

Sadie Levy

Culture LAP 1: Worcester Map and Different cultures

3/19/19

1. Content: Describe **what** it is you will teach. What is the content?
 - a. In this lesson, I will introduce what culture is to my students through a “Virtual Tour” of Worcester on Google Maps with the “in the street” view on, as well as several videos of dancing and food from different countries which my students families are from. Students will notice and wonder on a worksheet during both of these activities to come to realize some things about culture.

2. Learning Goal(s): Describe what specifically students will **know** and **be able to do** after the experience of this class.
 - a. SWBAT report to the class their noticings and wonderings of the virtual tour of Worcester on Google Maps.
 - b. SWBAT record their noticings and wonderings on their worksheet during the groupwork watching their video.
 - c. SWBAT respect iPad rules - do not pause or stop or change the video.
 - d. Students will have a basic understanding of what culture is - people’s way of life; their beliefs, their food, their clothing, their dances, their connection with the land, etc.
 - e. Students will understand that Worcester is very rich culturally.
 - f. Students will begin to understand what the word *rich* means in that context.

3. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
 - a. This lesson on culture is designed to be a hook for students to capture their interest in the subject. Luckily, the subject is pretty interesting and I imagine will hold their interest, however I want to start off the unit with an emphasis on Worcester. Worcester has a unique culture in and of itself (which we will not go into as a class), and is filled with many different cultures due to the number of immigrant families here.

4. Assessment: Describe **how** you and your students will know they have reached your learning goals.
 - a. This lesson I will both informally and formally assess my students. I will observe students as the work in groups to notice and observe, as well as read their responses. I expect students to be following GROUPS expectations (which we go over almost every time we go over in groups).

5. Personalization and equity: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and

scaffold learning? How specifically will ELL students and students with learning disabilities gain access and be supported?

- a. Since this lesson is so hands on and there's really no right or wrong answer, I think this lesson will captivate all of my students. The virtual tour paired with the dancing/food videos and the notice/wonder sheet creates a low threshold, high ceiling kind of lesson. I have also put my students with videos that I think will excite them. While I didn't put all my Ghanaian students in the Ghana video and all the El Salvadorans with the pupusa video, etc., I think the students will be excited about learning about other cultures in the class, as well as make some connections to their own cultures! Connecting to class content is important for all students, and especially important for ELL and students with IEPs.

6. Activity description and agenda

- a. Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.

time	activity	learning goals
3 min	Introduce activity: Today we are going to look at Worcester and then look at some videos and I want us to be thinking about what we notice and wonder - what do you notice about the map I'm about to show you and what do you notice about the videos you'll see?	Students will listen to the stated agenda.
10-15 min	On the Elmo: explore Worcester Park Ave and Main street virtual tour I will ask probing questions: are all the signs you see in same language? Are the stores and restaurants from the same country? All they all advertising similar things? I will model when I notice and wonder something on my own piece of paper so they can see what I mean.	SWBAT notice and wonder these streets in Worcester. Students will notice that Worcester is culturally rich!
3 minutes	Share at your table groups what you noticed and wondered.	SWBAT listen to one another and share their ideas.

		SWBAT reflect on what they just saw.
10-15 minutes	<p>Introduce second part of lesson: Now I'm going to give each table an iPad with a different video - what do you notice and wonder? Each group will have one person who can touch the iPad. They will listen to the rest of the group's requests, but will be the only ones who can touch it.</p> <p>In your groups: remember to listen to one another, and build off of each other's ideas. It is certainly okay to have the same thing written down.</p>	<p>SWBAT notice and wonder what they see from the different videos. SWBAT write independently their reflections. SWBAT build off of what they are saying.</p>
10 minutes	<p>Come back as a group on the rug. Was everything I showed you from the same place? How do you know? Why do you think I picked these things to show you? Take many hands All of these videos are from different cultures. Culture is kind of a tricky thing to define.</p> <p>I will write these definitions on the board:</p> <p>Culture: a group of people's way of life. How they dress, experience the world, music, food, tradition, etc.</p> <p>I picked Worcester to show you all because Worcester is so culturally rich.</p> <p>Rich: in this case, rich means very full</p>	<p>SWBAT share with the class their wonderings and noticings as evidence as to why I picked these things to show the class. SWBAT sit on the rug and follow directions. Students will understand that I picked these videos and maps as an introduction to our unit on culture.</p>

b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?

- i. I'm a little nervous for how the bridge from the first part of the lesson to the 2nd to the rug will go. I will try to frame the whole lesson as a puzzle kind of so that the two parts are part of the puzzle of why Miss Levy picked these different lessons to put together. I'm also a little nervous that students will not get the connection between the two parts of the lesson, but I will try and make it clear that everything we're talking about is part of culture. I think students will be excited about watching the videos and see some connection between them so I think that will bridge that gap.

7. List the Massachusetts Learning Standards this lesson addresses.

- a. 3.11 Identify what individuals and families bring with them (e.g. memories, cultural traits, goods, ideas, and languages or ways of speaking) when they move to a different place and identify the significant impacts of migration; identify elements that define the culture of a society (e.g. language, literature arts, religion, traditions, customs); explain how the community is enriched by contributions from all people who form it today.
 - i. *Clarification statement: Students should be able to give examples of traditions or customs from other countries practiced in the US today, with a focus on the cultures represented in the class and what those cultures have contributed to US society: describe traditional foods, customs, games, and music of the place they, their family, or their ancestors came from.*
- b. SL. 1 Participate in collaborative discussion with peers and adults in small and larger groups on history/social science topics.
 - i. Follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time, staying on topic)
 - ii. Build on one another's talk in conversations by responding to comments through multiple exchanges.
 - iii. Ask questions to clear up confusion about the topics and texts under discussion.
- c. SL.4 Describe people, places and things related to history/social studies; speak clearly at an understandable pace and use appropriate vocabulary.

8. Reflection

- a. In light of all areas of planning, but especially in terms of your stated purpose and learning goals, in what ways was the activity(ies) successful? How do you know? In what ways was it not successful? How might the activity be planned differently another time?
- b. What did you learn from the experience of this lesson that will inform your next LAP?

Because I have been putting so much thought into my management, I think in the case of this lesson, I was too in my head! I was overthinking and then wasn't being the best teacher I could have been. In this case, I will start with the negative. In planning this lesson, I had a really hard time deciding how to start this whole unit on culture - I feel like I don't even understand what culture is fully. It's so ingrained in us that it wasn't until my late teens that I feel like I even realized that the way I live is a culture in and of itself. I was wrapped up in how to make the nuances of culture clear to 7 year olds. With that being said, I did know one thing for sure - I wanted to start with a context we're all very familiar with - Worcester! Worcester is incredibly culturally diverse, although I can imagine that as a young person in Worcester, that *is* the culture of Worcester so it would be tricky to notice that. The fact that classrooms are so culturally and linguistically and racially diverse here creates a culture in and of itself!

With this in mind, I tried to start my lesson with a map - I wanted to students to consider their own surroundings in a new way... it didn't go as planned. When I had gone on google maps on my own, I felt like I kept seeing so many places that were relevant to this topic - Maria's Kitchen, the church right before Jacob Hiatt, Mofongo, etc. etc., but when I started showing the map I felt like all the sudden I didn't know what else to ask! I felt so weird/nervous/in my head I was having a hard time thinking on my feet. These days, I teach almost the whole day and am making constant changes to my practice based on the room and what needs to happen in the time constraint, but for some reason I was having a hard time thinking on my feet, feeling like I was in my head too much about being watched. I should have set up more questions for the notice and wonder. I felt good about modeling the noticing and wondering, but I should have probed more about the wonderings they may have. I think I could have modeled this in a different way, and also start incorporating that in more of our other practices, so they can get in the habit of wondering. I also wish that I had made a clear

distinction in paper between noticing and wondering the map vs. noticing and wondering about the videos. Although, even so, my students were able to organize their thoughts! They all made two columns on the back which shows their ability to listen and add on the fly!

What I feel like went well was the video-watching! I was proud of my students for sharing for the most part, wondering and noticing, and writing things down. I think my management on this part was actually better. I was able to float around and then bring them back in with multiple strategies to bring in their attention, and I waited until they were all listening. Bringing them back to the rug, I asked them to come silently, and when they didn't, I sent them back. On the rug, I had planned out which words exactly I was going to explore and that helped me frame the conversation. I knew the word *rich* was a word I wanted to use to describe the cultural factor of Worcester, so I had planned that the question would come up. I know that this topic was only briefly touched on, so I will continue with that word in lessons to come.

I think overall my awareness of language was stronger than it has been in the past. I plan on in future lessons incorporating language to talk about our cultures and heritage more - *ancestors* and *generation* to name a couple I plan on teaching. In future lessons I also plan on concretizing their notions of what culture really means, as well as continue to assert how amazing it is to live in such a culturally diverse place as Worcester.

Below is some student work which shows the extent to which students understood what I was asking them to do. There are a wide range of responses. For some of my more self-sufficient and curious students, this worked well! Sara, Kyara, Nathaniel, and Khloe to name a few were all noticing and wondering up a storm! (Below is Kyara's work to show for that). There were also a few students who were noticing everything, but had a hard time wondering. This is particularly why I wish I had modeled this, and will continue to do more of this in other lessons (Naliya's

work particularly shows this). For students who are not as fluent in writing independently (namely Mario, Christian, Angelo, Angelyn), even still they had things written down which I was proud of! Mario's work is below and shows that, even though his spelling and handwriting is practically illegible and his thoughts didn't necessarily go in the correct column, he understood what we were doing and was taking notes. For him, that feels like a big deal! Lastly, I included a picture of the back of Chino's paper where he failed to write anything, but did include two very telling sketches of noticing and wondering that I love and I think capture something important about the process.

Name: Kyara

Date: 3/20/19

notice

(What is something you notice or observe?)

- Restaurant that has crawfish
- lots of trees,
- There are lots of stores.
- Lots of colorful things

wonder

(What is something you have a question about or wonder?)

- who owns that car?
- why is there lots of cars?
- are people inside?
- why are there so many stores?

Name:

MARIA ANTONIO

Date:

20

notice

(What is something you notice or observe?)

wonder

(What is something question about or

That is
in
Worcester.

I saw
some
stores.

close to
our school.

Why
they
twerking?

that is what
Wu said I saw
some some
costo
equa shoo
way than
tw+wg

Name: Angela

Date: 3/20/19

notice

(What is something you notice or observe?)

I notice
That there
is a restor
run + nose
stare
There
are

mom
I notice
that there
was a

There are
a restor
run +

wonder

(What is something you have a question about or wonder?)

I wonder
if some
one did
this all

notice

They were
dancing
to

wonder

why were
they
dancing

They

why
they twir^{king}

Name: Nalija B. J ♡

Date: 3/20/19

notice

(What is something you notice or observe?)

I notice a food
store that said
my sister's carfish

I notice 7 11

I notice a lot
of car

I notice family
Dollar

I notice JHMS
our school

I notice
dog center

I notice miq's
hot dogs

I notice people

wonder

(What is something you have a question about or wonder?)

Notice

I notice
she is
making
popsa

Woden

~~Woden~~

~~Woden~~

~~Woden~~

MacBook Air

