

The Change Agent webinar -- 2023

Teaching with the Immigrants and Immigration Series (Issues 56-58)



April 20, 2023 | 2:00 (eastern time)

Cynthia Peters

Change Agent Editor, Adult Educator, and PD Provider

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Agenda

1. Introduction/Welcome
2. The role of thematic unity/diverse writings
3. “My Mom Is a Brave Woman”
4. CCR Standards for reading and writing
5. Lesson Packet #29 + a graphic organizer to take notes and use as foundation for writing.
6. Questions/Comments/Evaluation



The Change Agent promotes student voice



Online magazine by
and for
adult learners

Features multi-level
stories showcasing
students as
agents of change.

*(This is our current series;
see also the [Issues](#) tab.)*

What is the value of thematic unity across diverse writing?

- Similar set of vocabulary
- Relevance
- It allows for depth of coverage of a topic
- Different viewpoints on the same issues
- can be super helpful with project-based learning

Materials available in three formats (Issue 56).

1.

PDF

My Mom Is a Brave Woman

Maria D. Martinez Cruz

A Hard Decision

One day, Mom sat down and told us that we were going to the United States to live with our dad. Mom knew that my sister and I were in danger. I was 11 years old. My sisters were nine years old and five years old.

Many Hard Days

We took the bus to San Luis, Sonora. We met the *coyote*. He was our guide. On the first day, we started walking through the desert. At first, everything was okay. Then, on the third day, gangsters assaulted us. They took all the money.

The next day was worse. We saw another gang. This gang kidnaps people. Thank God we were able to hide.

On the fifth day, my sister wanted to pee. I took her behind some bushes. When we came back, everyone was gone. We were very scared. Suddenly, the *coyote* grabbed us and pulled us behind one of the bushes. He told us to be quiet since *la migras* was around. I didn't know what *la migras* was.

On the sixth day, we were out of water. We were very thirsty. We found a cow's stable. Mom took water from the cow's trough and gave it to us. I still remember the smell and the taste of the water. The next morning, mom was crying. She removed her shoes. Her feet had a lot of blisters. They were bleeding.

The last day, we rode in a truck. They piled us on top of each other as if we were pieces of wood. My sisters and I were at the top. They took us to a farm near Houston. The people there gave us water and food. That was my first time trying a cheeseburger and fries. Finally, we were reunited with our dad.

Reward

It was a hard journey to come to the U.S. But now we have new opportunities. Every effort has its own reward. My mom has her reward. My mom is a brave woman.

AFTER YOU READ: What evidence does Maria provide to show her mother is brave?

Maria D. Martinez Cruz is an ESOL student at Chemeketa Community College in Salem, OR. Her goal is to improve her English to attend college and study accounting. She has three children. She loves making tamales.



2.

Audio

3 WAYS TO LISTEN

1. Listen to the full article here.
2. **Right-click here** and "save as" to save an mp3 of the article to your computer.
3. Listen to sections of the article by pressing the play buttons that appear before a set of words in the article below (coming soon).

My Mom Is a Brave Woman

Maria D. Martinez Cruz

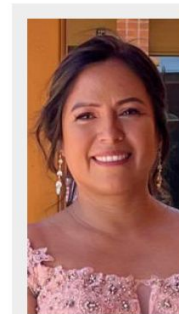
A Hard Decision

One day, Mom sat down and told us that we were going to the United States to live with our dad. Mom knew that my sister and I were in danger. I was 11 years old.

My sisters were nine years old and five years old.

Many Hard Days

We took the bus to San Luis, Sonora. We met the coyote. He was our guide.



3.

Google slides



My Mom Is a Brave Woman



By Maria Martinez Cruz

From *The Change Agent*, Issue 56: Our Immigration Stories
<https://changeagent.netc.org/>

You have permission to adapt slides for classroom use (including remove or add images, change the font, remove or add activities, and break up into several slideshows). But you do not have permission to change the words within the text. If you have a gmail account, please make a copy of the slides for your own use. You can also download them into your own presentation software.

Before you read:

- What is a brave decision your parent made? Or that you have made?
- Learn this vocabulary (Spanish words in *italics*):
 - *Coyote*
 - *La migras*
 - Gangs and gangsters




The author's mom. The author, Maria Martinez Cruz.

A Hard Decision


One day, Mom sat down in a chair and told us that we were going to the United States to live with our dad.



Mom made the decision because she knew that my sister and I were in danger. I was 11 years old. My sisters were nine years old and five years old.



To learn more about the Google slides format, let's visit "[My Mom Is a Brave Woman](#)" (from Issue #56)




the Change Agent
An Adult Education Magazine
for Social Justice

My Mom Is a Brave Woman

By Maria Martinez Cruz


From *The Change Agent*, Issue 56: Our Immigration Stories
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Another angle on an immigration story “The Border Wall Runs through Our Home” (from Issue #56)



The Border Wall Runs through Our Home

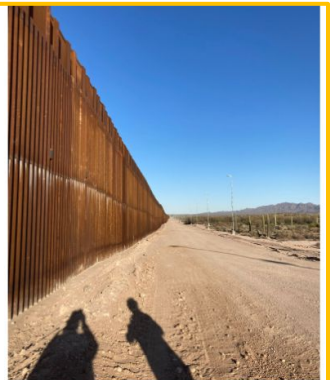
By Raven Lewis

From *The Change Agent*, Issue 56: Our Immigration Stories
<https://changeagent.nelrc.org/>

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When Trump became president, he started building a bigger wall on the border. My people don't even have a word for wall. Yet now we have a huge wall cutting through our land.



Amy Juan, a member of the O'odham Nation, told me, "We have lived on these lands before America and Mexico were created. Both sides of the border are home. We will continue to move across borders. We are caretakers of our land and our way of life."



Amy Juan, a member of the O'odham Nation.

Another sample. This one about creating new community “My Neighbor” (from Issue #57)



My Neighbor

By Xuiping He

From *The Change Agent*, Issue 57: Creating New Community

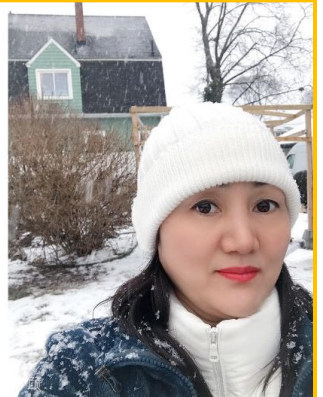
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About the Author

Xuiping He is a student at Boston Chinatown Neighborhood Center in Boston, MA. She is from China. She loves Boston. She is curious about different foods and different cultures. She loves peace and wants people to be friendly.



My Neighbor

By Xuiping He

My neighbor is an older man. His name is Bill. He has lived in the neighborhood for a long time.



Three ways to find content on the Change Agent site:

By Issue

Issue 58, February 2023 — Finding Our Voices



Finding Our Voices Issue 58, February 2023
Download this issue [PDF]. Jump to Table of Contents. Read issue extras. View [...]

Issue 57, November 2022 — Creating New Community



Creating New Community Issue 57, November 2022
Download this issue [PDF]. Jump to Table of Contents. Read issue extras. New! [...]

Issue 56, August 2022 — Our Immigration Stories



Our Immigration Stories Issue 56, August 2022
Download this issue [PDF]. Jump to Table of Contents. Read issue extras. New! [...]

By Level

Audio Index with Article Reading Levels

Starting with Issue #31, the articles in the *The Change Agent* have been analyzed for reading level using the "Text Readability Consensus Calculator," a tool that uses the average of multiple formulas to give you a number, which is **grade level equivalent**. This table allows you to sort by article title, page number, level, and issue number. For example, click the column header "level," and find all the articles grouped by level.

Articles Published Since Issue #31

TITLE	PAGE	LEVEL	ISSUE
What Do Women Want?	3	6	31
What my Clothing Makes Me Feel	4	3	31
Having a Positive Attitude	5	6	31
Our Swim Suits, Ourselves	6	2	31
Cool and Comfortable? Or Covered Up?	7	6	31
Body Art = Beauty?	8	5	31
Clothes Are Like Birds	9	6	31
Piercings and Tattoos	10	9	31
To Give Away or Not	12	6	31
Media and Female Body Image	15	11	31
Dressing for Success	16	8	31
Making Myself Marketable	18	8	31
Hustling For Fashion	19	4	31
Who's Who? How Do You Tell?	20	4	31
Exploring Labels, Stereotypes, and First Impressions	21	5	31
Clothes Tell You about a Person	22	8	31
He Thought I was an African Princess	23	4	31
Uniforms? Dress Codes? Or Free Choice?	24	8	31
French Lawmakers Ban Women from Wearing Veils	26	9	31
Exploring the Idea of Freedom and Clothing	27	7	31
Which Sweatshirt Would You Buy?	28	3	31
Exploring the Hidden Cost of Cheap	29	2	31
The Hidden Costs of Cheap Clothes	30	8	31
High Style, Low Impact	32	9	31

By Packet

Classroom Resources

The *Change Agent* is more than just a magazine! We also provide key supports for teachers and students. See our extensive resources listed below.

New! Read The Change Agent Articles with Adobe Liquid Mode
Adobe Liquid Mode is a free app that will allow your students to view PDFs in Adobe Acrobat Reader and customize font size, spacing, and more!

A Library of Short Videos about How to Teach with The Change Agent

These 7- to 15-minute video clips help you teach standards-based skills, such as finding the main idea and teaching mechanics in writing.

Index with Article Reading Levels and Audio

Use this article index to find article reading levels for all issues since Issue 31. Subscribers can link directly to the articles that have been converted to audio format. Click here to learn more about how to use audio in the classroom.

FREE! For Beginners

Try out this collection of beginning-level pieces grouped into easy-to-use themed packets.

FREE! Lesson Packets

Lesson plans with *Change Agent* articles selected from across issues. Watch as new items are added to the collection.

FREE! Talking About Race

Racial discrimination in the U.S. is a 400-year old problem that has recently exploded into public consciousness once again. All of our issues include a racial equity dimension, but the "Talking About Race" issue has especially strong resources for talking about race in the classroom. Thanks to some extra funding, we are making this issue FREE for a limited time. Also see supplemental content below:

- Webinar on using this issue in the classroom
- Facing Racism (lesson packet)
- Celebrating Freedom on Juneteenth (lesson packet)
- Race and Voting Rights (lesson packet)
- Indigenous Peoples: Beginning Literacy Adaptations (lesson packet)

Invite Students to Write for The Change Agent

Use our Call for Articles as a writing prompt, and give students a chance to write authentically about a topic that matters to them and share their story with tens of thousands of peers all across the country.

Strategies for Using The Change Agent in the Classroom

Incorporate these **pre-reading, reading, and post-reading tips** into your lessons, use **evidence-based reading instruction**, explore ways to **teach using political cartoons**, and get a copy of **Through the Lens of Social Justice: Using The Change Agent in Adult Education** to access more strategies for incorporating the magazine into your teaching.

Webinar Recordings

For Issues 35-51, we have recording of webinars introducing teachers to the issue. Recordings of these webinars are available here.

College and Career Readiness Standards

Apply the College and Career Readiness Standards using *The Change Agent*. For each issue, we have a grid showing you which articles have activities aligned to which standards.

"Since discovering *The Change Agent*, I have marveled at the high quality materials it offers – great articles and truly well-thought-out extension activities. I have the highest regard for your work. You really are making a difference!"
Savory Keim
ESOL Teacher
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These come w/
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These are
free

How to Access *The Change Agent*?

- NELRC states (MA, CT, VT, RI, NH) log in for free.
- Other states that have bulk accounts: *AR, DE, LA, ME, OR, TX, VA; CA Libraries, FACE, some NYC public schools*

[If you're in one of the above listed states, and you don't know how to log in, contact me.]

- Other individuals and groups: You can subscribe for \$30 per teacher per year (and all your students can share your credentials). Programs with 25 or more teachers: the cost is \$20 per teacher per year. Visit: <https://changeagent.org/subscribe/> Or contact: cpeters@worlded.org

CCR Standards for Reading

1. Identify what the text says and doesn't say. Ask and answer questions about it. Describe the main idea and be able to say *why* you think it's the main idea.
2. Explain how the author organizes text and how they use language to communicate. Be able to say who wrote this and how/why that matters.
3. Assess how this text connects with other sources. Does it measure up? Is it valid? Explain.
4. Be able to read widely and deeply from a broad range of high-quality texts.

CCR Standards for Writing

1. Write *arguments*, *informational/explanatory* texts, and *narratives*. Stress complexity, reasoning, evidence, and details.
2. Be clear (grammatical) and organized. Know your audience. Speak clearly to them. Plan; revise. Use technology and the Internet to produce and publish writing and to collaborate and interact.
3. Research. Use various print and digital sources. Assess credibility of those sources. DO NOT plagiarize.
4. Write routinely over extended time frames and shorter time frames for range of tasks, purposes, and audiences.

A CCRS Grid for Every Issue

For each issue, I identified which activities help you teach which standards (loosely). You can find all the grids [here](#) (as well as on each Issue page).



Activity

This is from [Lesson Packet #29](#), which is an OER (Open Educational Resource). No subscription required. The packet includes four articles about what pushes immigrants to leave their home country and what pulls them to come to the U.S.

1. Choose one article to read.
2. Take notes in the graphic organizer about that article.

The four articles are LEVELS 3-5 (GLE/grade level equivalent).

AFTER YOU READ:

1. According to the author, what is "the American Dream" and what "price" has she paid for it?
2. Read the article on p. 31 by Carolina Salas. Compare and contrast the stories by these two moms. What is the same and what is different?

Step 2:

Use [this graphic organizer](#) to take notes on the article you chose.

*Note: When you do this activity with your students, you **MUST** make a copy of this Google doc or download it. For today's webinar, I am sharing a special COPY of this document with different share settings (anyone with the link can edit).*

What Pushed and Pulled Them?

Graphic Organizer for [Issue #56](#): Our Immigration Stories

Use this graphic organizer to take notes on what "pushed" immigrants out of their home countries and what "pulled" them to come to the United States. Organize your notes into an outline and write an essay about immigration. Use quotes and details from various texts; cite your sources. Share your essay, get feedback, and re-write.

Page #	Author	Title	Notes about what pushes/pulls

Steps Towards Supporting Your Students to Write on this Topic...

- notice your starting place (which is a bunch of notes)
- organize your notes; choose what to focus on
- use these notes to create an outline
- be able to identify your thesis or topic sentence
- decide how you will cite your sources
- write a rough draft; get feedback and redraft; make sure you cite your sources
- final proof

Invite your students to write for *The Change Agent*.

- A new [Call for Articles](#) was published in February 2023.
- Deadline is in early May 2023.
- Students whose pieces are accepted receive a \$50 gift card.



Questions

