

Tales from the Chihuahuan Desert:

Borderlands Narratives about Identity and Binationalism

National Endowment for the Humanities and The University of Texas at El Paso
2021 Summer Virtual Institute for Secondary School Teachers (Grades 6th–12th)

Interactive, Multimedia Essay Framework with 5E Model for E-Portfolio with Artifacts and Readings

1. Title and Author of Essay

Provide an engaging title, name, date, and location.

2. Purpose, or Thesis, and Introduction with Storyboard

State the purpose or thesis for the reader. Your purpose can be implied as well. Draft an introduction and prepare a storyboard to guide your reader's experience and for your essay completion.

3. Reflective of Readings

Share the occasion for writing and also reflect on a reading about the Institute theme. Focus on the essential question that is connected to your purpose.

4. Audience

Think about your audience and provide flow in your thoughts.

5. Design and Layout

Provide paragraph breaks after two or three sentences for web content. Think about the design and layout that permits the reader to easily enter and exit text. Be sure to demonstrate [design principles](#) outlined by the U.S. Web Design Systems.

6. Contextual Artifacts and Resources

What will readers need to visualize or experience in an interactive fashion in terms of materials and artifacts, or previous materials, to read and understand your essay in its entirety?

Provide readings, photographs, and resources with fair use. Provide credit where due always.

7. Web Design

Use Microsoft Sway and apply it with standards for web readers. Be sure to follow the [U.S. Web Design Systems](#).

8. Essay Writing (ENGAGE, EXPLORE, EXPLAIN)

As you write your essay, think about engagement that considers the following:

- make use of **students'** prior or background **knowledge**;

- apply some of the **elements of literacy** (see next page); and
- embed **digital learning** and resources to create new knowledge.

The **elements of literacy** are noted here in abecedarian form:

- a. **Knowing**
- b. **Listening**
- c. **Memorizing**
- d. **Noticing**
- e. **Observing**
- f. **Performing**
- g. **Questioning**
- h. **Reading**
- i. **Speaking**
- j. **Thinking (metacognition)**
- k. **Understanding / You** (readers, literati)
- l. **Viewing**
- m. **Writing (wonderment)** (Rodríguez, 2017)

9. EXTEND/ELABORATE: Additional Learning

How will readers apply new learning, create new knowledge, and demonstrate conceptual understanding? If readers had more time, what else could they do to expand the learning of concepts from your essay?

10. Additional Resources or Notes

List any artifacts, hyperlinks, multimedia, photographs, readings, recordings, and research that will support learning more about the concepts presented.

Be sure to add a few readings or multimedia we studied in the Institute.

11. References (or Works Cited)

List the references used in this lesson plan as either References (APA style) or Works Cited (MLA style). It is required that you use either format. See [OWL](#) for either style.

12. Reflection and Biographical Note

Provide commentary on your experience developing, designing, and writing your essay. Include a headshot photo and biographical note for readers.