

# Patriotism: Interviews from 9/11

## Grade 4



## Reading and Writing Instructional Module –Interview Feature Articles

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## Patriotism

### Acquisition Lesson #1 – READ Like a WRITER – The 5 Ws

Acquisition Lesson Plan Concept: Identifying key details (5 Ws) in primary and secondary source informational texts.

**Length of Lesson #1:** 2-3 days

**Length of Unit:** approximately 8 days

#### **Prerequisites:**

Students –

- Understand the literary concept of “mood” in a text
- Identify the main idea of a text
- Know types of informational text (e.g., informational genres include text such as articles, essays, speeches, etc.)
- Understand authors’ purposes for writing

#### **Common Core Standards:**

- **4RI2** – Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **4RI3** – Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **4RI6** – Compare and contrast a firsthand and secondhand account of the same event or topic; describe the difference in focus and the information provided.
- **4RI7** – Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

#### **Essential Question:**

- How do you determine if a source is primary or secondary?
- How do readers determine the main idea of informational text?

What do students need to learn to be able to answer the Essential Question?

- Assessment Prompt #1: Identify a source as primary or secondary.
- Assessment Prompt #2: Analyze key details in informational text to determine the main idea.

**Activating Strategy:**

Distribute the pre-lesson located in [Attachment A: Anticipation Guide](#) to each student. Students will complete the pre-lesson column of the anticipation guide to activate any prior knowledge they may have about primary and secondary resources as well as main idea and word choice.

**Key Vocabulary Words to Preview:****Standards-Based Vocabulary**

- Primary sources
- Secondary sources
- Main idea
- Key details
- Informational text
- Analyze

**Teaching Strategies:**

- Think-Pair-Share
- Partners graphic organizer/materials
  - [Attachment A: Anticipation Guide](#)
  - [Attachment B: Primary and Secondary Source](#)
  - [Attachment C: Sources: Primary or Secondary?](#)
  - [Attachment D: Analyzing Text](#)

<b>Instructional Sequence 1 – Sources of Information</b>
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|--|
| <ol style="list-style-type: none"> <li>1. <b>Activating prior knowledge:</b> Before showing the 9-11 video, the teacher should lead a class word splash in which students share words they think of when they hear the date September 11<sup>th</sup>, 2001.</li> <li>2. <b>Video:</b> Show students the video from Reading Rainbow: “<a href="#">The Tin Forest</a>” from Discovery Education/Vermont Public Television. The video shares stories of hope in the wake of tragedy, including the book <i>The Tin Forest</i> by Helen Ward and Wayne Anderson. The program meets the students of PS 234 in Manhattan who had to attend another school after the September 11<sup>th</sup> terrorist attacks. After the video have students state what they believe was the mood of the students of PS 234 (hopeful and upbeat as well as reflective).</li> <li>3. <b>Primary and secondary sources:</b> Introduce or review with students the definition of primary and secondary source material:           <ul style="list-style-type: none"> <li>▪ <b>Primary sources:</b> First-hand information from a person who was actually present at an event or during a time period. For example, if students attended a World Series game, they would be a witness to the game. They would therefore be a primary source of information about the game because they were there. As another example, an autobiography is a primary source because the author is writing about his or her own life.</li> <li>▪ <b>Secondary sources:</b> Information that comes from someone who got information about an event of time period from another source (e.g., a newspaper or a television show or an eyewitness) would be a secondary source. They were not physically present to witness the event. For example, if you heard about the World Series game on the evening news, you would be a secondary source, because you were not really there at the game, you just saw a tape about it and heard a sports caster tell about the game. As another example, a biography is a secondary source because the author is not writing about his or her own life, instead he or she is writing about the life of someone else.</li> </ul> </li> </ol> |
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**Teacher note:** There are many online resources for distinguishing between primary and secondary source material re: 9/11 (e.g., [www.kaitlinmarshburn.com/uploads/9-11\\_Sources.ppt](http://www.kaitlinmarshburn.com/uploads/9-11_Sources.ppt)). There are also many other sites (e.g., [http://memory.loc.gov/ammem/collections/911\\_archive/index.html](http://memory.loc.gov/ammem/collections/911_archive/index.html)) that offer collections of audio recordings from primary and secondary sources which teachers can screen. These materials may not always be suitable for 4<sup>th</sup> grade students. Teachers can preview for appropriateness and/or make their own PowerPoint presentations to extend this lesson. Or, teachers may simply present many different examples of source materials and ask students to sort them as “primary: the person was actually there” or “secondary: the person is reporting (drawing, writing about, etc.) about the event but was not physically there.”

4. **Identifying primary and secondary sources:** Teacher can model via think-aloud examples and then have students work in small groups or pairs to sort the following sources (cut out for students) onto a T-chart—see [Attachment B: Primary and Secondary Sources](#). Teacher clarifies as necessary.

<b>Primary</b>	<b>Secondary</b>
NYC firefighter or policeman	The President of the United States
Someone who worked in or near the Twin Towers	Someone who watched the Twin Towers collapse on TV
Someone who worked in or near the Pentagon	Students at your school who were watching the television reports about the Pentagon burning
A newspaper reporter who wrote about the event from the office	A newspaper reporter who was there on the grounds of the Twin Towers
Letters written by someone who observed the planes hit the Twin Towers	Letters written by someone who heard about the planes hitting the Twin Towers

**Assessment Prompt #1:** Teacher projects pictures [Attachment C: Sources: Primary or Secondary?](#) Identify the pictures as examples of primary or secondary sources and explain choices.

**Differentiation:** Teacher can have students label P or S and ask students to provide a verbal defense of answers.

### Instructional Sequence 2: Main Idea for Informational Text

**Set a purpose for viewing:** Inform students that they have learned the basics for determining if a source is primary or secondary. Tell them that knowing whether a source is primary or secondary can help readers identify the main idea and the important details.

**Activating strategy:** Have students brainstorm words/phrases that come to mind when they hear “main idea” and “key details.” Teacher can record student answers. The goal of this activity is for students to know that information is needed about the Who, the What, the When, and the Why or How of the event. Initially, however, students will likely give vague answers such as “important stuff,” and the teacher will have to probe with questions such as “What do you mean by ‘important? Important to whom?’” and “what does ‘stuff’ mean?” Teacher continues to probe by asking students what kinds of information is important to informational texts such as the primary and secondary source materials they have been reviewing for 9/11. The teacher can ask, “What kind of information did you hear from the students interviewed in the Reading Rainbow video they previewed in Lesson 1?”

1. **The 5 Ws:** Share the essential question, “How does understanding the 5 Ws of primary and secondary sources help readers to determine the main idea of the text?” with the students. Emphasize that different sources may have different answers to important questions such as those in the 5 W about the same event. Teacher can return to the previous example (or a more relevant example) of a World Series game. Whether the eyewitness or source was for the winning team or the losing team might change how that source interpreted what happened (the what, why/how) in the game. Similarly, a reporter for the newspaper or TV station for the town of the winning team might offer different information than a reporter for the hometown of the losing team. Understanding the *perspective* of the writer can help readers better understand the main ideas and key details. Bringing the example back to 9/11, what a firefighter reported as the important information might be different from what someone would notice if they were watching the towers collapse on the television. When you are a secondary source, you only know the information reported to you.
2. **Guided reading:** After clarifying understanding of the 5 Ws with students, teacher can project a copy of article “Muslim-American Teens Proud to be Part of US,” which teachers can access from the Scholastic News Online website at <http://www.scholastic.com/browse/article.jsp?id=5311>. (Teacher note: Scholastic News Online allows for visitors to download a single copy of an article. Subscribers, however, can also order or access additional copies, and many Delaware schools do have subscriptions). Project the article on the Smart Board (or Elmo, etc.), and read the passage to the students. (Teacher note: Read the passage more than once). At this point ask students to determine if this source is a primary or secondary and have them explain why using 1s/2s partners. (Secondary, because the author, Karen Fanning, is reporting about how several Muslim students’ experiences in the aftermath of 9/11).
3. **Introduce graphic organizer:** Explain to students that in order to analyze what has been read, together you are going to fill out a chart to help them determine the key details and the main idea. At this point hand out the graphic organizer at [Attachment D: Analyzing Text](#). In order to ensure that all students have the equivalent information, place a copy of it on the Smart Board so that you can record the information as well.
4. **Identifying the 5 Ws:** To model/practice analyzing the text, call on student volunteers to provide the information for each of the 5 Ws. Model process by probing students to identify specific information that accurately answers each of the Ws (and highlighting the sentence or sentences from the article). This will allow students to see directly where the information was located. Model putting the information into your own words, when appropriate.

5. **Modeling/guided practice—determining main idea:** Teacher models via think-aloud, asking students to help out, how to construct the main idea using the 5 Ws as a reference. Regarding the graphic organizer as a “formula” (who + what + where + when + why/how = main idea) may help. Because this part of the lesson is more complex, reassure students that they will get a lot of practice using the 5 Ws to determine the main idea.
  6. **Paired reading:** Provide students with a copy of a different grade-appropriate passage dealing with the general subject of “Heroes of 9/11.” Two such articles, “Heroes of September 11th” and “Canine Heroes of September 11,” both by Joyce Furstenuau, are available on [edHelper.com](http://edHelper.com). This site requires an inexpensive subscription—less than \$20 per year for a single license. On the site, teachers can search articles by subject and/or readability. When printing the articles, teachers can select font type and size to accommodate the needs of their students. See resources section at the end of this Acquisition Lesson for other possibilities. Teacher will again provide students with a blank copy of [Attachment D: Analyzing the Text](#) and a copy of the article. Pair the students into high/middle and middle/low partners. In partners, have the students take turns reading the passage to one another.
  7. **Guided practice identifying key details:** After reading the passage twice, students will take turns locating and recording the 5 Ws (not the main idea) on their organizer. Monitor students to ensure that they are highlighting the sentence(s) within the text that answers each of the Ws. Once most students have completed the organizer, reconvene as a class to share answers. Teacher clarifies any misunderstandings and students correct or modify any answers on their own graphic organizers. While students are sharing, teacher again records their responses on the Smart Board. This will help to ensure that all students are on the right track.
  8. **Guided practice determining main idea:** After having consensus on the 5 Ws, pairs return to their Graphic Organizer to craft a main idea statement. Call on all pairs to share their main idea of the passage. As pairs share out, record their main idea on the SmartBoard. Once all pairs have shared, discuss the commonalities among all statements.  
  
**Differentiation:** For students ready for a challenge, teachers may point out that the “what” is normally a verb phrase while the “who, when, and where” are normally nouns. The “why/how” is often more complex phrases or clauses. **Scaffolding:** Here, and throughout, the teacher can partially complete any/all graphic organizers to help struggling students access the information. If appropriate, more scaffolding may be necessary before students can independently identify 5 Ws *before* or *after* reading the “Muslim-American Teens” article. For example, teacher may first want to model with a simple fairy tale or recently read classroom story. Teacher can also return to Reading Rainbow video used for activating strategy for additional modeling, guided practice. For example, the teacher could complete the “where” and then have a cloze-type sentence for the “why/how” so students could have less information to process.
- Assessment Prompt #2:** Analyze key details in informational text to determine the main idea. [Teacher provides students with an additional article and a blank copy of [Attachment D: Analyzing Text](#). Teacher can read article aloud as students follow or students may read the text in pairs as in Item 6 above. Students complete the organizer, including a main idea statement, independently.]
- Summarizing Strategy:** Have students label each of the articles read as primary or secondary sources. Then, compare the completed organizers ([Attachment D: Analyzing Text](#)) for all three (minimum) articles read. Note differences in information and ask students to explain why the information might be different for the different articles. Emphasize that what is considered “important” or “key” details depends on “who is telling the story.”

**Resources/citations and copyright information (in order of occurrence):**

- Reading Rainbow archive shows can be accessed from a variety of sites:
  - “The Tin Forest” – <http://vimeo.com/6370938>
- Scholastic News Online – <http://www.scholastic.com/browse/article.jsp?id=5311>. To request permission to place a link from your website to Scholastic.com, please send your name, address, website URL, and nature of the website to: [weblink@scholastic.com](mailto:weblink@scholastic.com).
  - “Muslim-American Teens Proud to Be Part of U.S., by [Karen Fanning](#).
- [edHelper.com](#)
  - “Heroes of September 11<sup>th</sup>,” by Joyce Furstenau
  - “Canine Heroes of September 11,” by Joyce Furstenau
- Additional sources for 9/11 articles appropriate for students from a site with links to educational resources dedicated to 9/11—<http://www.vickiblackwell.com/neverforget.html>
  - [http://www.newseum.org/todaysfrontpages/default\\_archive.asp?fpArchive=091201](http://www.newseum.org/todaysfrontpages/default_archive.asp?fpArchive=091201) – shows front pages for America’s major newspapers.
  - <http://teacher.scholastic.com/scholasticnews/indepth/911/index.htm> – scholastic online site dealing exclusively with remembering 9/11.
  - <http://www.nationalgeographic.com/remembering-9-11/> – a variety of videos dealing with 9/11.



## ***Attachment A: Anticipation Guide***

### **True/False Anticipation Guide**

**Directions:** Before the lesson, think about whether or not the statements are true or false and place a check in the appropriate box under the "Before Lesson" heading. After the lesson, think about the information you saw and whether or not the statements are true or false. Then, place a check in the appropriate true/false box under the "After Lesson" heading.

<b><i>Before Lesson</i></b>			<b><i>After Lesson</i></b>	
<b>True</b>	<b>False</b>	<b>Statements about the Topic</b>	<b>True</b>	<b>False</b>
		Primary sources have to come from someone who witnessed the event.		
		Primary sources have to be in written form.		
		If a person witnesses an event but does not write about it until 10 years have passed, it is a secondary source.		
		A secondary source is written after the event by someone who was not present during the event.		
		Primary sources can be media form (for example, photos, video, or audio).		
		The main idea is a statement that includes all details from the text.		
		An author's word choice is what sets the tone of the text.		
		In order to analyze the text, a reader must identify the who, what, when, where, and why of the text.		

*Attachment B: Primary and Secondary Sources*

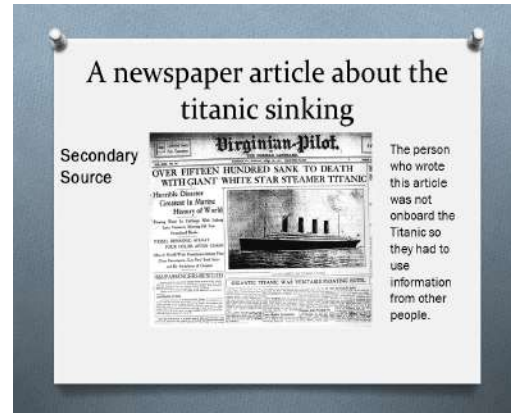
Primary	Secondary

## Attachment C: Sources: Primary or Secondary?

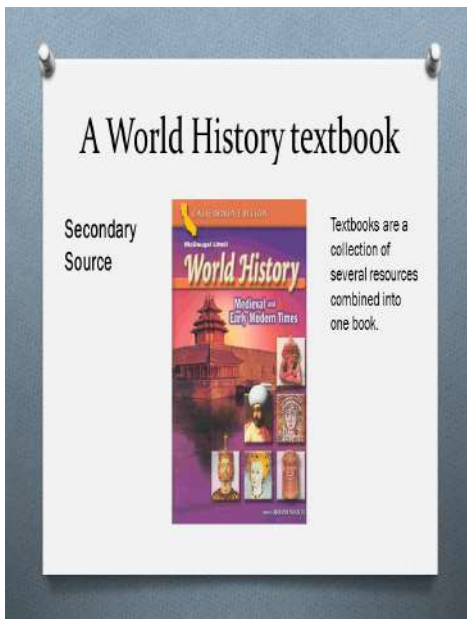
1. Interviews with NYC firefighters



3. A newspaper article from the sinking of the Titanic



2. World History textbook



4. A letter from Thomas Jefferson



### *Attachment D: Analyzing Text*

When you are reading a text, picking out the 5 Ws (who, what, when, where, and why or how) will help you identify the most important details for an informative text. Locating the 5 Ws will also help you determine what the main idea is.

**Directions:** Fill in the chart below with information from the text.

<b>Title</b>	
<b>Who +</b>	
<b>What +</b>	
<b>When +</b>	
<b>Where +</b>	
<b>Why or How +</b>	
<b>= Main Idea</b>	

*Reading to Writing Connection Warner, Chamberlain, Robbins, Stilwell*

## Acquisition Lesson #2 – READ Like a WRITER – the Interview

**Acquisition Lesson Plan Concept:** The middle of the unit continues to work with 5 Ws and introduces students to “interview” as a genre.

**Length of Lesson #2:** 2 days

**Length of Unit:** approximately 8 days

<b>Prerequisite(s):</b> <ul style="list-style-type: none"> <li>Acquisition Lesson 1</li> </ul>	
<b>Common Core Standards:</b> In addition to previously listed standards: <ul style="list-style-type: none"> <li><b>4RI8</b> Explain how an author uses reasons and evidence to support particular points in a text.</li> <li><b>4RI9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</li> <li><b>4S/L2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li><b>4S/L3</b> Identify the reasons and evidence a speaker provides to support particular points</li> </ul>	
<b>Essential Question:</b> How do I pose specific questions on a given topic to gather information? ----- What do students need to learn to be able to answer the Essential Question? <b>Assessment Prompt 1:</b> Develop interview questions that get at important information (key details)	
<b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>Think-Pair Share</li> <li>Partners</li> <li>Gallery Walk</li> </ul> Graphic Organizer/Materials: <ul style="list-style-type: none"> <li><a href="#">Attachment E: “My Name is Osama”</a></li> </ul>	
<b>Activating Strategy:</b> Show students a video using “Rudy Giuliani: Interview with Peter Jennings”. While watching the video, inform students that they should pay particular attention to the types of questions that the reporter, Peter Jennings, is posing to Rudy Giuliani in order to gather the most important information and details about the event. If appropriate, have students take notes about the kinds of questions asked OR have students note questions that get at 5 W information from Acquisition Lesson 1.	<b>Key Vocabulary Words to Preview:</b> <b>Content-Specific Vocabulary</b> <ul style="list-style-type: none"> <li>Interview questions</li> <li>Follow-up questions</li> </ul> <b>Standard-Specific Vocabulary</b> <ul style="list-style-type: none"> <li>Interview</li> <li>Quotations</li> </ul>

### Instructional Sequence 1 – 5 Ws and the Interview

1. **Debrief Activating Strategy:** After viewing the video, have students share the questions that Peter Jennings asked the mayor. As students are sharing, write the questions on the Smart Board. Once students have shared, ask them if any of Peter's questions get at the 5 Ws from Acquisition Lesson #1. Also ask students if, given the opportunity, there are any other questions that they would ask Mayor Rudy Giuliani. Be sure students understand that Giuliani was an eyewitness to the Twin Towers collapsing—a primary source. Jennings, the interviewer, is reporting as a secondary source.
  2. **Defining Interview:** Explain what an interview is: an interviewer asking the “subject” questions and recording the answers. Sometimes the interviewer needs to ask follow-up questions based on the subject's answer. A knowledgeable interviewer does his or her homework—investigates the subject to get some background information—in order to have worthwhile questions for the subject. Consider posting a definition of “interview” with characteristics (Frayer or Concept Definition Map). Set a purpose for this part of the lesson by telling students they will be writing or doing an interview of their own.
  3. **Modeling “interview questions” that get at Key Details:** Explain to students they are now going to re-read one of the articles read in Acquisition Lesson #1. This time, they will be thinking of the article as a product of an interview and analyzing what questions the text answered. Students may also come up with additional questions that the article did *not* answer but the students would like to have had more information about. The teacher models the process by reading and thinking-aloud the questions that the beginning of the chosen article answered. For example, using the article “Muslim-American Teens Proud to Be Part of U.S.,” the teacher might think aloud,
 

*I think the information in the first 2 paragraphs answers the question, “**What** were you doing at the mosque?” and “**What** were the church-group members doing there?” I think a follow up question might have been, “**Why** were the police there?” or “**How** did Mehdi feel when he saw the police?” In thinking-aloud, the teacher emphasizes the 5 W “question words” to reinforce the concepts of important details from Acquisition Lesson 1.*
  4. **Guided practice for interview questions that get at key details:** After modeling the first few paragraphs (or appropriate amount), teacher asks students to participate in generating probable questions answered in the next few paragraphs. Then students move toward working in pairs or small groups to continue reading the article. As students are brainstorming, have one person (from pair or small group) write their questions on a piece of chart paper. Give students approximately ten minutes, and then have them post their chart paper around the room. Allow each group the opportunity to rotate around the room and place checkmarks on the questions that resembled theirs.
  5. **Justifying question choices that get at important information:** Once students have viewed all questions, together as a class, have students respond using a “thumbs-up thumbs-down” as to which questions would be the most important questions to obtain the key details relevant to the subject of 9/11. As the teacher asks for thumbs up/down, (s)he asks students to justify their choices, repeatedly reinforcing the words from the 5 Ws. Come to consensus on what were probably the ten (or so) most important questions that were answered in the article.
- Teacher note:** Record the circled questions on a clean piece of chart paper to use in the next sequence.
6. **Reinforcing relationship between interview questions, 5 Ws, and key details:** Begin by reviewing the chart paper with the questions identified the previous day as good examples. Ask students why they felt these questions were effective questions. During the discussion, lead students to the observation that the questions they identified should answer the 5 Ws taught in the previous Acquisition Lesson. The purpose of understanding the 5 Ws allows readers to develop a deeper understanding of the event.

**7. Application:** Tell students that they are going to be reading a true story titled “My Name is Osama” (available at <http://downloads.ncss.org/lessons/myname.pdf> and reproduced here in [Attachment E: My Name is Osama](#)). Teacher can explain that this is a true story of Sharifa Alkhateeb as told to Steven S. Lapham, who helped Alkhateeb write his story. Further explain to students that while reading the story together as a class, they need to be thinking about the 5 W questions that are answered in the story. Project and give students copies of the story. Read through the passage twice to ensure that students have an understanding of Osama’s story (recommended collaborative reading with projected copy).

**Assessment Prompt 1:** After students have read/heard “My Name is Osama,” have them write 3–5 (teacher choice) 5 W questions that are answered in the story. Have students explain why the questions get at *important* or *key* information about 9/11.

### Instructional Sequence #2: Interview Genre

#### Debrief Assessment Prompt 1

- In checking interview questions, teacher generates a list of the most common questions and posts a list for students to review.

#### Summarizing Strategy: Modeling the Interview:

Model Lapham asking Alkhateeb the questions generated in the Assessment Prompt and giving the (text-based) answers. **[Teacher note:** Teachers would need a teaching partner or willing students to accomplish this activity, probably scripting the interview before hand]. If appropriate, return to appropriate segments of LeVar Burton’s interview of students in the Reading Rainbow video from Acquisition Lesson #1.

#### **Resources/Citations (in order of occurrence)**

- ABC Peter Jennings Video <http://www.youtube.com/watch?v=6vCg8Fp8aw8>—most teachers would need to download at home to use a copy in class. Available also on UnitedStreaming.com or DiscoveryEducation websites (both with subscriptions, which many schools have).
- “My Name is Osama” by Sharifa Alkhateeb as told to Steven S. Lapham (*Middle Level Learning*, National Council for the Social Studies). Available - <http://downloads.ncss.org/lessons/myname.pdf>

### *Attachment E: “My Name Is Osama”*

A short story by Sharifa Alkhateeb and Steven S. Lapham

I can't reach the top of the little apple tree any more. Me and Rayna planted it when it was just a green stick. Rayna is my grandmother. I was five years old then. I am twelve now. In the fall, these flower buds will be apples, but I won't be here to pick them. I give old man Monsoor fifteen dinars for bread for my whole family, for our goodbye dinner. All of my cousins will be there, fifteen of them. That will be fun. And sad. I eat a flat little loaf on the way home. Nobody will care. It smells great and the birds are singing.

Walking home I stop at our best swimming spot. Our place: Qais and me. Mother says the Euphrates River is not clean, but we don't care. We strip down to our boxer shorts and jump in on hot, hot days. We sit on the rocks and make up stories about our namesakes who lived a thousand years ago. Osama was a leader of youth. He was kind and strong. My great grandfather was also named Osama. Qais, the famous one, read poetry late into the night to his beloved, Layla. The Qais I know is a poet too. He imagines the two girls we will someday marry, and both of them are beautiful.

I am glad Rayna is still asleep this morning at our house and cannot see me listening to the water. Smelling the bread. Touching apple blossoms. She always says, “Poets die poor. Be strong like your



Prediction: Where do you think Osama is going?

Infer: How does he feel about going away?



namesake!”

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It was only two weeks ago. Father has just finished building the new house and we have just moved in. I guess it stood out or something because he did not use old bricks. It is three AM and the soldiers tell my father to put up on the wall right now this slick poster of Saddam Hussein. My father does it. They search through everything in our home, messing it up with their sticks. They take the brass bowl with Mother’s earrings in it. Then they leave. Father says, “Go back to bed.” He has a dark bruise on his cheek.

Two weeks after the soldiers came to our house we are in Algeria. We said goodbye to our family, our friends, my school. To old man Monsoor the baker. We live in Algeria for half a year, then in France, staying in these tiny apartments. I practice my English. I’m thirteen years old and I’m very excited when our jet circles over New York City, in America, land of the free and home of the brave. I want to hang up the photos in frames of my cousins and friends in Iraq on the wall but my father says, “No nails. Is not your wall. Is your Uncle wall.” I share Mohammed’s room. Mohammed is my six-year-old cousin. Father works at night in a big restaurant. We have breakfast together, and he practices his English which is not as good as Mother’s. Mother works days at the drug store. “Maybe we can have an apartment of our own next year,” says Mother.

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Todd says, “Your mom wears a bag on her head.” He doesn’t know my mother has

a Ph.D. in pharmacology. She taught my pediatrician at Baghdad University. Todd says, “Your father forces your mother to wear the bag on her head. Your father must be a bully.” My mother wears a *hijab* because she likes to. But I don’t say anything to Todd. He bugs me and says bad words. I ignore him. But then after September eleventh he gets really mean and it starts to make me really mad. What he says is this: “Osa-ma! Osa-ma! Osa-ma!”

Sharifa Alkhateeb and Steven S. Lapham (14 May/June). “My Name is Osama.” *Middle Level Learning*, National Council for the Social Studies. Available - <http://downloads.ncss.org/lessons/myname.pdf>

## Acquisition Lesson #3 – WRITE Like a READER

**Acquisition Lesson Plan Concept: Writing an informational piece based on an interview.** At this point in the unit, students are ready to apply what they learned about the importance of key details in an effective interview, and they will prepare to conduct their own interview and write a feature article based on the interview responses.

**Length of Lesson #3:** approximately 4 days

**Length of Unit:** approximately 8 days

### Prerequisites:

In addition to Acquisition Lessons #1 and #2:

- Uses quotation marks to indicate direct quotes
- Has knowledge of the writing process
- Understands authors' purposes for writing, revising, and editing

### Essential Questions:

- How do I choose concrete details to develop informative writing from an interview?
- How does an effective writer develop an information-writing piece?

What do students need to learn to be able to answer the Essential Question?

- **Assessment Prompt 1:** Assess the model feature article based on the writing rubric ([Attachment F: Informational or Explanatory Text-Based Writing Rubric](#))
- **Assessment Prompt 2:** Identify concrete details that answer the 5 Ws in students' interviews.
- **Assessment Prompt 3:** Write a feature article based on responses to interview questions.

### Common Core Standards:

In addition to previously listed standards:

- **4S/L4** – Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **4W2b** – Develop the topic with facts, definitions, or concrete details, quotations, or other information or examples related to the topic.
- **4W8a** – ...Gather relevant information from print and digital sources.
- **4W4** – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **4L2** – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - **b.** Use commas and quotation marks to mark direct speech and quotations from a text.

### Teaching Strategies:

- Think-Pair Share
- Peer-Review Partners

### Graphic Organizer/Materials:

- [Attachment F: Informational or Explanatory Text-Based Writing Rubric](#)
- [Attachment G: Revision/Editing Checklist](#)

**Activating Strategy:**

To activate this lesson, students will become involved in a spontaneous situation. If properly formatted, this should happen quickly, have multiple participants and circumstances, and require students to make inferences about why the event happened. Please see description below.

**Key Vocabulary to Preview  
Standards-Based Vocabulary**

- Feature Article
- Note-Taking
- Quotation Marks

Solicit help from other adults in your building. Schedule a time for multiple people to spontaneously enter your classroom, creating a chaotic situation. For example, have your administrator come in and begin loudly rifling through your filing cabinet as he mumbles to himself; ask the nurse to come in seconds later opening and shutting windows and turning lights off and on; seconds after she enters, have the school counselor come in and have quick conversations with multiple students. While all of this is going on, have another teacher enter and engage you in what appears to be an angry conversation. Feel free to involve as many people as possible in this scenario. Ideally, all of the visitors will be staggering into the classroom within seconds of one another, making it difficult for students to efficiently capture the details of the entire event.

Prior to the activities starting, ask half of the students to leave the room. Plan for them to visit an adjoining classroom. The idea is for them to not be present when the chaos is taking place. After returning, the students who were not present should partner up with a student who witnessed the event. The missing students should work to develop 5 W questions to gather important/relevant information from the witnesses, creating an account of event. They will become the interviewers while the witnesses become the interviewees.

**Teacher note:** If teacher cannot solicit help such as indicated above, show any TV clip of a totally chaotic scene from a sit-com or similar show to half the students and repeat as above.

**Instructional Sequence #1: Interviewing**

1. **Debrief activating strategy:** Have students reflect upon the questions they developed to gather details about the event that occurred. Likewise, have the witnesses consider whether they appropriately responded to the questions of others to inform an audience about the event. Have student pairs share some of their questions and answers. Teacher will call on two pairs of student to share their interview. Ask the students about similarities and differences in the kind of information each interview had. Ask students to share any additional questions they would have asked in order to get additional information. Be sure (here and throughout the remainder of the lesson) to highlight when students are including information that gets at the 5 Ws.
2. **Interview skills:** Review with students the following concepts—effective note-taking and quotation marks.
  - Effective **note-taking** on the part of “reporters” is a key skill. It means jotting down key words and phrases and using abbreviations that will provide just enough information so that it jogs the reporter’s memory when s/he returns to the interview notes after the actual interview. For example, instead of writing because, you can write b/c. **Teacher note:** students may be familiar with “text speak” and have a range of abbreviations they can share. Also, make sure students know they do not have to use complete sentences in their notes. However, teachers need to be sure students understand that if they wish to quote their source, they cannot use “shorthand” or abbreviations for that—they must write down the exact words of any words they want to repeat in a quotation.
  - Teacher reminds students, “When you interview a person, you should use **direct quotes**, which are quotation marks around the exact words the person said about a subject. That means you and other readers can tell exactly what words came from the interviewee’s mouth. Make sure you do not include words in quotes that the speaker did not say.” Provide an example: A new student named Sheila came to my classroom yesterday. In order to learn more things about her, I asked her to tell me some of her favorite things. Sheila answered, “My favorite things are horseback

riding, gymnastics, and Justin Beiber.” Then I asked her what her favorite foods are and she replied, “Hot dogs, funnel cake, and pizza!”

3. **Sample interview:** Ask students to brainstorm an activity the entire class has done as a group. As they are sharing out, jot down their ideas on the board. Once the list is complete, have students vote on the activity they feel they can give the most information about as a class. Once results are tallied, choose the topic with the most votes and model for students how to interview using that topic. **Teacher note:** Activities may include field trips, presentations, assemblies, field day, etc.
4. **Model the interview:** Ask the students the following questions and use short phrases and abbreviations to record their responses. Be sure to point out to the students that your note-taking style may be slightly different from theirs, but that what is important is that you are not writing down every word. The teacher makes sure to use at least one direct quotation for students to observe. Teacher thinks aloud his/her process. Here is a sample of what a class may come up with. Make sure to ask students to expand their answers when possible. Teacher should also model follow-up questions to get more information.
  - Where did you go?
    - ♦ *The aquarium.*
    - ♦ Follow-up: *Do you remember the full name?*
    - ♦ Jasmine: *“I do. It was the Adventure Aquarium in New Jersey.”*
  - What did you do?
    - ♦ *Looked at fish.*
    - ♦ Follow-up: *What else?*
    - ♦ John: *“We saw different habitats and penguins, lots and lots of penguins, and we saw them eat and do tricks.”*
  - Who took you?
    - ♦ *Ms. C.*
    - ♦ Follow-up: *How did you get there?*
    - ♦ *A cool coach bus and we even got to watch a movie on the bus.*
  - When did you go?
    - ♦ *May 11*
  - Why did you go on this field trip?
    - ♦ *To learn about animal habitats and did a research project on animals, and we were able to end our unit by seeing animals in their habitats at the aquarium.*
  - Did you enjoy the trip?
    - ♦ *Yes.*
    - ♦ Follow-up: *Why? Learned a lot; I never been to the aquarium before.*
    - ♦ Jim: *“It was a great experience, I never saw some of those animals in person.”*
    - ♦ Follow-up: *Anyone else? Got to return to school after all the other kids left.*
  - How long was the trip?
    - ♦ *Left our school at 9 and returned at 6.*
  - What was your favorite part?
    - ♦ Jenn: *“The shark tanks were really cool. I liked seeing the koala bears. They were so cute.”*

**Differentiation:** For the independent interview, students may decide to tape record their interviews and transcribe the information at their own speed.

### Summarizing Activity:

Teacher can eliminate one key detail (one of the 5 Ws—such as “when”) from the sample interview and ask students (in pairs) to identify the missing information and craft a sample question with answer to complete the important information.

### Instructional Sequence #1 (continued): Writing the Interview Article

1. **Transferring notes to sentences:** Teacher models how to take the answers to each question and revise them as sentences joined together to create a feature article similar to the ones read in Acquisition Lessons #1 through #3. Teachers will need to model via think-aloud the following:
  - Ordering the information
  - Adding details so the information makes sense
  - Adding transition words and phrases
  - Properly punctuating any quotations

2. **Modeling drafting the feature article:** Teacher models, via think-aloud, drafting an article based on the information in the interview.

*On Friday, May 11, 2012, the students in Ms. Chamberlain's and Mrs. Stilwell's class took a trip to the Adventure Aquarium in New Jersey. After completing a unit on animal habitats, the students were able to take a field trip to the aquarium to see in action all the animal habitats the aquarium had to offer. When asked what types of habitats they saw, John said, "We saw penguins, lots and lots of penguins and we saw them eat and do tricks." Some of the students never had the opportunity to tour an aquarium before. Jim replied, "It was a great experience, I never saw some of those animals in person." When asked what her favorite part was, Jenn announced, "I liked seeing the koala bears. They were so cute." The students returned to school at 6:00 the same day. It was a fun day but they were all tired when they returned back to school.*

**Possible Extensions:** based on the articles read, review what makes an effective hook for feature article and/or titles.

**Differentiation:** If students are having great difficulty identifying direct quotes, highlight information that was "spoken" as a scaffolding step toward effective use of quotation marks. If necessary, quotations can be eliminated as a requirement for struggling students or they can be required to include only one direct quotation.

3. **Revising the article:** Once the report/article is drafted, model effective revision by reading it over a few times to the class and asking if they have anything else they would like to add or if any of the information needs to be clarified. Make the necessary additions.

4. **Reviewing the rubric:** Show/give students a copy of the rubric ([Attachment F: Informational or Explanatory Text-Based Writing Rubric](#)). If the students are unfamiliar with this rubric, review the wording, clarifying any unfamiliar concepts. With students' assistance, highlight key phrases (e.g., concrete details, quotations, relevant information, and examples) to draw their attention between the 5 W information and the rubric.

**Assessment Prompt #1:** Using the rubric language and specific examples from the sample feature article modeled by the teacher, have students defend a rubric score for the sample.

## Instructional Sequence #2: Independent Writing

- 1. Reviewing the assignment:** Tell students they will now become full-fledged reporters. Explain that they will have an opportunity to interview someone and report on the events of September 11, 2001. Post the assignment for all students to see (teacher can adapt as necessary):

*You are a reporter assigned to interview someone about 9/11. You may choose to interview a teacher, sibling, neighbor, parent, or other relative, etc. You must be prepared to take notes on your interviewee's responses to questions you have planned before the interview. After the interview, you will write a feature article summarizing what you learned from the interview.*

- 2. Planning interview questions:** Have students work with a partner or small group to brainstorm the questions they would want to ask of someone who remembers the events of September 11, 2001. They should use the questions from the last activity and the information from Acquisition Lesson #2 as a guide for creating new questions. Allow students ample time (10 to 15 minutes) to work in their group to develop questions. Encourage students to develop a list of approximately 10 questions (and possible follow-up questions), so that they have enough to conduct a thorough interview. Upon completion of question development, bring the small groups back together. Teacher should record as students share questions their groups developed. A list of possible interview questions for the assignment will include, but not be limited to:

- When did you first hear about the attacks on 9/11? How did you hear about it?
- Who were you with?
- Where were you? Why were you there or what were you doing at the time?
- What was your first reaction or what did you think was happening?
- How did you feel?
- What did you do?
- How did 9/11 affect you or change you?
- Follow-up prompts –
  - ♦ Then what happened or then what did you do?
  - ♦ How did that make you feel?

When enough questions are generated, teacher prints and distributes a copy of the questions. This copy should have plenty of room between questions for students to take notes.

**Differentiation:** Students may want to put questions on separate cards. This will make organizing their information easier when they go to draft their feature articles (see [sample student cards](#) at the end of the unit).

- 3. Planning the project:** Develop a timeline with your students and give dates that you expect the interview to be completed and all interview questions and answers returned to school. Allow as much time as you believe is necessary—perhaps two days. Interviews can be conducted in person, via phone or email, or by any other appropriate means. (**Teacher note:** You may want to consider sending a letter home to families to inform them of this assignment. It could be a brief, “The students are currently learning about interviewing, word choice, and using the interview process to create a written response. The topic we are exploring is September 11, 2001. The students have been instructed to conduct an interview of someone who remembers the events of that day. They have already developed questions to assist in interviewing. All interviews should be completed by \_\_\_\_ and responses returned by \_\_\_\_.”)

**Differentiation:** Students can tape record their interview questions and/or tape record their interviewee's responses. To accommodate the writing portion of this module and make it accessible to all students, text-to-speech/speech-to-text software can be utilized. This utilization will enable struggling writers to be successful with the writing prompt.



**Assessment Prompt #2:** Once students have returned their interviews, have them highlight the concrete details and identify the 5 W information from their interview. [Teacher can ask students missing information to do a follow-up interview.]

### Instructional Sequence #3 – Writing the Feature Article

**(Teacher note:** This unit assumes students have some familiarity with the writing process. The interview answers serve as the prewriting notes for the writing. As modeled in the previous sequence, students will still need to make decisions about organizing the information into a logical order and converting abbreviations and notes to full sentences. Additional lessons on transition words, etc., could be needed depending on individual students' needs.)

1. **Drafting:** After students have received approval from teacher (**Assessment Prompt #2**), allow students ample time for drafting their feature article. Allow students to access modeled writing as well as the feature articles used in Acquisition Lessons #1 and #2 to help them draft their own writing.
2. **Revising/editing:** Teacher can schedule student conferences as appropriate. Teachers can also identify pairs or small groups of students to revise and edit their work using the rubric or the check list ([Attachment F: Informational or Explanatory Text-Based Writing Rubric](#) and/or [Attachment G: Revise/Edit Checklist](#), which can be used or adapted). Students should focus on revision first. In this portion of their revisions, students should focus on revising their pieces to allow further explanation or expansion of ideas, etc. Students should take time to elaborate details. After revising their interviews, students can work on editing. One protocol for effective editing has students use a colored pencil (all the same color) and read through their own papers looking for errors that need editing (spelling, grammar, word choice, etc.) and underline each problem area. Then, have students trade papers and switch colors of pencil and go through the same process as before but with someone else's paper. This will allow each writer to go through the editing process twice.
3. Upon the completion of all **revising and editing**, students should create a final draft. Collect the interview and all drafts of the feature article along with students' final drafts.

**(Teacher note:** The finished piece for this unit is the reporting out based on the interview. The length of the finished product should vary depending on the needs and abilities of students, development of interview questions, etc.)

#### **Summarizing Strategy:**

As a summarizer, allow students to share out details from their final interviews/writing pieces. Teachers might also ask students to reflect on their own feelings (or reflect on how they may have changed) based on the texts they read and the interview they conducted for this unit.



***Attachment F: Informational or Explanatory Text-Based Writing Rubric – Grade 4***

	<b>Score of 4</b>	<b>Score of 3</b>	<b>Score of 2</b>	<b>Score of 1</b>
<b>Reading/ Research</b> 2 x ____ = ____	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes effective use of available resources</li> <li>▪ effectively uses relevant and sufficient text support from the resources with accuracy</li> <li>▪ uses credible sources*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes adequate use of available resources</li> <li>▪ uses relevant and sufficient text support from the resources with accuracy</li> <li>▪ uses credible sources*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes limited use of available resources</li> <li>▪ inconsistently uses relevant and sufficient text support from the resources with accuracy</li> <li>▪ inconsistently uses credible sources*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes inadequate use of available resources</li> <li>▪ fails to use relevant and sufficient text support from the resources with accuracy</li> <li>▪ attempts to use credible sources*</li> </ul>
<b>Development</b> 3 x ____ = ____	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ addresses all aspects of the writing task with a tightly focused and detailed response</li> <li>▪ skillfully develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ addresses the writing task with a focused response</li> <li>▪ develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ addresses the writing task with an inconsistent focus</li> <li>▪ inconsistently develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to address the writing task but lacks focus</li> <li>▪ develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are irrelevant and/or insufficient</li> </ul>
<b>Organization</b> 2 x ____ = ____	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ effectively introduces the topic</li> <li>▪ groups related information in paragraphs and sections in a manner that supports the writing task</li> <li>▪ effectively links ideas within categories of information using words and/or phrases</li> <li>▪ provides an effective concluding statement or section related to the information or explanation presented</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ introduces the topic clearly</li> <li>▪ groups related information in paragraphs and sections</li> <li>▪ links ideas within categories of information using words and/or phrases</li> <li>▪ provides a concluding statement or section related to the information or explanation presented</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ introduces the topic</li> <li>▪ has a progression of ideas that may lack cohesion (i.e., list-like, rambling, or repetitive)</li> <li>▪ inconsistently links ideas within categories of information using words and/or phrases</li> <li>▪ provides a sense of closure</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ identifies the topic</li> <li>▪ has little or no evidence of purposeful organization</li> </ul>

	Score of 4	Score of 3	Score of 2	Score of 1
Language/Conventions 1 x =	<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a well-developed command of standard English conventions</li> <li>skillfully employs language and tone appropriate to audience and purpose</li> <li>has sentences that are skillfully constructed with appropriate variety in length and structure</li> <li>provides a list of sources*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a command of standard English conventions; errors do not interfere with understanding</li> <li>employs language and tone appropriate to audience and purpose</li> <li>has sentences that are generally complete with sufficient variety in length and structure</li> <li>provides a list of sources*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding</li> <li>inconsistently employs language and tone appropriate to audience and purpose</li> <li>has some sentence formation errors and/or a lack of sentence variety</li> <li>attempts to provide a list of sources*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a weak command of standard English conventions; errors interfere with understanding</li> <li>employs language and tone that are inappropriate to audience and purpose</li> <li>has frequent and severe sentence formation errors and/or a lack of sentence variety</li> <li>fails to provide a list of sources*</li> </ul>

\*if applicable

## *Attachment G: Revise/Edit Checklist*



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Read your piece carefully. Check each box as you read through your paper to revise/edit. Using colored pencils will help you easily identify problems.

### **Revising**

**Understanding** – use a **blue** colored pencil to circle/underline places where the writing needs more information or does not make sense.

- ☐ The interview makes sense.
- ☐ The writer used specific details in the interview.
- ☐ The interview has a clear beginning, middle, and end.

### **Editing**

**Capitalization** – use a **red** colored pencil to circle/underline errors.

- ☐ The first word of each sentence is capitalized.
- ☐ All names of specific people, places, or things are capitalized (proper nouns).

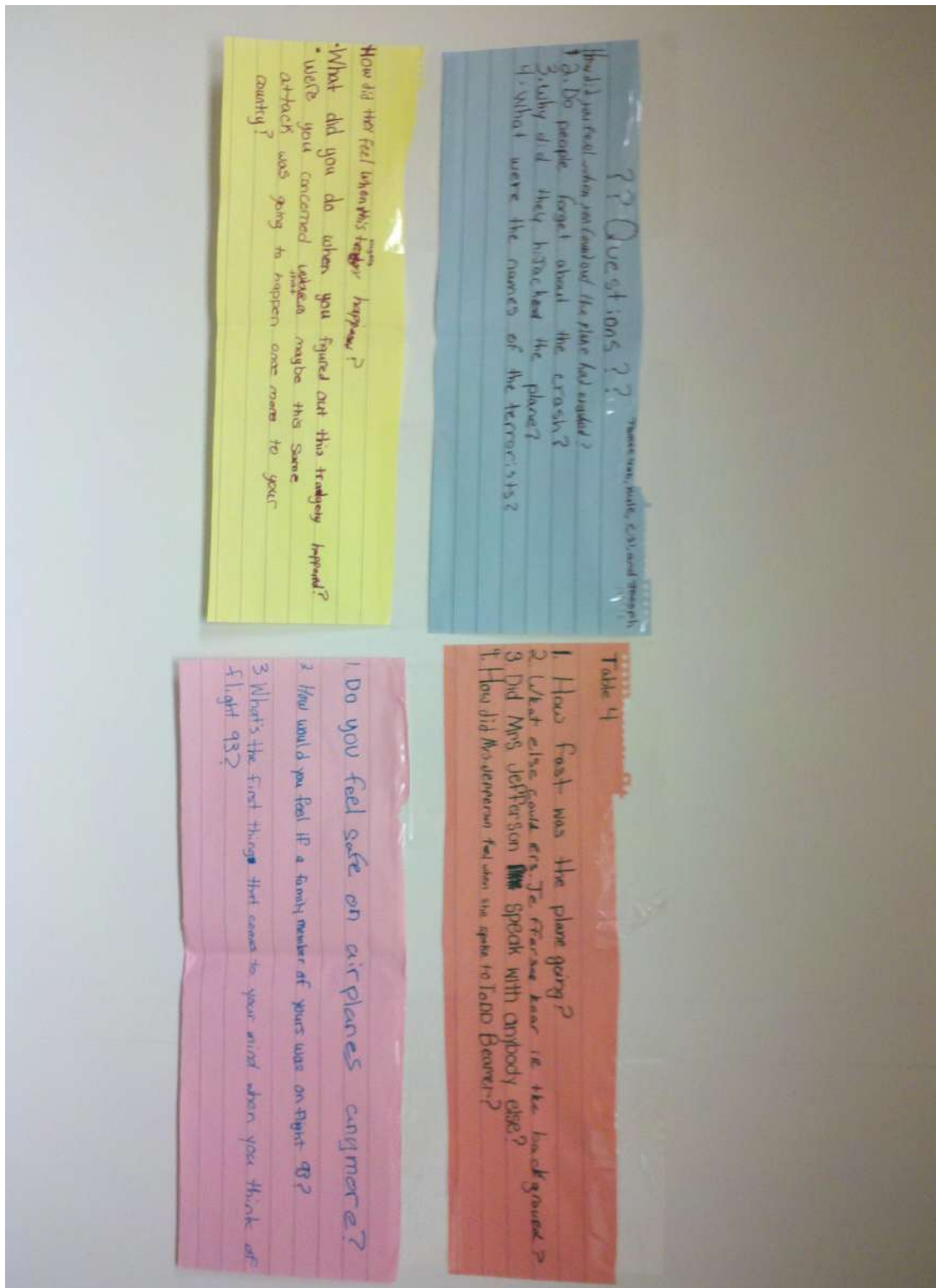
**Punctuation** – use a **green** colored pencil to circle/underline errors.

- ☐ Each sentence ends with the correct punctuation mark ( . ? ! ).
- ☐ Direct quotations are correctly punctuated.

**Spelling** – use an **orange** colored pencil to circle/underline errors.

- ☐ Words that may be misspelled are circled.
- ☐ Word choices that could be improved are underlined.

## Student Sample 1: Sample Interview Question Cards



***Student Sample 2: Sample Interview***  
(typed copy)

Interviewer: Where were you during 9-11?

Mrs. Oxbrough: I just moved to Ocean Pines, Maryland the day before 9-11. I was sitting at the kitchen table watching "Good Morning America" when I first heard the news.

Interviewer: What were your emotions of 9-11?

Mrs. Oxbrough: Astonished, shocked! I couldn't believe what I was hearing. I was frightened. I couldn't imagine what was going to happen next or even how it happened. I immediately wanted to know if everyone I knew was ok. It was impossible to find out at that moment in time. I was frantic!

Interviewer: Did you know anyone at the WTC at the time of the crash?

Mrs. Oxbrough: Yes!! I knew quite a few people that worked in both towers. One who was especially close was my neighbor who I grew up with in New Jersey. She worked on a high floor in the north tower and did not make it out. My high school friends that worked in the south tower made it out and did survive.

Interviewer: Thank you for your time Mrs. Oxbrough

### *Student Sample 3: Sample Feature Article*

Our class has been talking about 9-11, and was asked to interview someone we know about that particular day. We had the opportunity to interview, Mrs. O, a paraprofessional in our classroom. We thought that she would be perfect to interview because she grew up in New Jersey, which is close to New York and she knows a lot of people affected by 9-11. When we asked Mrs. O where she was, she stated, "I was in my house in Ocean Pines watching "Good Morning America" and drinking a cup of coffee." Then, we asked her what emotions she felt when she heard the news. Her response was, "I was in shock and awestruck with amazement. I could not believe it!" When continued by asking her if she knew anyone who was in the tower or NYC. "I have several friends that survived and a few that unfortunately did not. I feel lucky though because my sister worked at the WTC, and went in late that day due to my dog. That's right; I had just moved to Ocean Pines and had not had the opportunity to bring my dog down yet. So, my sister was watching him for me. His name was Buster. He would not use the bathroom that morning when she took him out, which delayed her. When she finally got on the road and boarded the subway, they stated that there were be no stops in Manhattan. We feel lucky that my dog saved her life, basically". Next, we asked if her sister could see smoke. She stated, "Yes, she could see the smoke clearly". Mrs. O also stated that she spoke to several friends that could also see the smoke in New Jersey. Our last questions was about how Mrs. O feels today about the tragedy of 9-11. She informed us, "I still can't believe that it happened and still get a nervous stomach when I discuss it. Just talking about it brings tears to my eyes. 9-11 has touched me personally and I appreciate life and all it has to offer." 9-11 not only affected Mrs. O. directly but also the world.

#### ***Student Sample 4: Special Ed—Using Dragon Naturally Speaking Software***

I was talking to my mom asking her how she felt about it when it happened?

She said she was shocked! I asked another question and I said where were you when it happene? She told me that she was at her brother's house. I asked if you'll take another question She said yes so I said did you panic why and why not? She said no I did not but I was very upset. As you have any family members that got hurt? no I did not of course not. I asked her if she will take another question just one more and he said Albright. Okay then what do you knew the next day? I'm sitting in front of the TV hoping for all the people to get help.