The Change Agent webinar -- 2023
Teaching with the Immigrants and Immigration Series (Issues 56-58)

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

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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 attacked us. They took all the money.

The next day was worse. We saw another gang. They were kidnappers. We were very scared. Suddenly, the coyote grabbed us and pushed us behind one of the bushes. He told us to be quiet because it was quiet around. I didn’t know what was going on.

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 gave us on top of each other as if we were pieces of luggage. 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.

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

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.

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3. Google slides

Before you read:
- What is a brave decision your parent made? Or that you have made?
- Learn the vocabulary (Spanish words in bold)
  - Coyote
  - To migrate
  - Gangs and gangsters

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 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)
Another angle on an immigration story “The Border Wall Runs through Our Home” (from Issue #56)
Another sample. This one about creating new community “My Neighbor” (from Issue #57)
Three ways to find content on the Change Agent site:

**By Issue**

- Issue 58, February 2023 — Finding Our Voices
- Issue 57, November 2022 — Creating New Community
- Issue 56, August 2022 — Our Immigration Stories

**By Level**

- Audio Index with Article Reading Levels

**By Packet**

- Classroom Resources

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Audio Index with Article Reading Levels

Sitting with Issue #31, the articles on the Change Agent site have been segmented for reading levels using the Fry Readability Cornerscale. Levels are based on the average number of words read per sentence, word length, and sentence length. The table below shows grades by article, page number, level, and issue number. For example, click the column header "Issue", and article in the table is accessed as follows:

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
<th>Level</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did we learn?</td>
<td>3</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>What we did during Action</td>
<td>4</td>
<td>3</td>
<td>31</td>
</tr>
<tr>
<td>Learning from the Future</td>
<td>5</td>
<td>6</td>
<td>31</td>
</tr>
<tr>
<td>Our Search for Solutions</td>
<td>6</td>
<td>2</td>
<td>31</td>
</tr>
<tr>
<td>Co-Constructor Onboard</td>
<td>7</td>
<td>3</td>
<td>31</td>
</tr>
<tr>
<td>Stay Away?</td>
<td>8</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>Waking Up the Red</td>
<td>9</td>
<td>6</td>
<td>31</td>
</tr>
<tr>
<td>Reaching Out for Help</td>
<td>10</td>
<td>9</td>
<td>31</td>
</tr>
<tr>
<td>Me and My Family Study Group</td>
<td>12</td>
<td>6</td>
<td>31</td>
</tr>
<tr>
<td>Gaining Success</td>
<td>13</td>
<td>8</td>
<td>31</td>
</tr>
<tr>
<td>Making Your Neighborhood</td>
<td>14</td>
<td>8</td>
<td>31</td>
</tr>
<tr>
<td>Hosting a Social</td>
<td>15</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>Which Notes Are Yours?</td>
<td>16</td>
<td>6</td>
<td>31</td>
</tr>
<tr>
<td>Exploring, Learning, Writing, impressions</td>
<td>17</td>
<td>7</td>
<td>31</td>
</tr>
<tr>
<td>These Things Are African Prosper</td>
<td>18</td>
<td>8</td>
<td>31</td>
</tr>
<tr>
<td>Unfolding Ideas: 3 Steps</td>
<td>19</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>Search Laurence S. Writing</td>
<td>20</td>
<td>6</td>
<td>31</td>
</tr>
<tr>
<td>What Swapped/What You Buy</td>
<td>21</td>
<td>7</td>
<td>31</td>
</tr>
<tr>
<td>Exploring the Area of Conflict</td>
<td>22</td>
<td>7</td>
<td>31</td>
</tr>
</tbody>
</table>

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Classroom Resources

The Change Agent site is designed for educators who need to support their entire students. Here’s how you can use the Change Agent site:

- **Index with Articles:**
  - Click on the index to view all articles.
  - Articles are organized alphabetically by title.

- **Search Box:**
  - Enter keywords to search for specific articles.

- **Classroom Resources:**
  - Use our call-to-action articles to engage your students. Each article is accompanied by a list of resources to help educators integrate the Change Agent content into their lessons.

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**CDL Resources Guidelines**

- Apply the Guideline and Classroom Resources Standards to use the Change Agent site effectively. For more information, visit the CDL website.
Three ways to find content on the Change Agent site:

By **Issue**

1. **Issue 58, February 2023 — Finding Our Voices**
2. **Issue 57, November 2022 — Creating New Community**
3. **Issue 56, August 2022 — Our Immigration Stories**

These come with subscription

By **Level**

- By **Issue**
- By **Packet**

These are free

Audio Index with Article Reading Levels

<table>
<thead>
<tr>
<th>Article</th>
<th>PAGE</th>
<th>LEVEL</th>
<th>GENRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article 1</td>
<td>12</td>
<td>2</td>
<td>Fiction</td>
</tr>
<tr>
<td>Article 2</td>
<td>15</td>
<td>3</td>
<td>Non-Fiction</td>
</tr>
<tr>
<td>Article 3</td>
<td>18</td>
<td>4</td>
<td>Poetry</td>
</tr>
</tbody>
</table>

Classroom Resources

- **Textbook** The Change Agent: An Introduction to Strategic Change, 3rd Edition
- **Workbook** Exercises and Activities for the Change Agent
- **Supplementary Materials** Case Studies, Articles, and Assessments

These are free

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**Our Promise**

We are committed to providing high-quality educational resources and support to educators and students worldwide.
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/](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.


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.
Step 1:
The four articles are LEVELS 3-5 (GLE/grade level equivalent).

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 seven years old and five years old.

My sisters and I felt sad. Thank God, we were alive. On the fifth day, my sister wanted to see how. When we came back, everyone took a photo of me and we all talked about what we had been through. I didn't cry on the sixth day. We were out of the house. Mom took us to the airport and she kissed us goodbye. We were very sad. We didn't want to leave.

Second level

many Hard Days
The plane landed in San Luis, Mexico. We were there for two days. We talked about how much we missed our dad. We tried to call him, but we couldn't. On the third day, we were able to see him. He was very happy to see us.

Third level

Crossing Two Rivers
Alzenda Chang

Life in Mexico Was Hard
In Mexico, my family was very poor. I shared a bed with three of my sisters. We got water from a well. It was my job to clean garbage from the well. I sat on a small wood stool while someone dropped me slowly down into the well.

It was hard for me to go to school. I had to walk on mountain roads and across a river. Sometimes, the river came up to my stomach. To keep my uniform dry, I carried it in a plastic bag.

I Wanted a Better Life for My Daughter
When I had my daughter, I knew that I did not want her to live this kind of life. I decided to go to the United States. I paid a coyote $4,000 dollars. We picked up a little bit of clothes and said goodbye to my family.

When we crossed the Rio Grande, I was very scared. The water came up to my chin. The coyote had my daughter on his shoulders. After crossing the river, the coyote told us to go to a hotel.

We stayed in the hotel for many days with many people. People brought us food every day. One day, another coyote came. He separated me and my daughter. My daughter was scared. It was terrible to be separated from my daughter. But everything happened like they said. And my daughter and I were together again.

Fourth level

Finally, We Felt Safe
The coyote brought us to his brother's house. But my brother did not want to support us. I felt very sad to hear that. I called my mom and I told her that.

Step 2:

Better Future
At Home, There Are No Jobs, The Cities Are Unsafe, and the Rivers Are Dry
Hortensia Rosa

Trying to Forget Everything Bad
We have lived here for two years. We have not been able to find work, nor do we have the resources to support our family. Our family is not healthy and we suffer from lack of education and the lack of health care.

Our situation is really difficult to explain. On top of that, it was an unsafe city. Still, it is where I grew up. And I took care of my mother there when she was sick. She had.

The Price of the American Dream
A Korean Family Stays in the U.S. for Their Son's Education
Tadashi Ryoo

Before You Read:
In your opinion, what is the “American Dream”? My last impression of New York was “cold”. We arrived in January, a very cold month. All the people we met seemed to be cold, too, and unfriendly. Life in New York was difficult and lonely.

We came to the United States because of my husband’s work. My husband is an accountant. We arrived post-Covid-19 pandemic. I thought, "I should go back to Korea.” But we stayed, and we survived. Now my 11-year-old son loves the U.S. He wants to stay here more than me or my husband.

My husband and I realized what we should do. We asked, "Is it right to move for our child’s sake?” We like the schools here. We do not like the overcrowded and competitive education that our child would get in Korea. Eventually, we decided to stay. My husband got the additional maintenance license that he needs to keep working.

For so many immigrants, the American Dream is the success of their children. The same is true for my family. But there is a cost.

After You Read:
1. According to the mother, what is the “American Dream?” How has she adjusted to it?
2. Read the article on p. 31, “The American Dream” and what “price” has paid for us? Compare and contrast the stories by these two women. 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).
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.