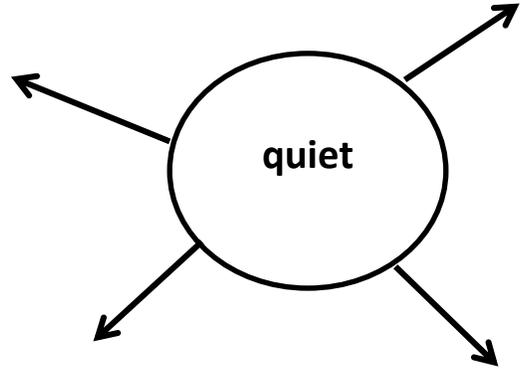
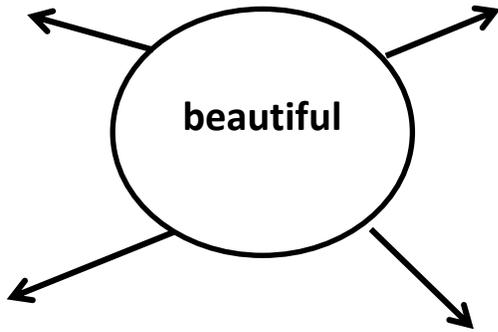
After sharing once, ask learners to listen to each other again, but very intentionally. Use the **Peer-edit Checklist for first draft** to provide feedback for each other on content (e.g. support/evidence, word variety, and focus) and organization. Even if a learner writes only one paragraph in response to the prompt, he/she should have a clear topic statement, support, and a concluding sentence.

Note: Feedback should not be heavily focused on grammar, mechanics, or spelling—not at this stage of the writing process. Sharing the text orally, and the feedback as well, should help hinder this from happening.

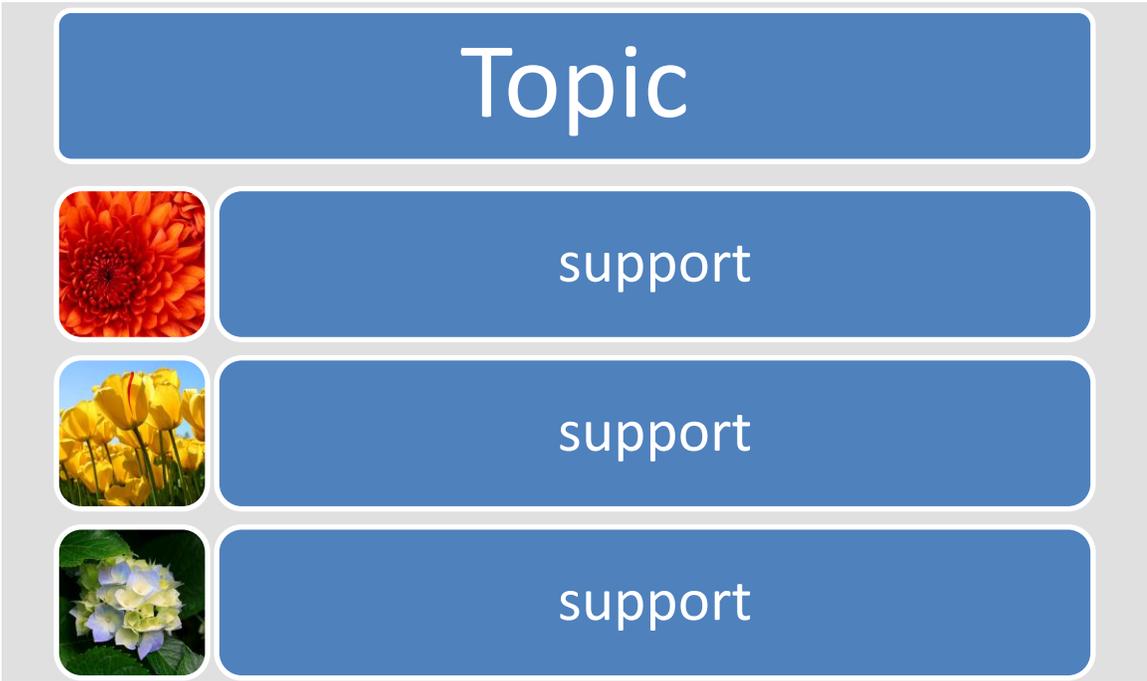
# Places of Interest Mingle Grid

Questions	Bell Museum	Hill House	Bakken Museum	Itasca State Park	Voyageurs National Park	Gibbs Museum
Who has been to...?						
Who would like to work at...?						
Who would <i>never</i> visit...?						
Who chose...as the place of preference for his/her essay?						

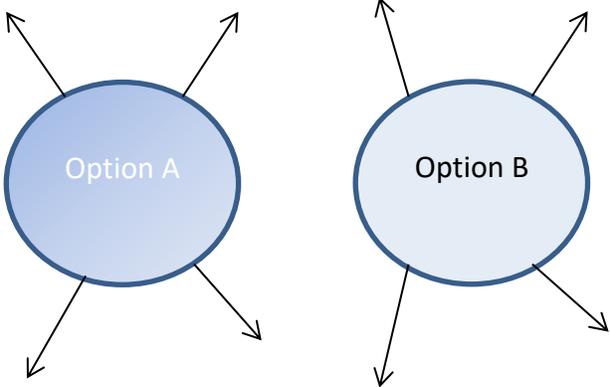
# Synonyms Brainstorm



# Graphic Organizers for Pre-writing



**Pros** | **Cons**



# Peer-Edit Checklist (for first draft)

- Does the writer have a clear introduction?
- Does the writer stay on topic? If no, what sentences seem irrelevant to you? Why?
- Does the writer have support and examples? What are some that you feel are helpful or strong?
- Is the support presented in a logical order?
- Does the writer have a clear conclusion?
- Do you find word variety? Did the writer try to use synonyms or appositives to explain special vocabulary?