Appendix M

The Bean Trees: Timed In-Class Essay

Student Name: _________________________         Date: _____________  Hour: ________

Essay Prompt: Define family. Consider the various interpretations and real-life examples of families; also consider the various family structures present in The Bean Trees. Identify what makes a family and why the family unit is valuable to people and society. Make sure your essay has a thesis and organizational focus.

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Appendix O
Social Injustice: 1st Person Perspective Poem

Directions: You will be writing a poem in 1st Person, however, you will be writing from the perspective of a HONY Refugee, National Geographic Profile, or another approved person who is experiencing social injustice of some form.

Poem Expectations:

<table>
<thead>
<tr>
<th>1st Person Narration</th>
<th>Coherent ideas and overall theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate tone and mood</td>
<td>Minimum of 10 lines</td>
</tr>
<tr>
<td>Complete thoughts</td>
<td>Minimum of 3 literary devices (labeled)</td>
</tr>
</tbody>
</table>

Appendix P

The Bean Trees: Character Map
1. **Picture**: Draw a picture of your character. Use specific descriptions from the text to back up your picture; include page numbers.

2. **Quotes**: Select and write the most important quotes said by your character - You MUST include the page number. These quotes should relate back to important characteristics and beliefs held by your character. Write down 2-5 quotes.

3. **Actions**: Select and write down the most important actions of your character. You MUST include the page number. These actions should relate back to important characteristics and beliefs held by your character. Copy 3-6 actions.

4. **Symbol**: Select a symbol that defines your character based on their actions, beliefs, and quotes within the novel. Write one paragraph explaining the significance and meaning of your symbol.

5. **Status**: Based on the above information, identify which of the following categories your character belongs to:
   a. Round- a well-developed character
   b. Dynamic- a well-developed character that undergoes a change
   c. Flat- a secondary character that participates in the action
   d. Static- a background character that never changes

6. **Social Injustice**: Citing evidence from text, identify which form of social injustice your character represents.
   a. How does your character’s experiences comment on real-world situations/ forms of this social injustice?
   b. Is your character the average, or norm, for this situation? Or is your character an exception?
   c. What are your character’s greatest obstacles in life?
   d. How does your character handle their obstacles in life?
   e. What are your character’s strengths and weaknesses?
   f. If your character had a motto, what would it be?

7. **Questions**: Develop 2-3 questions concerning your character that you would like your classmates to be able to answer. You will want to develop answers or guidelines to these questions. Consider including page numbers for more specific questions.
Based on your comprehension of *The Bean Trees*, activities completed in class, and research conducted using authoritative sources of information, answer the following questions:

**Essential Questions:**
- Why does social injustice exist?
- How does social injustice affect us?

Unlike traditional academic essays, you may write this essay in first person; however, you need to maintain a formal tone and use formal language.

The focus NEEDS to be on your argument and information, NOT on your personal beliefs.

The minimum essay length is **four pages**.

Your essay should cite at least **three outside resources** that are **objective** and **authoritative**.

Your essay should include **MLA in-text citations and a Works Cited page**
- the Works Cited page does not contribute to your final page length

**Thesis Proposal:**
- In my essay, I want to address:
  - __________________________________________________________
  - __________________________________________________________
  - __________________________________________________________

- I plan to include information on
  - __________________________________________________________
  - __________________________________________________________

- I need to find more information about
  - __________________________________________________________
  - __________________________________________________________

- Essay Formula: By examining ____________________, it is evident that __________ and __________.

**Writing Process Schedule**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Thesis Proposal:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research Notes:</td>
</tr>
<tr>
<td></td>
<td>● <em>The Bean Trees</em></td>
</tr>
<tr>
<td>Day</td>
<td>Assignment</td>
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<tr>
<td>------------</td>
<td>-------------------------------------------------</td>
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<tr>
<td>Tuesday</td>
<td>Essay Outline</td>
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<tr>
<td></td>
<td>Introduction:</td>
</tr>
<tr>
<td></td>
<td>- Hook/Attention Getter</td>
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<tr>
<td></td>
<td>- Context</td>
</tr>
<tr>
<td></td>
<td>- Thesis</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Rough Draft:</td>
</tr>
<tr>
<td></td>
<td>- Body Paragraphs- Evidence and Examples</td>
</tr>
<tr>
<td></td>
<td>- Sources and Citations</td>
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<tr>
<td>Thursday</td>
<td>Rough Draft:</td>
</tr>
<tr>
<td></td>
<td>- Body Paragraphs- Evidence and Examples</td>
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<td></td>
<td>- Conclusion- Paraphrase thesis, wrap-up ideas,</td>
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<tr>
<td></td>
<td>and leave reader thinking</td>
</tr>
<tr>
<td>Friday</td>
<td>Peer Review</td>
</tr>
<tr>
<td>Monday</td>
<td>Personal Reflection</td>
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<tr>
<td></td>
<td>Final Draft</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Final Draft</td>
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<tr>
<td></td>
<td>- Submitted with Rough Draft, Peer Review, and</td>
</tr>
<tr>
<td></td>
<td>Personal Reflection</td>
</tr>
</tbody>
</table>

**Appendix R**

Student Name: _________________________    Date: _____________    Hour: ______

Teacher’s personal grading style covered previously in class; areas needing improvement are
circled and strengths are check-marked.
Essay is more specifically addressed in the comments section.

*The Bean Trees* Argumentative Research Essay Rubric:
<table>
<thead>
<tr>
<th>Thesis Statement</th>
<th>Ideas</th>
<th>Word Choice</th>
<th>Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concise and understandable</td>
<td>Unique, original details</td>
<td>Descriptive, formal language</td>
<td>Formal tone</td>
</tr>
<tr>
<td>Main ideas</td>
<td>Specific information</td>
<td>Carefully chosen words</td>
<td>Writer engaged with topic</td>
</tr>
<tr>
<td></td>
<td>Compelling ideas</td>
<td>Matches Voice</td>
<td>Matches purpose and audience</td>
</tr>
<tr>
<td></td>
<td>Avoids cliches</td>
<td></td>
<td></td>
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<tr>
<td>/15</td>
<td>/15</td>
<td>/15</td>
<td>/15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>Sentence Fluency</th>
<th>Conventions</th>
<th>MLA Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logically grouped info.</td>
<td>Various sentence types</td>
<td>Limited capitalization and punctuation errors</td>
<td>Proper basic format</td>
</tr>
<tr>
<td>Flow of ideas</td>
<td>Various sentence structures</td>
<td>Limited grammar issues</td>
<td>In-text citations</td>
</tr>
<tr>
<td>Intro., Body, Conclusion</td>
<td>Supports Voice</td>
<td></td>
<td>Works Cited Page</td>
</tr>
<tr>
<td>/10</td>
<td>/10</td>
<td>/10</td>
<td>/10</td>
</tr>
</tbody>
</table>

| Comments: |

Appendix S

Source:
http://www.u.arizona.edu/~eleni/images/PEER%20REVIEW%20RESPONSE%20SHEET.pdf

PEER REVIEW RESPONSE SHEET

Writer’s Name:______________________________
Reviewer’s Name:____________________________
Directions: Your purpose in answering these questions is to provide an honest and helpful response to your partner’s draft and to suggest ways to make his/her writing better. Number the paragraphs before you begin reading. Be sure to read the entire paper carefully before writing any responses. Be as specific as possible, referring to particular parts of the paper in your answers. Leave time to orally discuss your written comments with your partner.

A: Introductory paragraph:

1. Did it capture your attention? EXPLAIN WHY it captured your attention.

2. Does it go from general to specific? Does it give you an idea of what the whole paper is going to be about?

3. Write what you think the thesis of the paper is.

4. If the thesis is weak, how can it be rewritten or clarified to improve the way it ties the paper together?

B. Body paragraphs:

1. How many support paragraphs are there?

2. Does each paragraph answer the question: “How does the information in this paragraph relate to the thesis statement?” Specify here or on the paper which paragraphs are weak or strong. Explain if there are any paragraphs that are confusing and unrelated to the thesis.

3. Are the support paragraphs organized in order of importance: from the strongest to good support of the thesis. Should there be some re-organizing among the support paragraphs?

C. Conclusion:

1. Does the last paragraph highlight the main points of the essay?

2. Does it contain a final comment, prediction, advice about the topic?

3. Does it begin specifically and end in general terms?

D. Final Comments: On the back of this page, write a short letter to your partner explaining how his/her essay can be improved. BE VERY SPECIFIC and explain why you think these changes will help readers. Begin your letter with your partner’s name and sign your own name.

Appendix T

Source: https://www.edutopia.org/pdfs/stw/edutopia-stw-replicatingPBL-21stCAcad-reflection-questions.pdf

Social Injustice Essay Personal Reflection

Directions: Answer these questions as specifically and completely as possible. The purpose of these questions is to provide meaningful reflection on your own work in order to improve the quality of your final draft. Remember, writing is a process and an essay should undergo various changes throughout the process. Read through your essay carefully and provide yourself with helpful annotations. Be as specific as possible and refer back to particular parts of the essay in your answers.
**Backward-Looking:**

1. What process did you go through to produce this piece?
2. In what ways do you think you need to improve?
3. What problems did you encounter while you were working on this piece? How did you solve them?
4. What resources did you use while working on this piece? Which ones were especially helpful? Which ones would you use again?

**Inward-Looking:**

1. How do you feel about this piece of work? What parts of it do you particularly like? Dislike? Why? What did/do you enjoy about this piece or work?
2. What was especially satisfying to you about either the process or the finished product?
3. What did/do you find frustrating about it?
4. What were your standards for this piece of work? Did you meet your standards?
5. What does this piece reveal about you as a learner?
6. What did you learn about yourself as you worked on this piece? Have you changed any ideas you used to have on this subject?

**Outward-Looking:**

1. If you were the teacher, what comments would you make about this piece? What grade would you give it? Why?
2. What's the one thing you particularly want people to notice when they look at your work?
3. What do your classmates particularly notice about your piece when they look at it?
4. In what ways did your work meet the standards for this assignment? In what ways did it not meet those standards?
5. If someone else were looking at the piece, what might they learn about who you are?

**Forward-Looking:**

1. One thing I would like to improve upon is …
2. One (or more) thing I did well in this essay is…
3. What will you change before submitting the final draft of this assignment?
4. What's the one thing that you have seen in your classmates' work or process that you would like to try?
5. As you look at this piece, what's one thing that you would like to try to improve upon? What things would you want more help with?