

# **Multidisciplinary Projects -**

**Assessing Writing/Oral  
Communication Skills  
incorporating use of AI**





**I'm an English Teacher**

**And this is how I can  
make AI work for me...  
instead of against.**



I'm an English Teacher

I have to assign Writing Pieces.  
Every Assessment Period.

How to make this crucial activity  
**ENJOYABLE** for teachers and  
students :)

# ERIKA GARCIA SAUCEDO



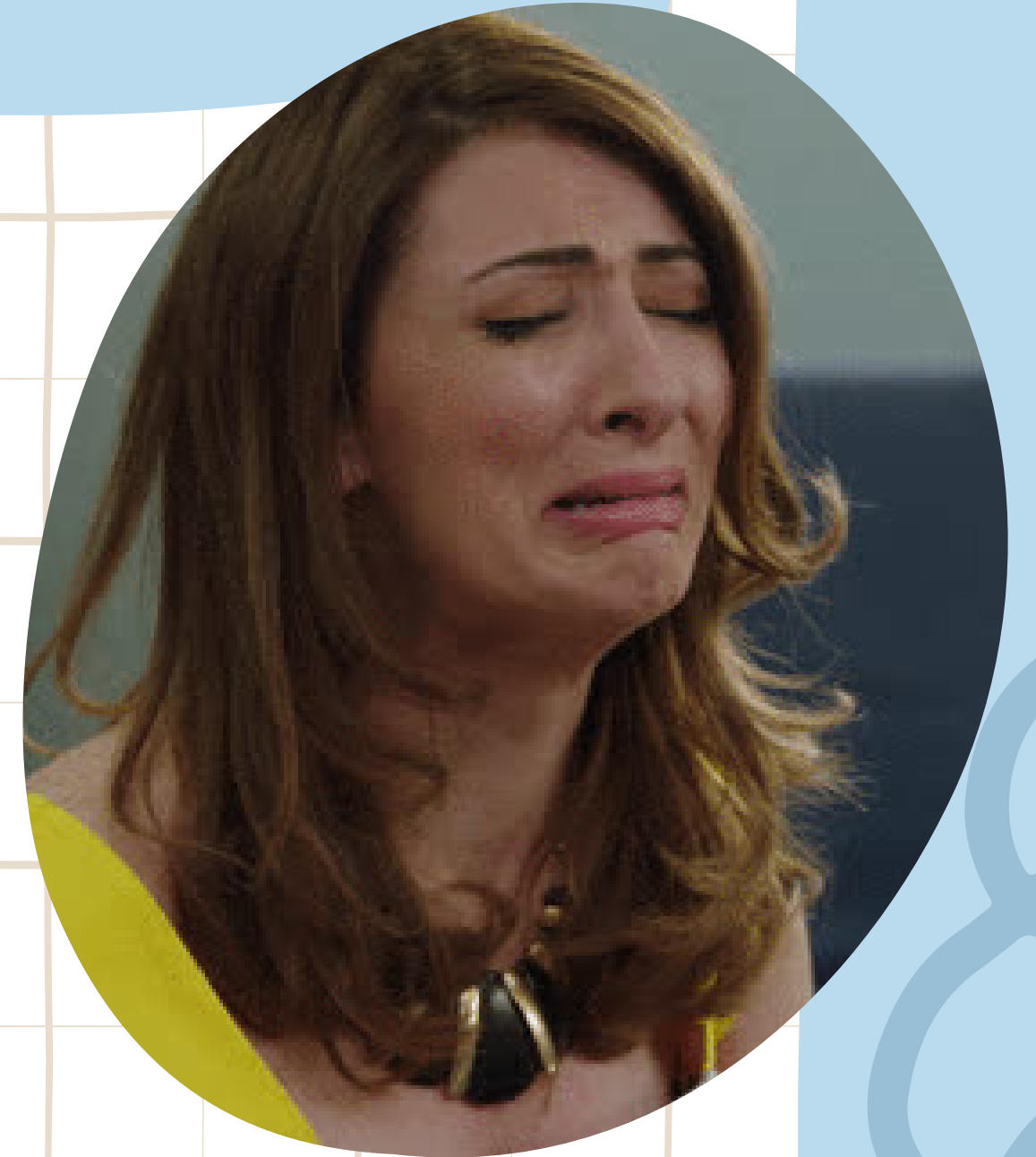
Erika

- Masters in Education
- Diplomado en Innovación Educativa (ITESM 2023)
- 15 Years + ELA/ESL teaching experience
- Elementary, MS, HS, Adult

# NEVER ENDING STORY

Most dreaded time of  
the assessment period.

Time to assign **and grade**  
Writing Pieces





# WRITING TASK

Make something  
up.

Write a diary  
entry.

Talk about  
your summer  
vacations.

Convince me to...

Share a future  
plan.

Write a summary  
of your book.


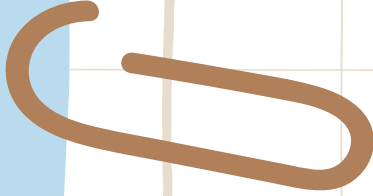


## A TEACHER'S CRUX:


TO ASSIGN OR NOT TO ASSIGN... THAT  
IS THE QUESTION!

Teachers really don't like having to assign  
and grade Writing Pieces.

Students really HATE having to make up stories.  
And writing them. By Hand. Twice. First draft  
and final.



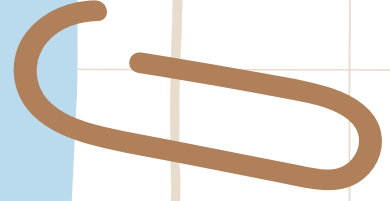
HOW CAN WE  
TRANSFORM THIS  
EXPERIENCE SO THAT IT  
IS SIGNIFICANT AND  
REWARDING FOR BOTH  
THE TEACHER AND  
STUDENT?



# TODAY

We will explore a method with which to tackle the topic by implementing a project that is:

- Meaningful to the student
- Multidisciplinary
- Incorporating technology
- Using AI



**GRADING**

# DIFFERENT WAYS TO GRADE

**WRITING  
TRAITS**

**WRITING  
PROCESS**

**STANDARDS  
BASED  
GRADING**



# 6 + 1 WRITING TRAITS

Voice

Word Choice

Sentence Fluency

Conventions

Ideas

Organization

**Presentation**

## Six Traits Writing Rubric

	6 Exemplary	5 Strong	4 Proficient	3 Developing	2 Emerging	1 Beginning
<b>Ideas &amp; Content</b> ✎ <i>main theme</i> ✎ <i>supporting details</i>	<ul style="list-style-type: none"> <li>Exceptionally clear, focused, engaging with relevant, strong supporting detail</li> </ul>	<ul style="list-style-type: none"> <li>Clear, focused, interesting ideas with appropriate detail</li> </ul>	<ul style="list-style-type: none"> <li>Evident main idea with some support which may be general or limited</li> </ul>	<ul style="list-style-type: none"> <li>Main idea may be cloudy because supporting detail is too general or even off-topic</li> </ul>	<ul style="list-style-type: none"> <li>Purpose and main idea may be unclear and cluttered by irrelevant detail</li> </ul>	<ul style="list-style-type: none"> <li>Lacks central idea; development is minimal or non-existent</li> </ul>
<b>Organization</b> ✎ <i>structure</i> ✎ <i>introduction</i> ✎ <i>conclusion</i>	<ul style="list-style-type: none"> <li>Effectively organized in logical and creative manner</li> <li>Creative and engaging intro and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Strong order and structure</li> <li>Inviting intro and satisfying closure</li> </ul>	<ul style="list-style-type: none"> <li>Organization is appropriate, but conventional</li> <li>Attempt at introduction and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Attempts at organization; may be a "list" of events</li> <li>Beginning and ending not developed</li> </ul>	<ul style="list-style-type: none"> <li>Lack of structure; disorganized and hard to follow</li> <li>Missing or weak intro and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Lack of coherence; confusing</li> <li>No identifiable introduction or conclusion</li> </ul>
<b>Voice</b> ✎ <i>personality</i> ✎ <i>sense of audience</i>	<ul style="list-style-type: none"> <li>Expressive, engaging, sincere</li> <li>Strong sense of audience</li> <li>Shows emotion: humour, honesty, suspense or life</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate to audience and purpose</li> <li>Writer behind the words comes through</li> </ul>	<ul style="list-style-type: none"> <li>Evident commitment to topic</li> <li>Inconsistent or dull personality</li> </ul>	<ul style="list-style-type: none"> <li>Voice may be inappropriate or non-existent</li> <li>Writing may seem mechanical</li> </ul>	<ul style="list-style-type: none"> <li>Writing tends to be flat or stiff</li> <li>Little or no hint of writer behind words</li> </ul>	<ul style="list-style-type: none"> <li>Writing is lifeless</li> <li>No hint of the writer</li> </ul>
<b>Word Choice</b> ✎ <i>precision</i> ✎ <i>effectiveness</i> ✎ <i>imagery</i>	<ul style="list-style-type: none"> <li>Precise, carefully chosen</li> <li>Strong, fresh, vivid images</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive, broad range of words</li> <li>Word choice energizes writing</li> </ul>	<ul style="list-style-type: none"> <li>Language is functional and appropriate</li> <li>Descriptions may be overdone at times</li> </ul>	<ul style="list-style-type: none"> <li>Words may be correct but mundane</li> <li>No attempt at deliberate choice</li> </ul>	<ul style="list-style-type: none"> <li>Monotonous, often repetitious, sometimes inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>Limited range of words</li> <li>Some vocabulary misused</li> </ul>
<b>Sentence Fluency</b> ✎ <i>rhythm, flow</i> ✎ <i>variety</i>	<ul style="list-style-type: none"> <li>High degree of craftsmanship</li> <li>Effective variation in sentence patterns</li> </ul>	<ul style="list-style-type: none"> <li>Easy flow and rhythm</li> <li>Good variety in length and structure</li> </ul>	<ul style="list-style-type: none"> <li>Generally in control</li> <li>Lack variety in length and structure</li> </ul>	<ul style="list-style-type: none"> <li>Some awkward constructions</li> <li>Many similar patterns and beginnings</li> </ul>	<ul style="list-style-type: none"> <li>Often choppy</li> <li>Monotonous sentence patterns</li> <li>Frequent run-on sentences</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to follow or read aloud</li> <li>Disjointed, confusing, rambling</li> </ul>
<b>Conventions</b> ✎ <i>age appropriate, spelling, caps, punctuation, grammar</i>	<ul style="list-style-type: none"> <li>Exceptionally strong control of standard conventions of writing</li> </ul>	<ul style="list-style-type: none"> <li>Strong control of conventions; errors are few and minor</li> </ul>	<ul style="list-style-type: none"> <li>Control of most writing conventions; occasional errors with high risks</li> </ul>	<ul style="list-style-type: none"> <li>Limited control of conventions; frequent errors do not interfere with understanding</li> </ul>	<ul style="list-style-type: none"> <li>Frequent significant errors may impede readability</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors distract the reader and make the text difficult to read</li> </ul>

W.T.

RUBRIC

SAMPLE

[HTTPS://WWW.SLIDESHARE.NET/CASTEL31/SIX-TRAITS-WRITING-RUBRIC](https://www.slideshare.net/castel31/six-traits-writing-rubric)



# WRITING PROCESS

- 1. Planning – Brainstorm and/or Graphic Organizer**
- 2. Drafting**
- 3. Share – Revise & Edit**
- 4. Publish**

# WRITING PROCESS RUBRIC SAMPLE

[HTTPS://WWW.SLIDESHARE.NET/CASTEL31/SIX-TRAITS-WRITING-RUBRIC](https://www.slideshare.net/castel31/six-traits-writing-rubric)

## Writing Process Rubric

	1 Minimal	2 Moderate	3 Excellent
<b>Pre-Write:</b> Think it up.	Shows little or no evidence of time spent making a plan for the writing.	Shows some evidence of time spent brainstorming and creating a pre-write/plan for the content.	Shows detailed evidence of time spent brainstorming, organizing, and planning the content of this piece of writing.
<b>Research:</b> Gather it up.	Minimal evidence to show research was conducted. Few/No details, facts, data, quotes, or examples are included within the piece.	Good use of collected research/information. Some details, facts, data, quotes, & examples are found in the piece.	Excellent use of collected research/information. Numerous details, facts, data, quotes, & examples are found throughout.
<b>Draft:</b> Write it up.	First draft included few/no details originally listed on the pre-write/plan.	First draft followed the pre-write/plan.	First draft followed the pre-write/plan and includes evidence that the writer continued thinking while writing (made adjustments and improvised).
<b>Revise:</b> Doctor it up.	Second draft "sounded" very similar to first draft. Few/No details were added/changed/removed; little/no attempt was made to improve the writing.	Second draft "sounded" somewhat better. Some details were added/changed/removed to improve the writing.	Second draft "sounded" significantly better. Numerous details were added/changed/removed to make the writing more attractive to the reader.
<b>Edit:</b> Fix it up.	Final draft "looked" much like the first draft. AND/OR Numerous errors impede the reader's flow, causing him to stop and reread numerous times.	Final draft "looked" better. Minor errors existed, causing the reader to stop and reread a couple times.	Final draft "looked" significantly better. Few/No errors existed, making the writing easy to read the first time through.
<b>Collaborate:</b> Talk it up.	Student collaborated/interacted minimally/ineffectively with peers & adults throughout the writing process.	Student collaborated/interacted with peers & adults throughout the writing process, although it had minimal affect on the writing.	Student effectively collaborated/interacted with peers & adults throughout the writing process.
<b>Publish:</b> Put it up.	Final product was submitted late. AND/OR Final product did not show acceptable level of polish and presentation.	Final product was submitted on time and includes some polish. Presentation was mostly appropriate.	Final product was submitted on time and included an appropriate level of polish. Strong presentation.
<b>Reflect:</b> Wrap it up.	Some reflection questions were answered. Many included only one-word responses. Reflection included few/no examples from the writing.	Reflection questions were answered, although not elaborated on. Reflection included some examples from the writing.	Reflection questions were elaborated on at length. Reflection included numerous specific examples from the writing.



# **STANDARDS BASED LEARNING**

**Select Standards your school  
has assigned for your grade  
level.**

**For this project, you can select  
several writing and speaking  
standards.**



# 6TH GRADE COMMON CORE ELA STANDARDS

- Writing
- Speaking & Listening
- Language



# WORKS WITH

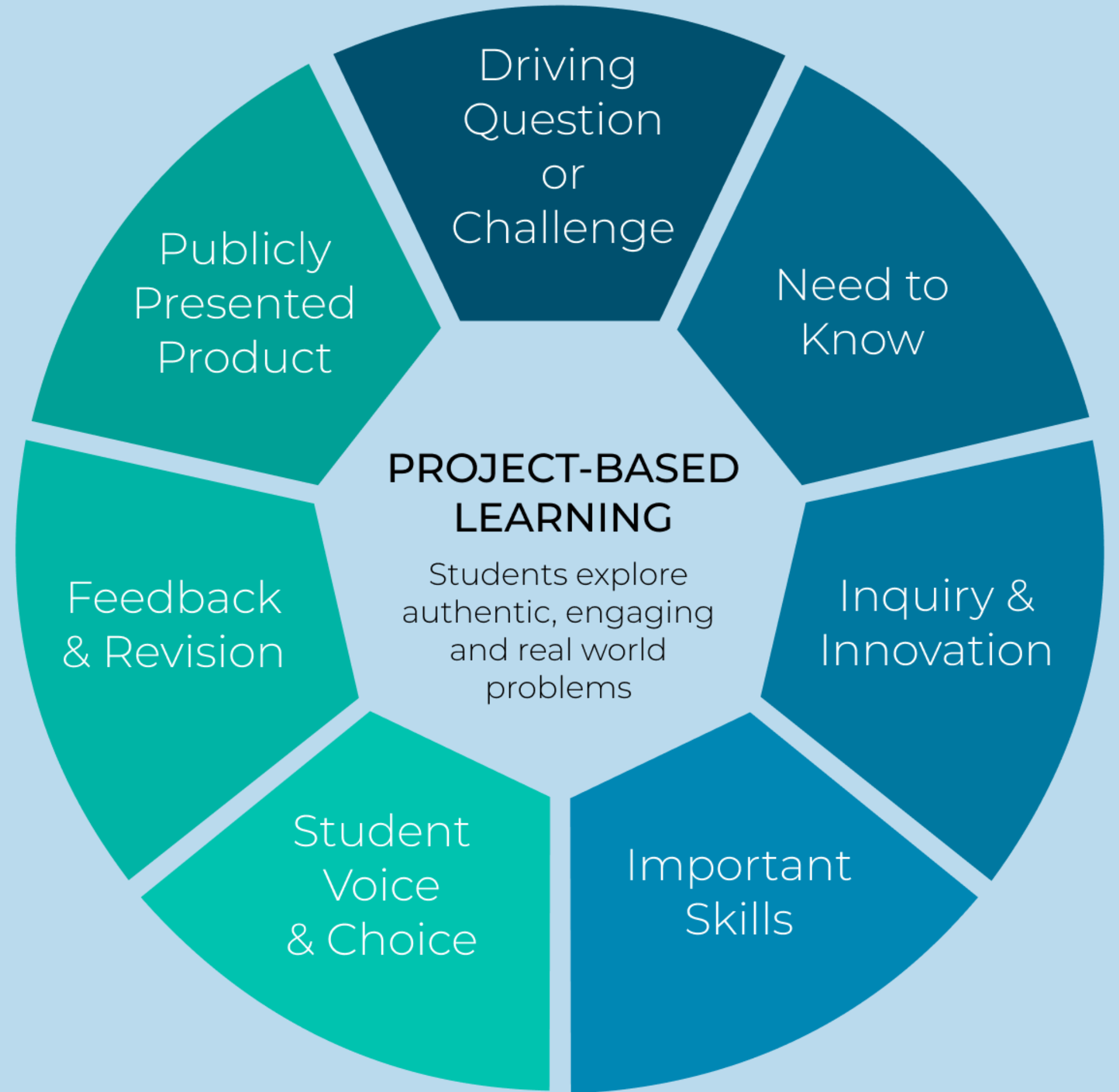
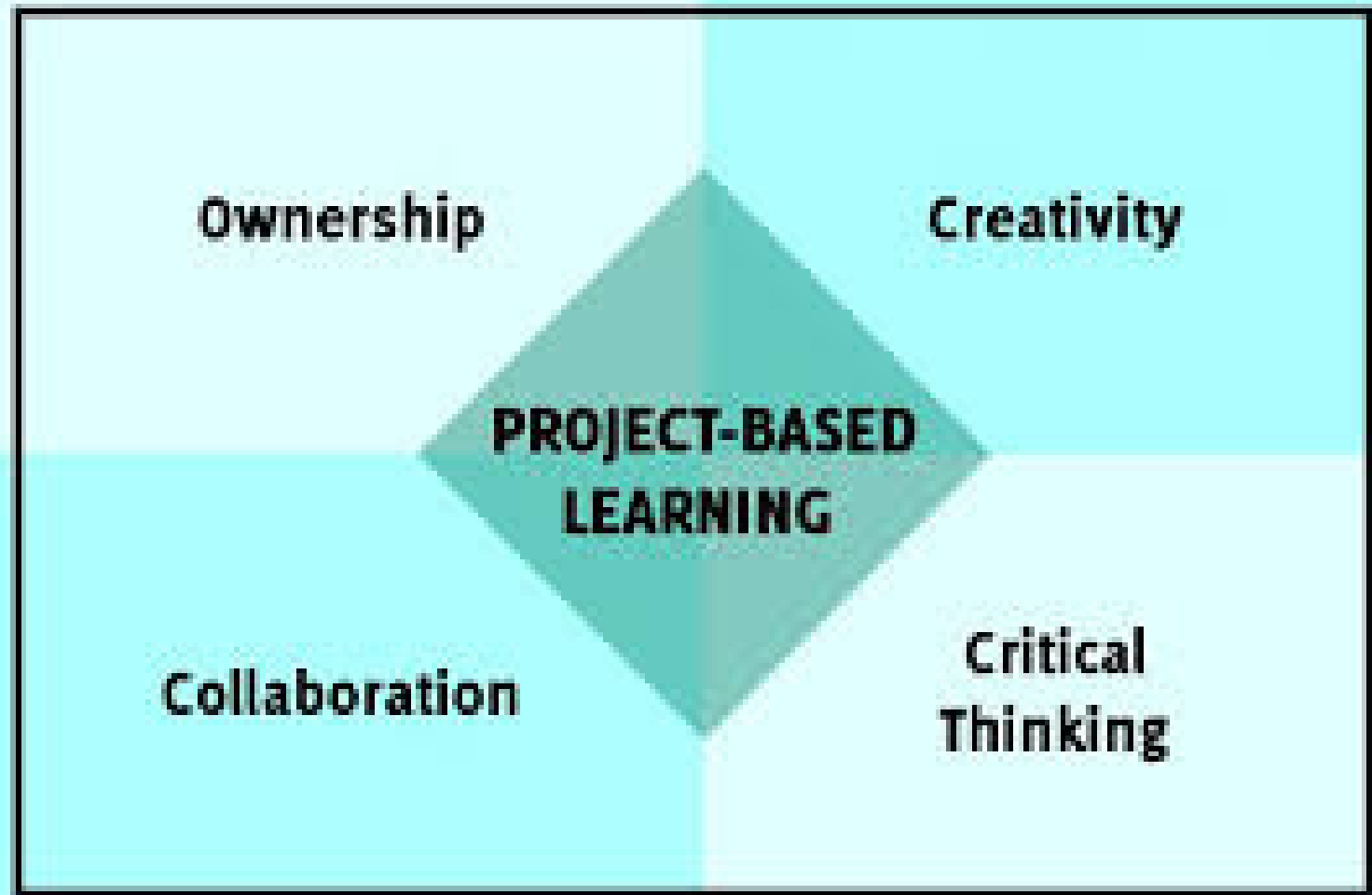
Project  
Based  
Learning

Multi  
and/or  
Inter  
disciplinary

SAMR

Bloom's  
Taxonomy

# PBL



# INTERDISCIPLINARY MULTIDISCIPLINARY

While **interdisciplinary** teams are made up of various disciplines working collaboratively toward a common goal, **multidisciplinary** teams involve team members working independently to create plans specific to their discipline

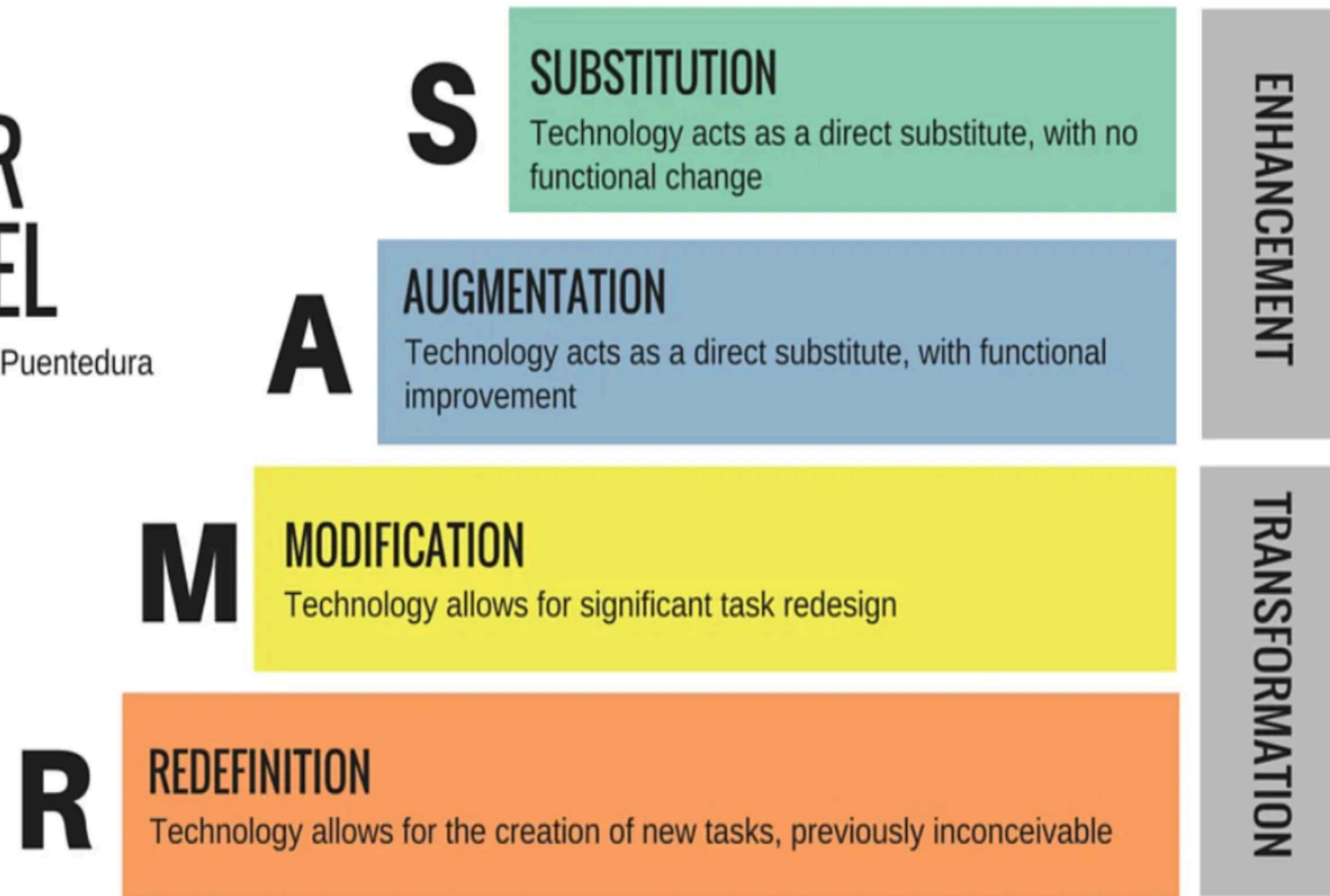
WE FIGURE  
IT OUT  
TOGETHER

EACH ONE  
DOES  
THEIR  
OWN  
PART

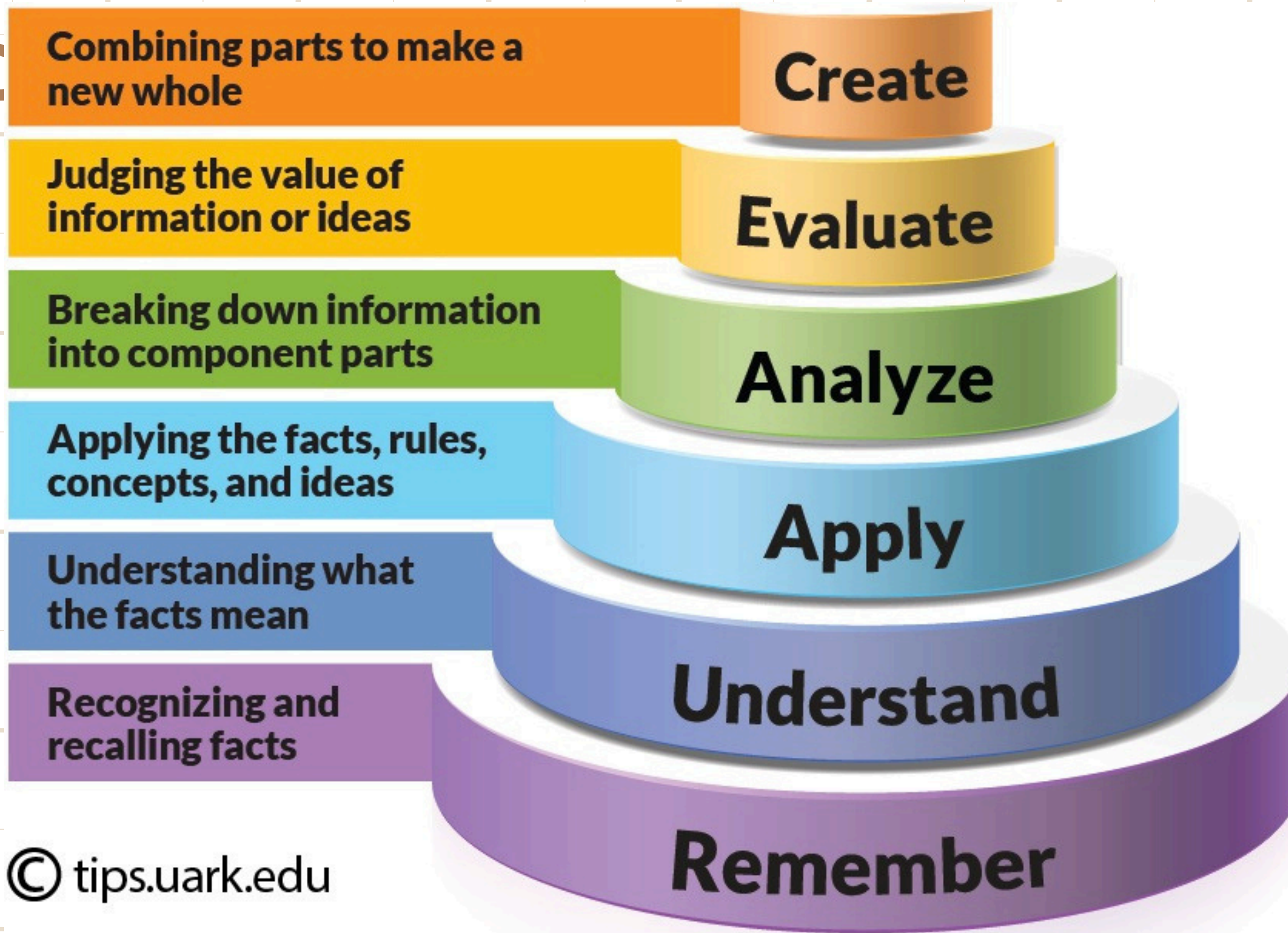
Source: <https://www.edutopia.org/article/powerful-model-understanding-good-tech-integration/>

# THE SAMR MODEL

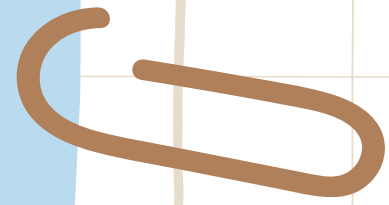
Dr. Ruben R. Puentedura



<https://tips.uark.edu/using-blooms-taxonomy/>



© tips.uark.edu



# CHALLENGES

meaningful

timeless

challenging

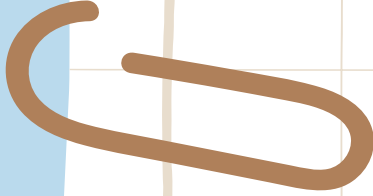


# CHALLENGES

Personal -  
Family  
History

Students  
and family  
can hold on  
to it

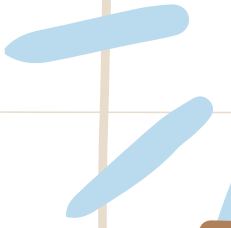

Use new,  
emerging  
technologies



# FAMILY HISTORY

## STORY



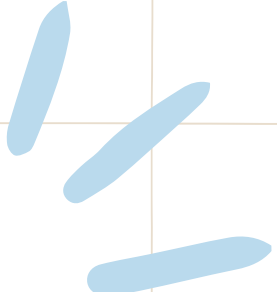
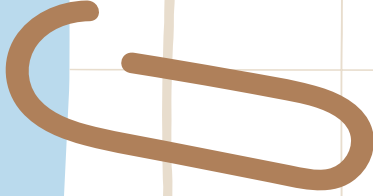
- 
- INTERVIEW RELATIVES
  - WRITE STORY IN 1ST PERSON
  - GENERATE AI IMAGES
  - CREATE STORY BOOK
  - NARRATE & MAKE VIDEO
- 

# MULTIDISCIPLINARY ELEMENT


Wellness

English

Technology




# PROJECT PRESENTATION



Gone over and explained to  
students.

Emailed to parents.



For AP3, you will work on an interesting part of your family history. Our project will have several stages and in the end, you will complete and possess a story book of the story.

# FAMILY HISTORY

A stylized illustration of a person with a magnifying glass and a smartphone, surrounded by network icons. The person is wearing a grey cap, a red shirt, and orange pants. The magnifying glass is blue and orange. The smartphone is blue and white, showing a person's profile. There are several blue and white circles connected by lines, representing a network or data flow. The background is a light yellow gradient.

# Different Roles You Will Play

1. Investigator
  2. Interviewer
  3. Writer
  4. Designer
  5. Illustrator
  6. Narrator
- 
- A white cylindrical cup with several blue and green bubbles rising from it. The bubbles are of various sizes and are scattered around the cup. The cup is tilted slightly to the right.
1. Investigator  
2. Interviewer  
3. Writer  
4. Designer  
5. Illustrator  
6. Narrator

# STEPS OF THE PROCESS

We will work on the following mini-projects in order

## PROJECTS

INTERVIEW

WRITING THE  
STORY

GENERATING  
IMAGES

NARRATING  
STORY

# INTERVIEW

1. Ask family elders about interesting family history stories. It can go back many generations or be more recent. Consider stories that are long and detailed enough that you will be able to write 5 paragraphs on.

2. Pick the one you will work with and write 10 interview questions. Questions must be open and require interviewee to provide long and detailed answers.

3. Interview the person (either in person or distance) and record the video. You will act as a journalist interviewing on a news or tv show. You must be mindful of your body language and oral communication skills.

4. You will hand in both the questions and the video for grades (Expository Writing and Oral Communication)

# Writing Piece

1. You will put yourself in the main person's shoes and imagine going through the experience. You will then prepare to tell the story in first-person POV - just as if it had happened to you!

You will create an outline of the story you are going to tell - graphic organizer.

You will write the story - 5 paragraphs, 5 sentences each. We will revise and edit it.

You will write a Final Draft.

# Story Book

Divide the story into 10 different sections and put them on 10 different slides. You can use CapCut, iMovie, Canva or any app you like.

Generate AI images on <https://creator.nightcafe.studio/> (Instructions on next slide).

Insert images into slides.

Record yourself reading the story and going through the slides at the same time.

# AI Images 1

Go to <https://creator.nightcafe.studio/>

Click Create Instant Temporary Account.

Select Model depending on aesthetic you are going for.

Type in your text prompt. Describe the scene of the text on the slide in a clear, simple way.

For example, if text is about a wedding where car crashed into church doors, type: morning wedding, bride and groom at altar, car crashes into church doors.

# AI Images 2

Select style, again, with aesthetic you are going for.

Check credits. Each image will deduct credits. You can also earn them back. You get 5 credits a day.

Select the number of images you want it to create. If you select a bigger number, it will cost more credits. Click CREATE.

To log in, continue with Google. Wait for the image to generate.

On the bottom of the image, there will be a menu. Click DOWNLOAD. Look for the images in DOWNLOADS.

# TO CONCLUDE

Insert pictures into the slides.  
Then, record a video where you read the story as you flip  
through the slides.  
Hand in the video.

# For example:

**If the story is about how one of your ancestors got married, type into AI: Bride and groom at the altar getting married. Then insert image into slide with that text.**



# FORMATIVE

1. **Interview questions** - W.6.2e. Establish and maintain a formal style.
2. **Interview video** - SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
3. **Graphic Organizer - Main Events** W.6.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
4. **First Draft of WP** - W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.



# SUMMATIVE

1. **Final Draft of WP** - W W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
1. **Video of Story** - O SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

# DUE DATES / TIMELINE

## STAGE 1 - Interview

ASK AROUND - Call or video-call family elders to learn about a few family history stories.

Feb 26-Mar 3

Interview Questions - Write in Class

March 4

Interview- Record Video

March 4-10

Bring Recorded Video to School

March 11



# **DUE DATES / TIMELINE**

## **STAGE 2 - Writing**

Outline  
March 11/12

First Draft  
March 12-15

Revise and Edit  
March 12-15

Semana Santa  
Break



# DUE DATES / TIMELINE

## STAGE 3 - Final Draft & AI

Final Draft  
April 8-12

Story Board- Text  
Division  
April 15-17

Story Board- Generate  
Images  
April 17-19

Story Video  
April 22-23

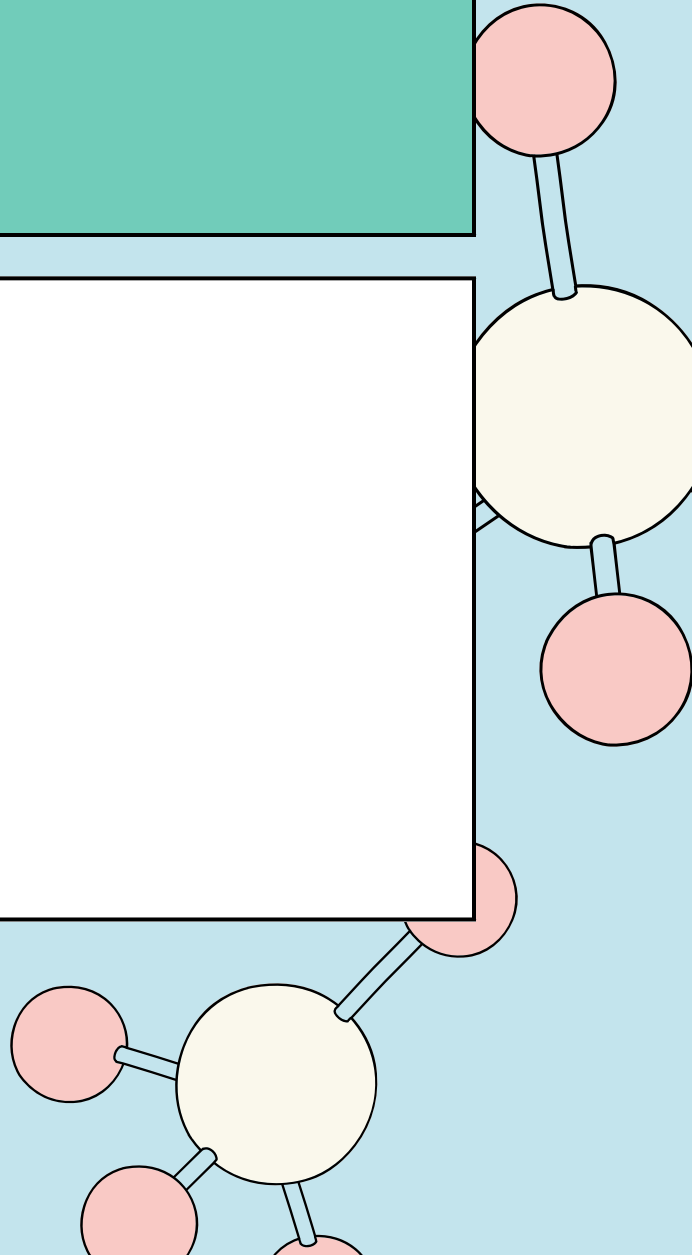


# **DUE DATES / TIMELINE**

## **STAGE 4 - Presentation**

Share Videos

April 23-26



# RUBRICS - INTERVIEW QUESTIONS (F)

## W.6.2e. Establish and maintain a formal style.

W.6.2 e	<p><b>MASTERY</b> Establishes and maintains a formal style and objective tone. Not only maintains a formal style and objective tone consistently but demonstrates a deep understanding of the norms and conventions of interview questions writing discipline, employing them to enhance the writing effectively.</p>	<p>Establishes and consistently maintains a formal style Attempts to use formal style and objective tone are sporadic and inconsistent.</p>	<p>Voice and tone are largely appropriate to purpose and audience. Shows limited awareness of the norms and conventions of the discipline in writing, reflecting more of a conversational style</p>	<p>Voice and tone are not appropriate to purpose and audience. Fails to show awareness of the norms and conventions of the discipline of writing.</p>
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## RUBRICS - INTERVIEW VIDEO (F)

**SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.**

SL.6.1C	Few, if any, errors in grammar and usage	Connections to source interview. Some errors in the conventions of standard English grammar and usage are present, but no systematic pattern of errors is displayed.	Frequent errors in grammar or usage may obscure meaning	Errors in grammar and usage are frequent and severe, and meaning is often obscured
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## RUBRICS - GRAPHIC ORGANIZER - MAIN EVENTS (F)

**W.6.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.**

W.6.3d	Effectively uses narrative techniques such as dialogue, description, and pacing to develop experiences, events and/or characters.	Provides logically ordered reasons that are supported by facts and details from sources.	Minimal or no use of narrative techniques; experiences, events, and/or characters may be vague or confusing.	Supporting reasons, facts, and details are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied; expression of ideas is vague or confusing.
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# RUBRICS - WRITING PIECE 1ST DRAFT (F) & 2ND DRAFT (S)

**W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

W.6.3d	Effectively uses narrative techniques such as dialogue, description, and pacing to develop experiences, events and/or characters. Develops a well-structure sequence of events.	Provides logically ordered reasons that are supported by facts and details from sources. Does a good effort of developing a well-structured sequence of events.	Minimal or no use of narrative techniques; experiences, events, and/or characters may be vague or confusing. Sequence of events is unclear or confusing to the reader.	Supporting reasons, facts, and details are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied; expression of ideas is vague or confusing. There appears to be no clear sequence of events.
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## RUBRICS - FINAL VIDEO (S)

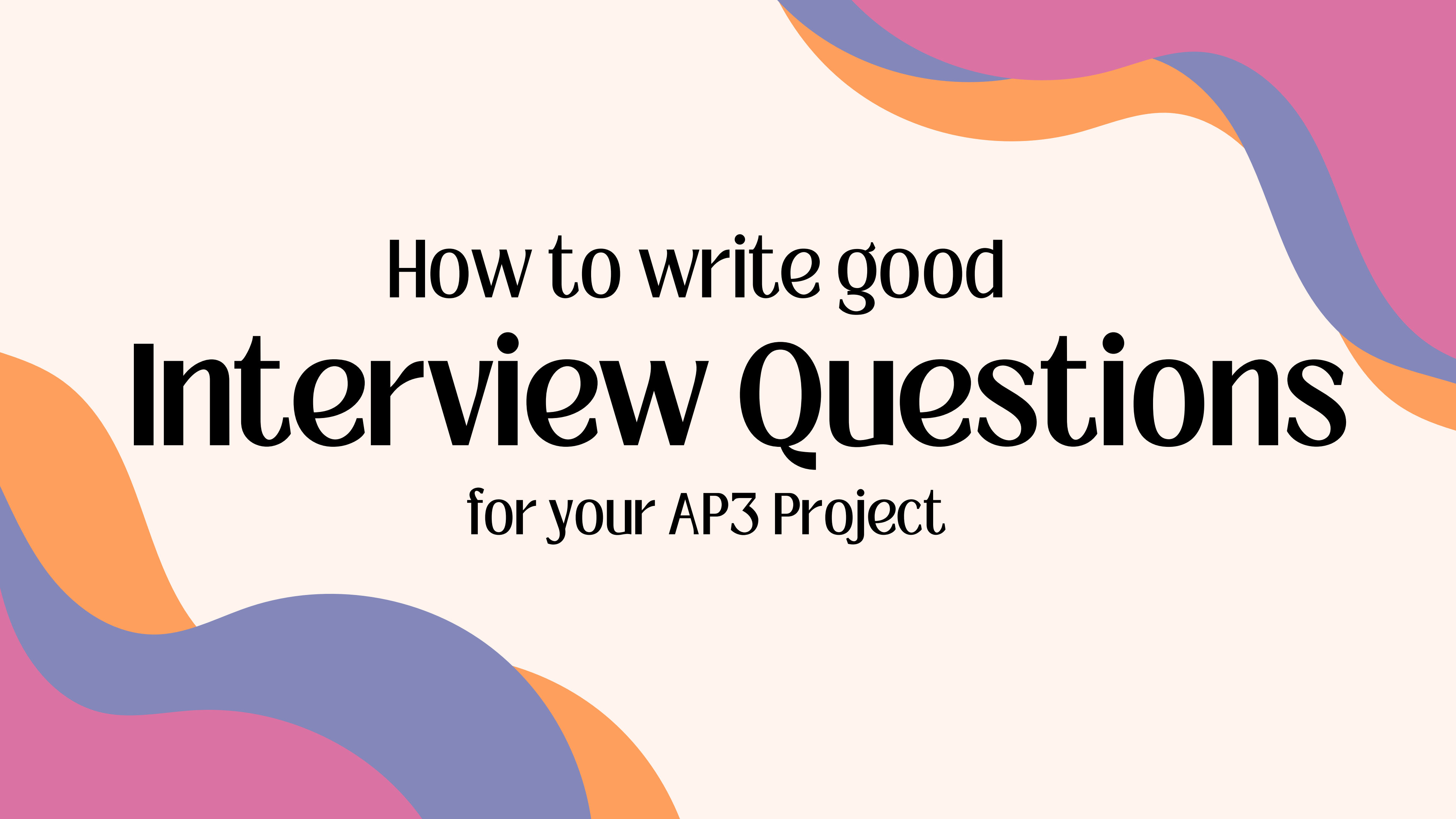
**SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.**

SL.6 1C	Few, if any, errors in grammar and usage	Connections to source interview. Some errors in the conventions of standard English grammar and usage are present, but no systematic pattern of errors is displayed.	Frequent errors in grammar or usage may obscure meaning	Errors in grammar and usage are frequent and severe, and meaning is often obscured
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# INTERVIEW QUESTIONS

Gone over and shared with  
students.



How to write good

# Interview Questions


for your AP3 Project

# Good Interview Questions

What makes a question good?  
What makes a question bad?

# Introduction

Welcome, 6th-grade students! Today, we will learn how to create effective questions for an interview.



# Setting the Stage

- Before beginning, remember that when someone is sharing a personal or family story, we must ask questions with care and respect.



# Types of Questions

## NOT to Use:

- Avoid asking questions that are too personal or intrusive.
- Stay away from questions that may make the person uncomfortable.




# Building Rapport

Start by asking questions that help the person feel comfortable and willing to share.

# Creating Open-Ended Questions

Open-ended questions encourage detailed responses and storytelling. They do not have simple "yes" or "no" answers.



# Examples

- Here are some examples of well-crafted questions:
  - a. Can you share a favorite family tradition and why it's meaningful to you?
  - b. What is a challenge your family faced, and how did you overcome it?
  - c. How has your family influenced who you are today?

# IMPORTANT



Remember, by asking thoughtful questions, we can create a space for meaningful stories to be shared.

Keep practicing creating questions with empathy and thoughtfulness!

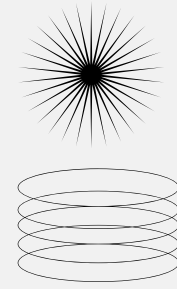


# INTERVIEW VIDEO



Gone over and shared with  
students.

# Interview video



In order to conduct a successful interview, it is crucial to focus on your oral communication abilities.

1. Begin by introducing yourself clearly and confidently to establish rapport with the interviewee.
2. Maintain good eye contact throughout the conversation to demonstrate attentiveness and interest in their responses.
3. Listen actively to their answers, asking follow-up questions to delve deeper into the topic.
4. Avoid interrupting and allow the interviewee to express their thoughts fully.
5. Additionally, speaking clearly and at an appropriate pace ensures that your questions are easily understood.
6. Try your best to speak with correct pronunciation, grammar, etc.
7. Remember, effective communication is key to a successful interview!

Remember to put your reporter hat on! Act formal and proper during the interview video.

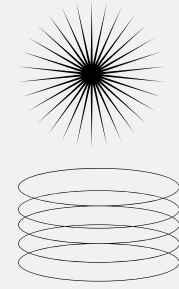
Finally, remember to be on-screen either in person or in the at-distance recording of the interview.

Good luck and have fun!

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4. Avoid interrupting and allow the interviewee to express their thoughts fully.
5. Additionally, speaking clearly and at an appropriate pace ensures that your questions are easily understood.

# Interview video



In order to conduct a successful interview, it is crucial to focus on your oral communication abilities.

1. Begin by introducing yourself clearly and confidently to establish rapport with the interviewee.
2. Maintain good eye contact throughout the conversation to demonstrate attentiveness and interest in their responses.
3. Listen actively to their answers, asking follow-up questions to delve deeper into the topic.
4. Avoid interrupting and allow the interviewee to express their thoughts fully.
5. Additionally, speaking clearly and at an appropriate pace ensures that your questions are easily understood.
6. Try your best to speak with correct pronunciation, grammar, etc.
7. Remember, effective communication is key to a successful interview!

Remember to put your reporter hat on! Act formal and proper during the interview video.

Finally, remember to be on-screen either in person or in the at-distance recording of the interview.

Good luck and have fun!

6. . Try your best to speak with correct pronunciation, grammar, etc.
7. Remember, effective communication is key to a successful interview!

Remember to put your reporter hat on! Act formal and proper during the interview video.

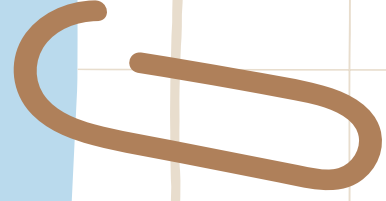
Finally, remember to be on-screen either in person or in the at-distance recording of the interview.

Good luck and have fun!



# WRITING PROCESS

- 1. Planning – Brainstorm and/or Graphic Organizer**
- 2. Drafting**
- 3. Share – Revise & Edit**
- 4. Publish**



# OUTLINE

Gone over and shared with  
students.

# Writing Piece

5 paragraphs

5 sentences each

25 sentences total

No brainstorm on paper in this case.

Short phrases and key words ONLY.

Main Events - OUTLINE: Write short phrases or key words of what the sentences will be about when you draft.

Name: \_\_\_\_\_ 6th: \_\_\_\_\_

Paragraph 1: Introduction Paragraph:

- 1.
- 2.
- 3.
- 4.
- 5.

Paragraph 2: Describe the first (or first 2) main event of the story.

- 1.
- 2.
- 3.
- 4.
- 5.

Paragraph 3: Introduce the second main (or second pair) event of the story.

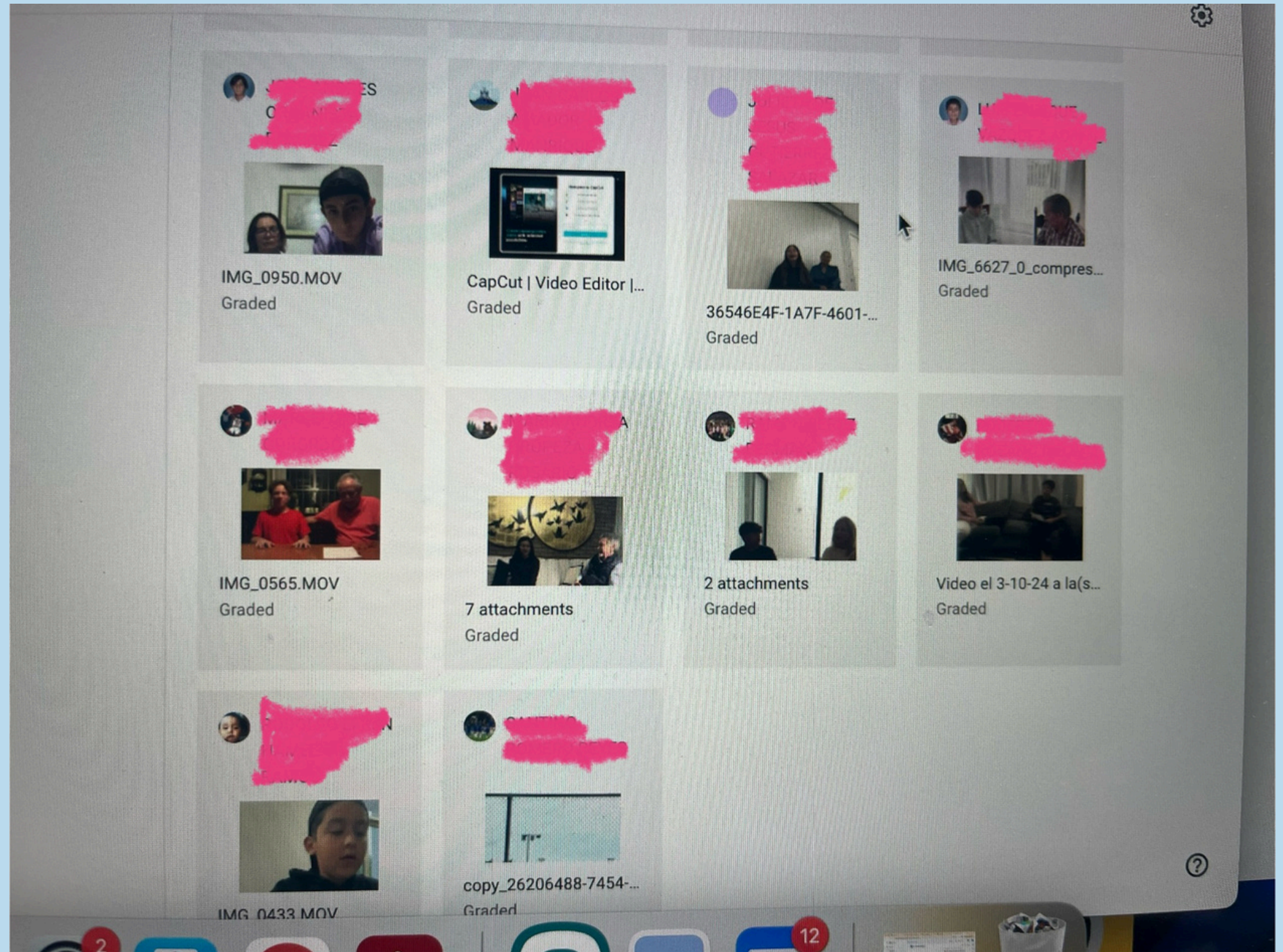
- 1.
- 2.
- 3.
- 4.
- 5.

Paragraph 4: Present the third main event (or 3rd pair) of the story.

- 5.
- 6.
- 7.
- 8.
- 5.

Paragraph 5: Describe the fourth main event ( or pair) of the story.

- 1.
- 2.
- 3.
- 4.
- 5.



## 1968 movimiento estudiantil

Main Events - OUTLINE: Write short phrases or key words of what the sentences will be about when you draft.

Name: \_\_\_\_\_ 6th: **B**

### Paragraph 1: Introduction Paragraph:

1. This story dates back to 1968.
2. I was studying at the university of Nuevo Leon at that time.
3. There was a march that students made to claim respect for rights.
4. Students organized a march because we wanted freedom of political prisoners.
5. The march was called "Movimiento Estudiantil de 1968".

### Paragraph 2: Describe the first (or first 2) main event of the story.

1. This protest started on 23, July, of 1968 .
2. This movement started from Tlatelolco .
3. Those people had bad ideas that could end bad.
4. The 2, October of 1968 we gathered in the plazas de las tres culturas .

### Paragraph 3: Introduce the second main (or second pair) event of the story.

1. In the plaza de las tres culturas that day was called la "Matanza de Tlatelcoco".
2. That lasted 146 days until what happened in the plaza.
3. The government said that 20 people died.
4. It is estimated that 300 people died in the plaza de tres culturas.
5. Students and civil leaders died.

### Paragraph 4: Present the third main event (or 3rd pair) of the story.

5. It was a bad day because many people died and got hurt.
6. Many people were hurt, but survived.
7. The olympics were about to start.
8. The olympics were about a week or two after this.
5. The olympics were from 12 to 27 of october.

### Paragraph 5: Describe the fourth main event ( or pair) of the story.

1. The olimpics did happen.
2. It was a miracle that athletes played after the scandal.
3. We fought for human rights.
4. We fought for democracy
5. We fought for justice.



**DRAFTING**



# DRAFTING

- **By hand**
- **On paper**
- **Skip lines**
- **Blue or black pen**
- **Follow Outline**

## Coming to Tampico

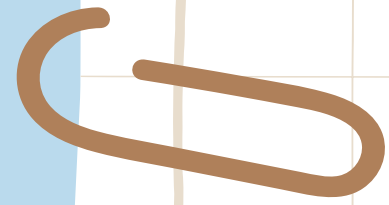
In the years of 1900's, there was a Turkish invasion in my country, Lebanon. The Turkish <sup>Turks</sup> wanted to dominate the countries of Syria, and because Lebanon was a country descendant of the Phoenicians, which are hard working people, they were recruiting men to go to the war. My family decided to raise money for me to go <sup>to</sup> ~~into~~ <sup>America</sup> another country.

When I received the news, I felt scared but knew that it <sup>would</sup> help me have a better future. I was the only one of the family that was going to leave Lebanon. I went to Beirut which is Lebanon's port, because ~~from there I could~~ <sup>so</sup> embark on my journey. <sup>also</sup> They gave ~~him~~ <sup>me</sup> food and bread which <sup>would</sup> <sup>My Family</sup> take on my journey.

I travelled <sup>on</sup> the cargo ship <sup>and</sup> we went ~~then~~ to the port of

1) The Fernandez house, ~~was~~ (La casa Fernandez) is a museum in Tampico. It is located on November 20<sup>th</sup> street. <sup>located</sup> (November 20<sup>th</sup> street)  
The house was built by my grandparents <sup>during</sup> 1923. When my grandparents died, my parents inherited the house. ~~And~~ When my parents got married, they <sup>moved</sup> ~~moved~~ into ~~the~~ <sup>the</sup> houses. That's how ~~we~~ my siblings <sup>and I</sup> and I ended up living there.

2) I remember my dad telling us a story <sup>about</sup> of a wedding.



REVISE



&

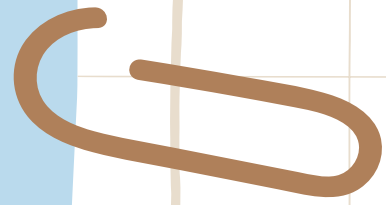
EDIT





# REVISE & EDIT

- **Capitalization**
- **Punctuation**
- **Grammar**
- **Spelling**
- **Mechanics**
  - **Grammar**
  - **Conjugation**
- **Is it clear?**
- **Does it need more details?**
- **Is it in the correct order?**
- **Is it easy to understand?**
- **Can I add adjectives, adverbs or other describing words?**
- **Can I replace basic words?**



**FINAL DRAFT**

**Still on paper!**

## Coming to Tampico

In the 1900's, there was a Turkish invasion in my country, Lebanon. The Turks wanted to dominate the country of Syria, and because Lebanon was a country descendant of the Phoenicians, which are hard-working people, they were recruiting men to go to the war. My family decided to raise money for me to go to America. When I received the news, I felt scared but knew that it would help me have a better future. I was the only one of the family that was going to leave Lebanon. I went to Beirut, which is Lebanon's port, so I could embark on my journey. My family gave me food and bread which I would then take on my journey.

Then, I travelled by cargo ship and went to the port of Marseille, France, to get an identity card that I would later use to get to America. I was planning to get to America because I had an uncle that lived in Canada, near Montreal. After I left Marseille, I continued on my long journey to America where I arrived in a cargo ship that disembarked in the port of Veracruz, Mexico. I did not have family were I arrived at the end of my journey but I met unforgettable on the ship. I arrived to Mexico in 1925 and I had to register with my name Nicolás and showed a \$100 bill with this



Apr, 19, 2024

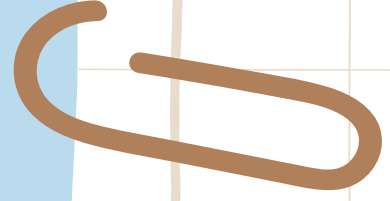
Sergio Rodriguez Haces 6D #21

## The Fernandez house

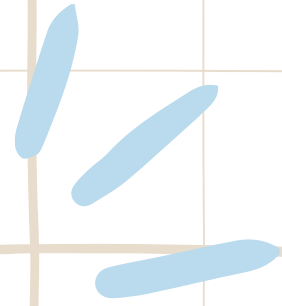
The Fernandez house is a museum in Tampico. It is located on (November 20<sup>th</sup> street). The house was built by my grandparents during 1923. When my grandparents died, my parents inherited the house. When my parents got married, they moved into the house. That's how my siblings, and I ended up living there.

I remember my dad telling us a story about a wedding. A war was happening so religious weddings were prohibited there was a little chapel inside the house, so my aunt could get married in there without people noticing. That's how they got married in secret. I remember my hands were shaking and I was crying while hearing all the gunshots and people shouting on the streets because of the war.

A chaotic problem the whole city experienced was the hurricane Hilda. The hurricane impacted on 1955 and killed 300 people. The majority of the population did survive, but it was a tragic experience. The whole city was flooded, so the only means of rescue were boats. I didn't remember because I was 1 or 2 years old, when I was older, my parents told me about their experience and how they got through it.



**SLIDES**

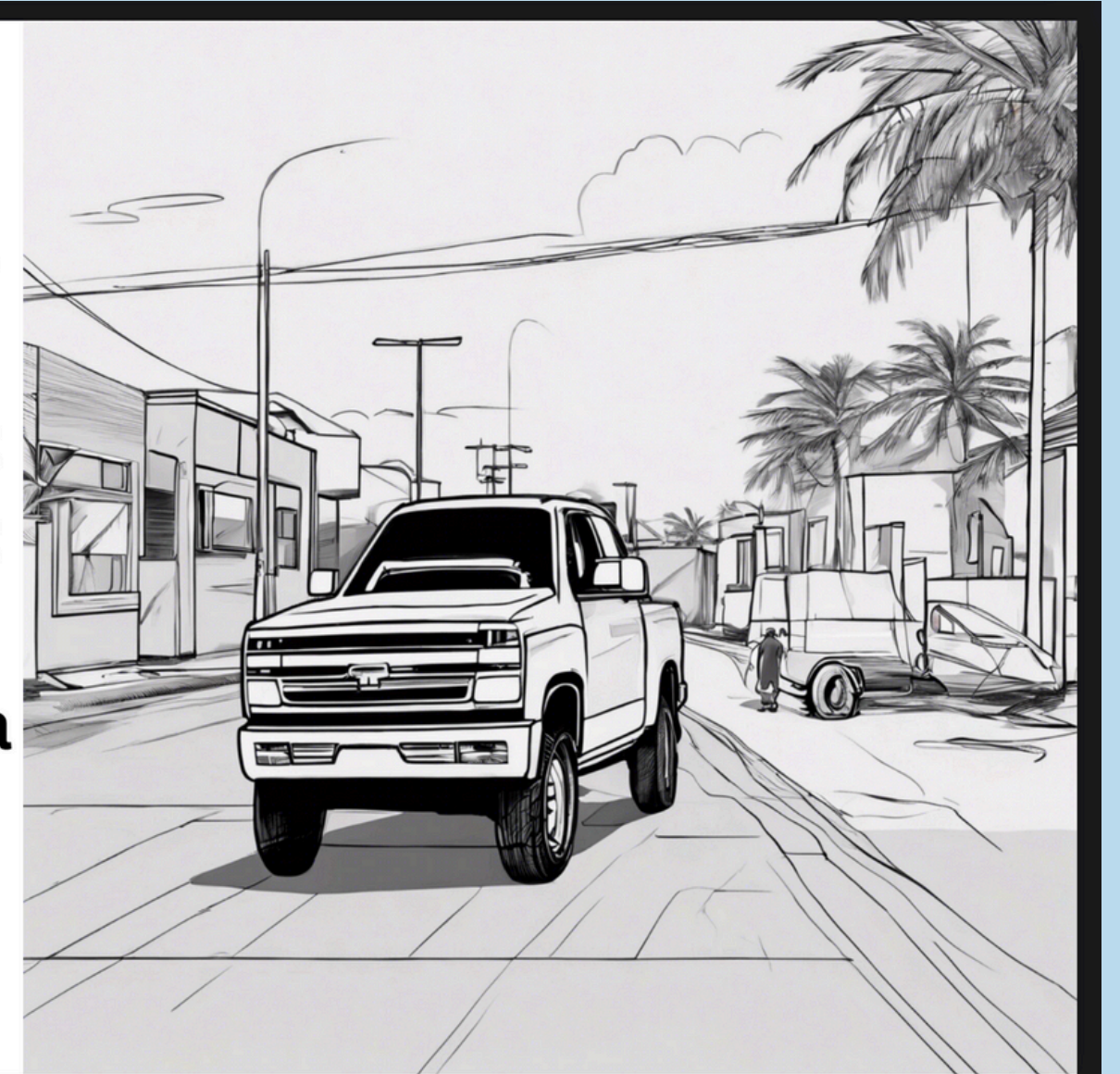


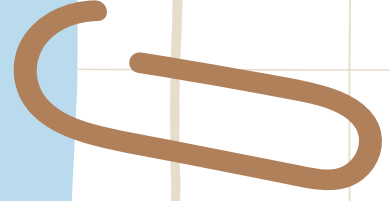


# The Escape of the Thieves

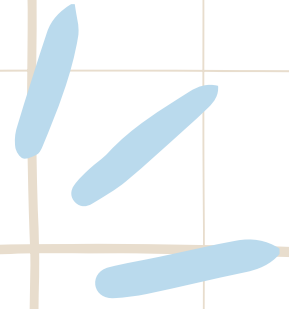


**In the year there was a lot of insecurity in Tampico. One day I was getting home late because there was a lot of traffic and I had a lot of patients. Then I noticed that there was a black pickup double cabin with polarized windows behind me.**





**VIDEO**



Some Years later, Hurricane Hilda hit Tampico. Since I was very good at English, I could Contact the US Navy and airforces. I contacted them and some families to bring provisions and come to help. The flood was terrible because it was about 8 meters high. Since all the houses were made out of wood back then, the flood was very destructive.



Play (k)



0:47 / 2:33



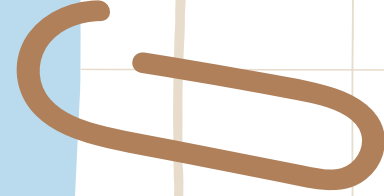
HD





This natural disaster impacted a lot of people in Tampico, and well I was in Tampico, so also impacted me and my family. This natural disaster was very dangerous, and also because on those times I was pregnant with my first child, so I didn't have the same ability to move because of the baby. Because of this, my father took care of me a lot, caring about me and also caring about the baby's life.





**THANK  
YOU!**

